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Optimizing Employee Engagement to Improve Human Resources Performance: A Case Study of A Private University in Facing the VUCA Era

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Abstract. As educational service providers, universities play a major role in the success of government programs, namely the intellectual life of the nation. Higher education must be able to manage human resources well because it will have an impact on the effectiveness of the organization's work. The purpose of this study was to find answers on how to optimize employee engagement to improve the performance of human resources (HR) in tertiary institution in the VUCA era and what factors should be prioritized for improving human resources in a university in the VUCA era. This study applies a case study approach from qualitative research design. In this study a semi-structured interview is used to get the perspectives of employee engagement. The research proved that to optimize employee engagement in higher education, an institution must be able to understand the difficulties faced by its employees. An institution must also be able to provide motivation and support to all employees so that they will feel comfortable and safe at work and this can prevent performance deterioration.

Keywords. Employee Engagement, Human Resources Performance, VUCA Era

1. Introduction

One of the most frequently discussed topics in the field of human resources in recent years is Employee Engagement, which is not only discussed among business people or business actors, and industry, but also organizations including universities [1]. Employee engagement or a sense of employee attachment to work or their organization is very important for organizations including universities. At present, competition between universities is very tight, so it requires universities to pay more attention to the quality of their human resources in order to be able to compete in the VUCA era.

[2] states that the human resources in higher education are not only lecturers but also supporting staff including librarians, laboratory assistants, technicians, and other educational personnel who are responsible for achieving the overall quality goal of education. Education staff have a very important role and can even be said to be the spearhead of higher education institutions especially in delivering services and supporting academic activities. However, in reality, not all staff have a high level of employee engagement, so this is quite a challenge for an organization in an era of increasingly tight competition. Especially during the COVID-19 pandemic, where the lecture system has turned online and the work system for human resources has also changed

to Work From Home (WFH), which requires employees to work optimally with minimum supervision.

Research on Employee Engagement has been carried out by many previous researchers. Agnes Wahyu Handoyo and Roy Setiawan (2017) in their research entitled *The Effect of Employee Engagement on Employee Performance at PT. Tirta Rejeki Dewata* [3]. This study uses quantitative methods with 46 valid questionnaires. The method of analysis used is simple linear regression using SPSS for windows. The results of this study indicate that Employee Engagement has a positive and significant effect on Employee Performance. The difference between the research conducted by Agnes Wahyu Handoyo and Roy Setiawan and this research is in the research object and method. The previous research focused on employee engagement in companies using quantitative methods, while this study focused on employee engagement of human resources in higher education with a qualitative approach. Other researchers, namely Ros Patriani Dewi, Narastri Insan Utami, and Juwandi Ahmad (2020) conducted a research entitled *Quality of Work Life and Work Engagement for Lecturers of Private Universities in Yogyakarta* [4]. This study aims to see the relationship between quality of work life and work engagement of private university lecturers in Yogyakarta. The research subjects were 60 private university lecturers in Yogyakarta. The data analysis technique in this study was carried out through a quantitative test with the Product Moment correlation statistical method. This shows that the higher the quality of work life, the higher the work engagement or vice versa, the lower the quality of work life, the lower the work engagement. The similarity between this research and the research conducted in private universities in Yogyakarta is that both of them take research objects in universities, but the difference is that the research in Yogyakarta uses quantitative methods while this research uses qualitative methods. The next researcher is Zamralita (2017) with the title *Description of Work Engagement at Permanent Lecturers in terms of Personal Characteristics*. The purpose of this study was to obtain a description of work attachment to lecturers in terms of personal characteristics. The method used in this research is quantitative method. The research participants were 602 permanent lecturers. The research data were obtained through a work engagement questionnaire. The results showed that lecturers had high work engagement. If it is related to the level of education and functional position of the lecturer, the higher the level of education and functional position of the lecturer, the higher the work engagement [5]. The similarity of research conducted by Zamralita with this research is that both of them are researching employee engagement in higher education institutions and the difference is that the previous research focused on lecturers but this study took university human resources, namely non-teaching staff as the research subjects.

The purpose of this study was to find answers on how to optimize employee engagement to improve the performance of human resources (HR) in tertiary institutions in the VUCA era and what factors should be priorities for improving human resources in universities in the VUCA era. This research will make a significant contribution to the world of educational management, especially the development of human resources in tertiary institutions in the face of the VUCA (disruptive) era.

