

The Relationship Between Meaningful Work and Teacher Organizational Commitment in Secondary Schools in Padang City, West Sumatra

Kurniati Ramadhini

Universitas Adzkia, Indonesia

E-mail: kurniatiramadhini@adzkia.ac.id

Abstract

The low quality of education in Indonesia is not only caused by the curriculum, but is also closely related to the low quality of teachers. Teacher Proficiency Check (UKG) 2012-2015 data shows that the majority of teachers did not reach the minimum mark in the aspects of pedagogy and subject mastery. This suggests the need to strengthen teachers' organizational commitment as an effort to improve education quality. The purpose of this study is to examine the relationship between meaningful work and organizational commitment among teachers in Regional Secondary Schools in Padang City, West Sumatra. This study used a quantitative approach with an online survey method. A total of 159 teachers from six schools completed the research questions, and the data were analyzed using SPSS version 26.0 software. The results of the study show that there is a significant relationship between meaningful work and organizational commitment. In addition, the analysis shows that meaningful work has an effect on organizational commitment. These findings suggest that teachers' perceptions of the meaning of their work contribute positively to attachment and loyalty to the organization. The implications of this study provide educational organizations with a new understanding of the importance of fostering meaningful work and strengthening transformational leadership among school leaders to improve teaching quality. It is hoped that the results of this study can contribute to the development of strategies to improve teacher professionalism and commitment in education.

Keywords: Meaningful work, Organizational commitment, Teachers, Secondary school, Education.

INTRODUCTION

Education is a fundamental human right in life. Education plays an important role in every aspect of life, both in the family and in the nation and state. The success of a country is often measured by the quality of its education (Isjoni, 2006). Education is also the basis for the formation of people and the progress of civilization, so its management needs to be done properly in order to achieve the expected goals (Syafri & Zen, 2017). In Indonesia, education is inseparable from national goals that are in line with global agendas such as the Sustainable Development Goals (SDGs), which include improving the quality of education until 2030 (Syubhan et al., 2018).

In trying to achieve the goal of education, there are various obstacles, one of which is the low quality of the teaching staff (Rusmaniah et al., 2021). Based on the Law of the Republic of Indonesia Number 14 of 2005, teachers are professional educators who have the responsibility of educating, teaching, guiding, and assessing students at various levels of education. Teachers are the ones who interact the most with students and play a major role in determining the success of learning (Suyanto, 2015). Although the curriculum is designed by experts and equipped with adequate facilities, the success of education still depends on the role of the teacher (Usman, 2013). Therefore, the quality of teachers determines the quality of education, because teachers are the key element in the learning process (Mustafa, 2007).

The quality of teachers in Indonesia requires serious attention. From 2012 to 2015, around 1.3 million out of 1.6 million teachers took the Teacher Competency Examination (UKG), which assesses aspects of pedagogy, professionalism, learning strategies and subject understanding. However, the results show that the majority of teachers have not reached the minimum mark. In fact, in the 2019 UKG, around 70% of teachers scored below 80, classified as inadequate. This shows that the ability and number of teachers has not met competency standards, thus impacting the quality of education (Kemdikbud 2022).

On December 11, 2019 the Ministry of Education and Culture stated that the number of tenured teachers in Indonesia has still not reached 50% (Kemdikbud 2022). Retirement is a measure in determining professional suitability. The highest percentage of college-educated teachers is at the lower secondary school (SMP) level at 48.44%. The next highest percentage is at the lower school level (SD) at 45.77%. While the smallest percentage is at the vocational high school (SMK) level, which is only 28.49%. In this case, it is necessary to agree that the problem of the low quality of education in Indonesia cannot be answered by changing the curriculum, but paying special attention to the problem of the low quality of teachers in Indonesia.

This issue of low teacher quality is supported by the interview findings obtained by the reviewer regarding the quality and character of teachers in secondary schools in Padang City. Based on a brief interview conducted by the researcher with five Head Teachers in secondary schools in Padang City, it was found that teachers in secondary schools in Padang City have a low desire to develop, innovate, improve themselves, improve their work quality and a low sense of responsibility. Another fact is that there are obstacles in inviting teachers to take an active part in various school activities. In addition, during the COVID-19 pandemic, teachers are also required to have the ability to use technology as an alternative to learning, and creativity and innovation are needed in delivering online learning. However, in reality, the enthusiasm and desire of teachers to adjust and be actively involved in contributing positively to achieving this goal appears to be low. Therefore, this data suggests the need for further studies on organizational commitment to teachers.