2. Literature Review

2.1 VUCA Era

Today, people around the world are quite familiar with the term VUCA. The term VUCA itself was first used in the military to describe the battlefield situations faced by operational forces around the nineties. It can be imagined that the condition at that time was very limited information, causing chaos. This situation is termed a fog war. VUCA itself stands for Volatile, Uncertain, Complexity and Ambiguity. This term describes a business environment that is

increasingly volatile, complex and increasing uncertainty. The term volatility can be seen from the emergence of new challenges that do not have a consistent pattern. This change happened very quickly. The second term is Uncertainty or uncertainty. What is meant in this case is an uncertainty for business people. This makes it difficult for entrepreneurs to make decisions. The third component of VUCA is Complexity. The causes of this complexity can come from various factors such as the emergence of a variety of new competitors, technology disruption, changing consumption patterns, complex regulations, changes in supply chain patterns, and many other factors. The fourth component is Ambiguity which means "confusing". Ambiguity is characterized by difficulties in conceptualizing existing challenges and formulating solution models. When ambiguity hits, the leaders are faced with doubts about making a decision because the outcome is very uncertain [6].

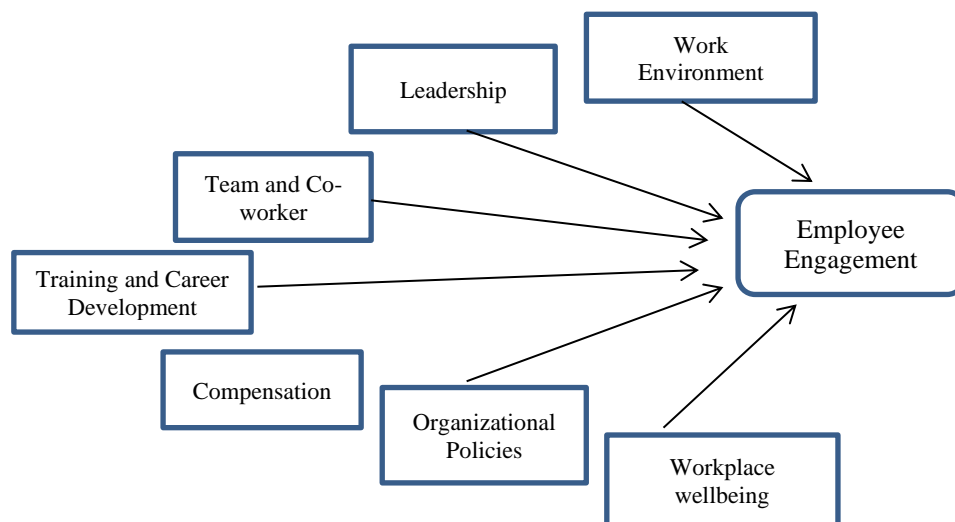
[7] argue that we should not focus on the acronym term described above to mean VUCA, because this will lead us to think that VUCA is something negative. Therefore it must be emphasized on the positive side where leaders interpret it as a challenge to seize opportunities, so it is necessary for us to read VUCA as: Vision, Understanding, Clarity, and Agile [8]. From the terminology used by Johansen, it can be explained that the term 'volatility' can be overcome by a strong 'vision' of the organizational leader. A strong vision will help the leader in changing "uncertainty" to "Understanding". 'Understanding' will bring all team members to share the same mindset, and build understanding and understanding of how they can contribute to organizational success. Meanwhile, "Clarity" can be built through the discipline of each individual which will foster a professional attitude. Meanwhile, the last component of VUCA is "Ambiguity" which can be replaced with "Agility" which means agility or responsiveness. In this disruptive era, agility means agility in dealing with radical changes and dealing with new developments that suddenly appear [9].

2.2 Employee Engagement

Macey and Schneider as cited in [10] state that employee engagement will make employees have higher loyalty, thereby reducing the desire to voluntarily leave the company or organization where they work. As stated by [11] that one of the successes of business is due to employee attachment which is always maintained, especially in today's competitive era. Employee engagement itself is classified into 3 elements, namely: vigor, dedication and absorption [12]. Vigor is employee attachment which is reflected in physical and mental strength when doing work that relies on mental strength and resilience, optimal energy, courage to do business, desire, willingness to do work. Meanwhile, dedication is interpreted as an employee's emotional attachment to his job. This shows the employee's enthusiasm at work. There is a sense of pride in the work done and the company where they work. The third element is absorption. The hallmark of this element is the visible behavior of employees who pay full attention to their work. In carrying out their work, employees feel happy and are not burdened so that they can have high concentration and produce works above average, so it is difficult for them to separate themselves from their work. Another expert, namely [13] argued that employee engagement includes two important dimensions, namely: employee engagement as employee psychological energy and employee engagement as behavioral energy that can be seen in work. Employee engagement as an employee's psychological energy has a meaning, namely the integrity of employees with their work where employees can struggle, get involved in work, focus and be fully involved. Meanwhile, employee engagement as behavioral energy that can be seen at work can be reflected in the proactive attitude of employees at work, and will take action in a way that is in accordance with organizational goals. Employee engagement is also defined as something that motivates employees, including a sense of belonging to a job and a

sense of pride, as well as enthusiasm for doing their job, thereby fostering positive employee and organizational attitudes (commitment, involvement, and attachment) towards cultural values and the achievement of company success, as stated by [14]. Employee engagement is said to be successful when the company is able to encourage employee enthusiasm in carrying out its work with the aim of being successful in the company [15]. Watson also emphasized that the success of building pride in working for a company or institution is part of employee engagement. Companies with engaged employees have high employee retention as a result of decreased employee turnover, reduced intention to leave the company, increased productivity, profitability, growth and customer satisfaction [16]. Factors affecting employee engagement, namely *Work Environment, Leadership, Team and Co-worker, Training and Career Development, Compensation, Organizational Policies, procedures, structures and systems, Workplace well-being* [17].

Figure 1
Factors affecting Employee Engagement



Source: Anitha J. (2014)

2.3 Employee Performance

[18] suggests that performance is the result of a person as a whole during a certain period in carrying out tasks, such as work standards, targets or target criteria that have been determined in advance and have been mutually agreed. Employee performance achievement is also determined how the company can motivate employees and develop plans for improvement so that performance deterioration can be avoided. Meanwhile, performance appraisal is the process of assessing personality traits, work behavior, and the work results of a worker or employee who are considered to support their work performance and are used as consideration for decision making [19]. According to [20] performance is the amount of effort an individual puts into his job. Productivity, work safety, attendance and retention, customer satisfaction, customer loyalty, and profitability are some elements of employee performance that can encourage high employee engagement [21].

[22] specifically stated the objectives of performance appraisal as follows: a) Increase mutual understanding between employees about performance requirements; b) Recording and acknowledging the work results of an employee, so that they are motivated to do better, or at

least have the same achievement as previous achievements; c) Provide opportunities for employees to discuss their wants and aspirations and increase awareness of their current career or job; d) Defining or reformulating future goals, so that employees are motivated to achieve according to their potential; e) Checking the implementation and development plan according to training needs, specifically the training plan, and then approving the plan if there are no rights that need to be changed.

Furthermore, [22] states that the indicators that need to be considered in performance appraisal include: a) Quality of work, namely neatness, accuracy, and linkage of work results without neglecting the volume of work. With good work quality, it can avoid the error rate in the completion of a job and the resulting work productivity can be beneficial for the progress of the company; b) Work Quantity, namely the volume of work produced under normal conditions. Work quantity indicates the number of types of work performed at one time so that efficiency and effectiveness can be carried out in accordance with company objectives; c) Responsibility, which shows how much the employee can be accountable for his work, the facilities and infrastructure used and his work behavior; d) Initiative, which shows how much the employee's ability to analyze, assess, create and make decisions on solving the problems they face; e) Cooperation, which is the employee's willingness to participate and cooperate with other employees vertically or horizontally inside or outside of work so that the work results are getting the employee's willingness to participate and cooperate with other employees vertically or horizontally inside or outside of work better; f) Compliance, namely the willingness of employees to comply with the regulations that carry out their work in accordance with the instructions given to employees.

Meanwhile, [23] argues that the performance measurement process is directed at six aspects, namely: a) Work results: the level of quantity and quality that has been produced and the extent to which supervision is carried out; b) Job knowledge: the level of knowledge associated with work tasks which will have a direct effect on the quantity and quality of work output; c) Initiative: the level of initiative during carrying out work tasks, especially in terms of handling problems that arise; d) Mental skills: the level of ability and speed in receiving work instructions and adapting to existing work methods and work situations; e) Attitude: the level of morale and positive attitude in carrying out work tasks; f) Discipline of time and attendance: level of punctuality and level of attendance. The similarities and differences in performance measurement between [22] and [23] can be seen in table 1 below.