Organizational commitment to teachers is characterized by high job satisfaction in individuals, low levels of intention to change jobs, minimum absenteeism, improved organizational behavior, increased student achievement, improved service quality and reduced negative behavior while carrying out certain actions, tending to have higher responsibility, loyalty,

being able to adjust, work hard, be creative and innovative, and become more competitive (Susiawan & Muhid 2015; Humala 2014; Suseno 2010; Nida & Simarmata 2014; Januardha & Nurwidawati 2014). High organizational commitment will make a person have a strong bond with the place where he works, always willing and actively involved in making a positive contribution to the organization, has a strong desire to remain in the organization so that he feels that he is a unit with the organization (Hadiyani 2013; Walani 2010).

According to Meyer and Allen (2010) organizational commitment is a psychological state that strongly binds individuals in the organization. There are three aspects of organizational commitment, namely affective commitment, continuance commitment and normative commitment. One of the factors that influence organizational commitment according to Dyne and Graham (1994) is situational factors. Situational factors include workplace values, i.e. values held in the workplace, interpersonal relationships with supervisors and job characteristics. Job characteristics include jobs that have autonomy and understand the rewards in their work. According to Geldenhuys, Laba, and Venter (2014) job autonomy, satisfaction, and engagement are parts that make up meaningful work.

The reviewer formulates that the above phenomenon is very interesting to study so that the reviewer sets the topic of organizational commitment to be studied in this study. Initial studies found that organizational commitment is influenced by meaningful work variables (Prabawati 2017; Beukes & Botha 2013) making the reviewer have a desire to examine the role of meaningful work with organizational commitment. Steger (2012) expressed his view on the notion of meaningful work, which is an individual's subjective experience of work that has a purpose and gives a significant impression. According to him, meaningful work gives a positive side to a person, namely meaning. The purpose of work is not hedonic or self-gratification, but eudaimonic, which testifies to self-development and goals. According to Steger (2012) work meaning is not only about work that is significant to the worker but also has a positive impact. Working with someone who has meaningful work will lead to positive thinking and consistency in seeing work, so that someone who has meaningful work not only has a good impact on himself, but even on social workers and even the company where he works.

According to Geldenhuys (2014) employees who experience job satisfaction and have a desire to gain wider benefits demonstrate the qualities desired by the company such as organizational commitment. Highly committed experts will accept each other, learn from other experts and participate fully in organizational activities. On the contrary, according to Singh and Bandarker's (2006) view, leaving the job and choosing a new job is because they do not experience meaningfulness in their work.

Therefore, this study will be conducted to examine the relationship between meaningful work and organizational commitment of teachers in Regional Secondary Schools in Padang City, West Sumatra. In the world of research, this study is expected to be able to contribute to science based on empirical phenomena, especially contributions in the field of educational organizations. A new mind map resulting from this research takes into account the phenomenon involving the

unique characteristics of a group of individuals, namely teachers in the Regional Secondary School of Padang City, West Sumatra.

METHOD

This study uses a quantitative approach. The quantitative approach is used because the data obtained in this study are numerical data and will be analyzed using statistical methods, so that the study results can be generalized. Data collection was carried out using study instruments in the form of probes and analyzed statistically to test the study hypothesis. The population of this study consists of individuals who are teachers working in Padang City Regional Secondary Schools. There are 43 Regional Secondary Schools in Padang City with public school status and 55 schools with private school status. Thus, the total number of regional secondary schools in Padang City is 98 schools. Out of these 98 schools, there are 1,254 teachers with civil servant status and 341 teachers with contract status, making the total number of teachers 1,595. The researcher chose the population of teachers in Padang City Regional Secondary School because this area is the center of education in West Sumatra Province. However, if the population size is too large and it is not possible to study it fully, then sampling is a suitable alternative. The sample of this study has the following characteristics:

- a. Male or female
- b. Status as a teacher working in a Regional Secondary School in Padang City, West Sumatra, Indonesia
- c. Aged between 22 to 60 years old

The reviewer used the cluster sampling technique, which is an appropriate sampling technique when the data source is very extensive (Sugiyono, 2013). Therefore, the reviewer has selected several Regional Secondary Schools in Padang City to serve as sampling clusters. One school was selected for the pilot study, while five schools were selected for the real study. Considering that the population of teachers in this study area is very large, namely as many as 1,595 people, the reviewer refers to the suggestion of Alreck & Settle (2004) which states that for large populations, the minimum reasonable sample size is at least 100 people. Based on this suggestion, the researcher has taken as many as 150 teachers as the study sample.