Table 1
Key Performance Indicators

No	Mangkunegara (2000)	Sutrisno (2009)
1.	Work quality Neatness, thoroughness, and interrelation of work results	Work results The level of quantity and quality that has been produced and the extent to which supervision is carried out
2.	Work Quantity The work volume is generated under normal conditions. Many types of work done at one time	Knowledge of work The level of knowledge associated with work assignments that will have a direct effect on the quantity and quality of work output
3.	Responsibility	Initiative

	Accountability for employee work. Facilities and infrastructure used and their work behavior	The level of initiative during work tasks, especially in terms of handling problems that arise
4.	Initiative The ability of employees to analyze, assess, create and make decisions on solving the problems they face	Mental Skills The level of ability and speed in receiving work instructions and adjusting to the way of working and the existing work situation
5.	Cooperation Willingness of employees to participate and cooperate with other employees vertically or horizontally	Attitude The level of morale and positive attitude in carrying out work tasks
6.	Obedience Willingness of employees to comply with regulations that carry out their work in accordance with instructions given to employees	Time and attendance discipline Punctuality level and attendance level

Source: Mangkunegara (2000) and Sutrisno (2009)

2.4 Employee Engagement in Higher Education institution

Today, we are in a disruptive era. With the development of higher education which is increasingly rapid, the demands for increasing human resources are also expected to increase rapidly, so that it requires the involvement and strong attachment of lecturers and non-academic staff to universities. But in reality, there are still some human resources who have low involvement and attachment to institutions, where these human resources are less focused on developing the threefold missions of higher education. This of course will affect the development of institutions and the performance of human resources itself.

Human resources in tertiary institutions are not only lecturers but also other educational and non-educational staff, as stated by [2] that the human resources in higher education consist of lecturers and their supporting staff, including librarians, laboratory assistants, technicians, and educational staff and others who are responsible for the achievement of the overall quality objectives of the threefold missions of higher education. Someone who is already working can show maximum work performance when involved in his job and when he feels not forced to carry out what the job demands, even tends to give more than what his job demands regardless of whether his age is still in productive age or not [24].

Employee engagement is categorized into 3 types by [25], namely: *engaged employees*, who consistently try to provide excellence in their roles. *Not engaged employees*, means employees who only focus on tasks assigned to achieve organizational goals and *actively disengaged employees*, means dangerous employees who not only underperform but also influence the work motivation of other employees in the organization to achieve their goals.

Table 2
The 3 Employee Types

1	Engaged Employees	<i>Engaged employees</i> work with passion and feel a real connection to their company. They help drive innovation and move the organization forward.
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2	Not Engaged Employees	<i>Not Engaged employees</i> are sleepwalking through their working day. They're putting in time, but not energy or passion to their work.
3	Actively Disengaged Employees	<i>Actively Disengaged Employees</i> aren't just unhappy at work. They are busy acting out their unhappiness, undermining what their co-workers accomplish.

Source : Galup (2004)

[26] identify work engagement as a performance driver, because work engagement has characteristics (1) employees have a commitment to work and organization, (2) pride in work and in the organization, (3) willingness to support the benefits and benefits of work and organization, and (4) satisfaction with work and organization.

3. Methods

This research is a qualitative research with a case study approach. [27] states that the characteristics of a case study are that it can identify a "case" for a study, is a "system bound" by time and place, uses various sources of information in data collection, the case study approach focuses on context or setting for a case. Qualitative research is also a process of research and understanding based on methodology that investigates social phenomena and human problems, emphasizing the social nature of reality, the close relationship between the researcher and the subject under study [28].

In this study, the informants involved from higher education human resources were permanent lecturers and education personnel. Data collection in this study used semi-structured interviews and documents. Participants consist of 20 staff of a private university in Jakarta. The interviews with permanent university employees are aimed at exploring information on how university implements employee engagement for their staff. Considering the ethical issues and objections raised by the interviewees, the name of the institution and all participants are not mentioned in this paper.

The data analysis technique used in this study used analysis from [29] which states that there are three kinds of qualitative data analysis activities, namely: (a) Data Reduction. The amount of data obtained in the field is quite a lot, for that it needs to be recorded carefully and in detail, (b) Data Model (Data Display), (c) Withdrawal / Verification of Conclusions.

4. Results

To answer the research question about optimizing employee engagement in VUCA era and what factors should be the priorities for improving human resources in universities in the VUCA era. Interviews were conducted with 20 permanent employees. The answers are summarized in the following table:

No	Aspects	Findings
1.	Performance appraisal conducted by the university for its employees in the VUCA era.	<ul style="list-style-type: none"> a. Work Results (work Quality and Work Quantity) b. Discipline of time and attendance c. Obedience d. Cooperation e. Responsibility f. Ability and speed in receiving work instructions
2.	Efforts to encourage Employee Engagement in	<ul style="list-style-type: none"> a. Training b. Compensation

	the institution in VUCA era.	c. Team & Co Worker d. Leadership
3.	Factors should become priorities to improve human resources quality in universities in the VUCA era.	a. Encouraging employees have a sense of belonging to a job and a sense of pride, b. Encouraging employees have enthusiasm for doing their job, c. Fostering positive employee and organizational attitudes (commitment, involvement, and attachment).

5. Discussion

From the results of interviews conducted with 20 non-teaching staff, it was found that the university carried out a performance appraisal with an emphasis on work results which included work quality and work quantity, discipline of time and attendance where every morning and evening when employees start working and finish work, they must reported his attendance. However, this attendance report is not accompanied by an activity or work report, so when monitoring is held, it will be difficult for the HRD division to check it. Apart from the *work results* and *discipline* factors, another factor that was also emphasized by the HRD division was *obedience*, namely a willingness of employees to comply with regulations that carry out their work in accordance with instructions given to employees.

In the performance appraisal, it is also assessed how staff can work with fellow colleagues, or work teams, either vertically or horizontally and also the responsibility for carrying out tasks will be reflected in the work completed and how they solve problems encountered in the field. The last is the ability and speed in receiving work instructions, namely how staff can be responsive in receiving and completing their work [22], [23].

Regarding the efforts that have been made by the university in improving the quality of its non-teaching human resources, a series of programs have been implemented, namely training for employees. The training carried out is adjusted to its urgency. For example, during the COVID-19 pandemic, employees needed skills in the field of digital technology considering that employees had to work from home (WFH). For COVID-19, employees need skills in the field of digital technology considering that employees must work from home (WFH). Therefore, the university held digital technology training before implementing WFH. Another effort is providing compensation. The compensation in question is more about reimbursing costs for the internet, considering that employees work from home and must have an internet network. In addition, the institution also tries to strengthen teamwork, so that each team is led by a leader who understands how to be a leader in the VUCA era and is capable of building a strong and dynamic team [17].

Regarding the factors that must be prioritized to improve the quality of higher education human resources in the VUCA era, the employees interviewed said that the most important thing to survive in this disruptive era was the attention of the institution to employees. This must be done in the form of good communication, especially between superiors and subordinates. Well-developed communication will make employees feel comfortable and motivated to work, not worry about uncertainty, and stay focused on their tasks [18]. But unfortunately not all leaders are good at motivating their subordinates. There are still many leaders who only require subordinates to work, work and work without wanting to understand what difficulties their staff is experiencing. Therefore, not only staff must learn to improve their quality, but also leaders must be able to improve their leadership skills, especially how to become a professional leader in the VUCA era. Thus, employees will have a sense of belonging to a job and a sense of pride

to the institution. If employees feel safe and comfortable working in the institution where they work, this will foster high commitment and integrity to the institution, are fully involved with the organization and automatically the employees also have no intention of leaving the institution [13]. This is in line with the statement of Judith as quoted in [24] who says that someone who has worked can display good work performance optimally when involved in his job and when he feels not forced to carry out what is the demands of the job even tends to give more than what is his job demands. Finally, employees feel that they are always involved and employee engagement can be carried out well [14].

6. Conclusion

From the analysis above, it can be concluded that employee performance achievement is determined on how the company can motivate employees and develop plans for improvement so that performance deterioration can be avoided. To be able to optimize employee engagement in higher education, institutions must be able to understand the difficulties faced by its employees. Institutions must also be able to provide motivation and support to all employees so that employees will feel comfortable and safe at work and this can prevent performance deterioration. For future research, researchers recommend that research related to employee performance be carried out with a different approach.

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