The study instrument consisted of a research question that included demographic information, a meaningful work instrument based on The Work and Meaningful Inventory (WAMI) guidelines, and an organizational commitment research question that referred to the Organizational Commitment Questionnaire (OCQ). Data were obtained by circulating the questionnaire online using the Google Form platform, with a response rate of 55%. Data analysis was conducted using SPSS version 26.0 software to test the study hypotheses. Before the main analysis was carried out, the reviewer first analyzed the reliability and validity of the instrument through the pilot study data. After that, the actual study data collection was carried out over a period of four weeks starting from November 21, 2022 to December 31, 2022.

The data obtained was analyzed from raw form to frequency and percentage form, and used to examine the strength and direction of the linear relationship between the three variables in the study. The relationship between two variables is said to exist when a change in one of the variables is followed by a change in the other variable, whether in a positive or negative direction. When a normality test was run on the data obtained, it was found that the data was not normally tabulated. Thus, the data was analyzed using non-parametric tests. However, given that this study involves a large sample, the data can still be analyzed using parametric tests (Vickers, 2005).

RESULT AND DISCUSSION

Results

A. Respondent Demographic Profile

Respondents consisted of 159 teachers in six Regional High Schools in Padang City, West Sumatra Province, Indonesia. The six High Schools consisted of SMP Negeri 5 Padang, SMP Negeri 8 Padang, SMP Negeri 10 Padang, SMP Negeri 20 Padang, SMP Negeri 24 Padang and SMP Negeri 33 Padang. The demographic section consists of gender, age, nationality, level of education, period of work with the organization and institution/organization.

ScheduleError! No text of specified style in document..1 Respondent Demographic
Distribution

Change Permission	Gathering	Frequency	Percentage (%)
Gender	Man	27	17
	Woman	132	83
	Amount	159	100
Age	22-29	28	18
	30-29	42	26
	40-49	33	21
	50-60	56	35
	Amount	159	100
Citizen	Indonesia	159	100
	Amount	159	100
Education Stage	Diploma	1	1
	Bachelor degree	121	76
	Strata 2	36	23
	Strata 3 (Dr / Ph.D)	1	1
	Amount	159	100
Term of Service	< 1 Year	13	8
	1 Year – 3 Years	26	16

	3 Years – 6 Years	19	12
	> 6 Years	101	64
	Amount	159	100
Agency / Organization	Public Junior High School 5 Padang	24	15
	Public Junior High School 8 Padang	36	23
	State Junior High School 10 Padang	28	18
	Public Junior High School 20 Padang	10	6
	Public Junior High School 24 Padang	47	30
	Public Junior High School 33 Padang	14	9
	Amount	159	100

For the gender category, there were 159 respondents who took part in this study consisting of two categories of respondents, namely men and women with the results being 27 (17%) male respondents and 132 (83%) female respondents.

For age categories, the respondents who took part in this study consisted of four categories of respondents. Respondents aged 22 years to 29 years were as many as 28 (18%) people, respondents aged 30 years to 39 years were as many as 42 (26%) people, respondents aged 40 years to 49 years were as many as 33 (21%) people, respondents aged 50 years to 60 years were as many as 56 (35%) people.

For the citizen category, the respondents who took part in this study consisted of 159 (100%) Indonesian citizens. For the education level category, respondents who took part in this study consisted of 1 (1%) person who had a Diploma level of education, as many as 121 (76%) people had a Strata 1 education level (Bachelor's Diploma), as many as 36 (23%) people had a Strata 2 education level (Bachelor's Diploma), and as many as 1 (1%) person had a Strata 3 education level (Dr/Ph.D).

For the category of service level with the current organization, respondents who took part in this study consisted of 13 (8%) people who had served the organization for less than a year, as many as 26 (16%) people had served the organization for a period of 1 to 3 years, as many as 19 (12%) respondents had served the organization for a period of 3 to 6 years, and as many as 101 (64%) respondents had Serve with the organization for a period of 6 years and above.

For the agency or organization category, the respondents who took part in this study consisted of six Padang City Regional High Schools, namely 24 (15%) people from SMP Negeri 5 Padang, as many as 36 (23%) people from SMP Negeri 8 Padang, as many as 28 (18%) people from SMP Negeri 10 Padang, as many as 10 (6%) people from SMP Negeri 20 Padang, as many as 47 (30%) people from SMP Negeri 24 Padang, and as many as 14 (9%) people from SMP Negeri 33 Padang.

B. Response Rate

The investigation has been carried out by circulating an inquiry form. The distribution of research questions has been carried out for 3 days, starting from 21 November 2022 to 22 November 2022. So 159 respondents have been successfully collected.

Based on the results of distributing research question forms to teachers in six secondary schools in the Padang City area, namely SMPN 5 Padang, SMPN 8 Padang, SMPN 10 Padang, SMPN 20 Padang, SMPN 24 Padang and SMPN 33 Padang, concise data was obtained regarding the sample number and response rate of respondents. The results of the research questions that are circulated are seen from the stage of the research questions that are returned and can be used. The percentage of complete research questions compared to those circulated is said to be the response rate.

According to Yang and Miller (2008) response rate is the rate of reaction, also known as preparation rate or return rate. The response rate in a review study refers to the number of people who respond to a review dividing the number of people in the sample. It is usually expressed in the form of a percentage. So, the reaction rate is very important for anyone conducting research, because sometimes the sample size is usually not the same as the number of units actually studied.

Based on the understanding above, the response rate formula according to Yang and Miller (2008) is as follows:

$$\begin{aligned} \text{Response Rate} &= \frac{\text{Bilangan responden yang diperoleh}}{\text{Bilangan responden awal}} \times 100\% \\ \text{Response Rate} &= \frac{159}{289} \times 100\% \\ \text{Response Rate} &= 55\% \end{aligned}$$

Therefore, the number of samples in the six Padang City Regional High Schools is 289 samples, consisting of 47 samples from SMPN 5 Padang, 50 samples from SMPN 8 Padang, 56 samples from SMPN 10 Padang, 45 samples from SMPN 20 Padang, 54 samples from SMPN 24 Padang and as many as 37 samples from SMPN 33 Padang. The number of research questions filled in by respondents in six Padang City Regional High Schools was 159 research question forms. The number of research questions that were not filled in by respondents was 130 research questions. The response rate for research questions is 55% with Questionable criteria. This reaction level decision is supported by Babbie (1990) who stated that a reaction level of 50% is sufficient. Furthermore, several experts have proposed a minimum level for response rate (Babbie 1990; Dillman 1978; 2000; Rea & Parker 1992; Roth & BeVier 1998) which suggests 50% as the minimum level, while Fowler (1984) suggests 60% and DeVaus (1986) also suggests 80%. In this regard, the response rate of 55% obtained in this study is acceptable.

ScheduleError! No text of specified style in document..2 Response Rate Assessment Criteria

No	Response Rate	Criteria
1.	$\geq 85\%$	<i>Excellent</i>
2.	70% - 85%	<i>Very Good</i>
3.	60% - 69%	<i>Acceptable</i>
4.	51% - 59%	<i>Questionable</i>
5.	$\leq 50\%$	<i>Not Scientifically Acceptable</i>

Reference: Yang and Miller 2008

C. Descriptive Analysis Decision

H: There is a significant influence between meaningful work and organizational commitment

Ha There is a significant influence between meaningful work and affective commitment

The results of the regression analysis easily found that the model with meaningful work as a predictor and affective commitment as the dependent variable was significant, $R^2 = .065$, $F=10.954$, $p < .05$. Predictors accounted for 6.5% of the variance in affective commitment. Meaningful work as a forecaster is significant with a value of $Beta = .255$, $t = 3.310$, $sig = .001$ i.e. $p < .05$. Therefore, H3a is accepted or the regression coefficient is significant and it is concluded that meaningful work has a significant influence on affective commitment. Table 4.9 shows the decision that H3a is accepted.

ScheduleError! No text of specified style in document..3 Easy Regression Analysis of
Meaningful Work and Affective Commitment

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1					
	(Constant)	12,006		3.428	.001
	Meaningful Work	.275	.083	.255	.001

Dependent Variable: Affective Commitment

Ha There is a significant influence between meaningful work and normative commitment

The regression analysis decision easily found the model with meaningful work as a predictor and normative commitment as the dependent variable was significant, $R^2 = .028$, $F=4.448$, $p < .05$. Predictors accounted for 2.8% of the variance in normative commitment. Meaningful work as a forecaster is significant with a value of $Beta = .166$, $t = 2.109$, $sig = .037$ i.e. $p < .05$. Therefore, H3b is accepted or the regression coefficient is significant and it is concluded

that meaningful work has a significant influence on normative commitment. Table 4.10 shows the decision that H3b is accepted.

ScheduleError! No text of specified style in document..4 Easy Regression Analysis of
Meaningful Work and Normative Commitment

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1					
	(Constant)	17,419	3,532	4.932	.000
	Meaningful Work	.177	.084	.166	.037

Dependent Variable: Normative Commitment

Discussion

The results of this study found that there was a significant relationship between meaningful work and affective and normative commitment, but did not suggest a continuous commitment. This shows that if teachers have meaningful work behavior, the affective (a person's strong desire to continue working for the organization feeling emotional involvement) and normative (a person's strong desire to continue working because of a sense of responsibility) commitment of teachers at Padang City Regional High Schools will also increase.

The findings of this study are in line with the results of a study by Widyastuti and Nugroho (2017) which was carried out at a private university. Their study results show that meaningful work has a significant relationship with commitment to the organization. Additionally, Kim, Nurunnabi, Kim, and Jung (2018) regarding official workers in South Korea also received research results which showed that meaningful work is positively related to commitment to the organization.

The results of this study are supported by the study of Azwar (2022) who carried out a study of lay officers in Service X, East Kalimantan Province, where it was found that there was a significant positive relationship between meaningful work and organizational commitment. That is, the higher a person's meaningful work, the higher the worker's organizational commitment. Another study conducted on volunteers also found that there was an influence between meaningful work and organizational commitment, where meaningful work had an influence of 46.1% on changing organizational commitment and 53.9% of it was influenced by other factors (Prabawati 2017). This study is also in line with the study by Pradhan and Pradhan (2016) which found that there is a significant and positive relationship between meaningful work and organizational affective commitment. The results of this study are also the same as the study by Veronica and Moerkardjono (2018) which found that there was a modest positive and significant relationship between meaningful work and affective and normative commitment, and there was no significant relationship between meaningful work and continuous commitment.

Furthermore, someone who has high meaningfulness of work can lead to positive thoughts and feelings that work is not just about pursuing material things, but has something more important, namely getting meaning from what is done. In line with this, a person's organizational commitment will continue to increase along with the increase in meaningful work that a teacher has (Wahyuni, Suroso, & Farid 2019).

Meaningful work influences the teacher's affective commitment, that is, if the teacher considers his work to be meaningful and important, feels positive feelings at work, such as happiness and pleasure, then the teacher also feels part of the workplace organization. Teachers consider their work to be meaningful and think that the results of their work can contribute to the school and students. Such circumstances will lead to teachers' emotional attachment to the schools where they work. The results of this study are in line with the results of Jiang and Johnson's (2017) study which interpreted that individuals who find their work meaningful tend to remember positive work experiences when they are not working. This is related to high affective commitment. Meanwhile, Pradhan and Pradhan (2016) interpreted their findings that workers who feel their work is meaningful tend to give deeper work effort, and show emotional loyalty to the organization (Pradhan & Pradhan, 2016).

Apart from that, they also consider their work to make a positive contribution to the organization, namely the school. Teachers feel they have a moral obligation to remain in the organization. Contributing to the world of education and also students, which makes teachers have a normative commitment within themselves. Teachers who find their work meaningful also have a positive impression of the desire for moral obligation to continue working at school. The decision of this study is in line with the results of a study carried out by Indartono and Wulandari (2013) which studied workers working in the banking sector.

As for the influence of meaningful work and ongoing commitment, this study found that the two were not related. The results of this study are in line with the results of a study by Tavakoli, Arsalani, Khoshknab, Shahriari, and Biglarian (2016), which did not show a significant relationship between meaningful work and continuous commitment. This means that a teacher's ongoing commitment to an educational organization or school does not depend on the meaningfulness of his or her duties as a teacher. There is no impression of meaningful work with continuous commitment because the teacher already feels safe because the teacher's position has been guaranteed by the government as a lay official teacher and contract teacher, so it is impossible for the teacher to be thrown out of school and not lose his job. The reason teachers stay in school is because the profits and losses they gain are not related to a teacher's perception of the meaningfulness of their work.

CONCLUSION

This study has been carried out successfully and produced findings that can answer the study questions and achieve the study objectives. Through this study it is known that teacher organizational commitment is influenced by various drivers, especially meaningful work. The

results obtained from this study reaffirm that educational organizations, especially schools, must take responsibility for meaningful work. This is intended so that educational organizations do not experience problems that may arise because teachers are an important element in promoting good and effective education, especially in schools as educational organizations. The implications of this study can primarily help educational organizations to retain teachers who have the skills and abilities needed by the organization. In the world of research, this study is a contribution to enriching psychological science. It is hoped that the limitations and challenges that exist in this study can become learning and assessment material for future researchers.

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