JURNAL AKUNTANSI

MANAJEMEN DAN EKONOMI

The Impact Of Work-Family Conflict, Perceived Organizational Support, Work Engagement On Professional Commitment

HADMIATUN[1] , SIGIT WIBOWO[2] , ADE IRMA ANGGRAENI[3]

[1,2,3]Management Department, Faculty of Economics and Business, Universitas Jenderal Soedirman, Indonesia

Abstract

This study deals with discussions about work-family conflict, perceptions of organizational support, work attached to the professional commitment of istiqomaheducational institutions sambas purbalingga. This study took respondents consisting of school teachers who are under the auspices of Sambas traditional educational institutions, namely MI, SMP and MA teachers. The sample obtained in this study was collected by 88 people using probability sampling method with sampling techniques using Proportional Random Sampling. This study uses data analysis using multiple regression analysis. From the results obtained can be concluded from the negative results between work-family conflict with professional commitment but not significantly.

INTRODUCTION

The teacher is one of the main factors in the education process. The definition of the teacher in Law No. 14 of 2005 concerning teachers and lecturers is professional educators with the main task of educating, directing, training, evaluating, and evaluating students in early childhood education in formal education, primary education, and secondary education. Samino (2011 in Ahmadi, 2014) said that in order to advance and develop organizations, especially school/education organizations the element of human resources is the main element. Apart from the resource elements in educational institutions, both schools and colleges, teachers, or lecturers are the main elements. In the process of education, teacher performance is very influential in the teaching and learning process itself. Educational organizations, in this case, the scope of the school need to manage and maintain all aspects contained in it so that the school can continue to grow and experience a better direction (Kusumadiari, 2017).

Improving the quality of human resources in educational organizations must be considered. One of the things that must be considered in the aspect of human resources itself is the commitment of the employee itself. The commitment needed by a teacher can be an essential factor in the success of the teaching and learning process. Commitment is the essential thing in a job, where it can affect the performance of an employee itself. Commitments also need to be instilled in each employee's vision, and mission can be achieved.

Commitment is a form of dedication or obligation that binds a person, to others, specific actions, or certain things. Professional commitment can be defined as a commitment that refers to the type of work commitment, where the main focus is the importance of a career in one's life. (Morrow, 1993). This also means the extent to which one's work performance influences self-esteem (Lodal & Kejner, 1965). A teacher is required to have professionalism principles which are contained in the Republic of Indonesia Law Chapter III article 7 of 2005 where a teacher must commit to improving the quality of education, faith, piety, and noble character. According to Somech & Bogler (2002) asserts that in working as a teacher, teachers are required to have a high commitment beyond their desire to have money/material, and can require the adoption of specific values related to the job. Carson and Bedein (1994) also say that teachers

must be committed to careers, which can be assumed that teachers must think of focusing on the one profession that is currently being undertaken. This can help teachers to survive in the face of challenges and be able to improve the quality of themselves following the demands of the profession. The teacher must also have a high professional commitment to his work. Professional commitment is noteworthy, considering there are negative impacts found when a teacher does not commit to his profession. Teachers who do not have professional commitments tend to think and behave dually in terms of professions, such as thinking to change professions, acting fraudulently / justifying any means to gain maximum profit in working and having the low fighting capacity in facing challenges (Ariani (2015) in Pharisees, 2011).

In this study, researchers took several variables that can influence professional commitment, including work-family conflicts, perceptions of organizational support, and work engagements.

Work conflict - family, can be defined as a form of inter-role conflict in which the role pressures of work and family domain are not mutually contiguous so that participation from one role to another becomes more difficult. (Greenhaus, 1985), because of the pressure of this role, this leads to the effectiveness of one role with the other being hampered. (Bhutto, 2017). In this case, work-family conflict can emphasize a two-way relationship between work and family life, which means that work can interfere with family life or vice versa. (Abendroth at al 2018). Work-family can have both positive and negative influences. (Barnet et al. 2001, in Steber, 2009). Family work conflicts can affect the lives of individuals, which must be emphasized in educational organizations and all organizations. If the input and output in an educational organization are human, then there is a possibility that work-family conflict will be experienced by teachers, which will affect the ability of teachers in terms of teaching and learning and also for students (Ulucan, 2017).

Research in Conflict Work Families are essential in educational organizations to see the qualifications of a teacher (Keles, 2010). In research that has been done by (Junwe Zheng, 2018; Okurame, 2012; Kepakisan, 2018) shows that there is a significant negative influence between work conflict - family and professional commitment. This result means that workers who cannot balance their roles in the family or at work will create a low professional commitment from the workers themselves, especially in this case related to the profession of a teacher.

Not only work conflicts - the family influences professional commitment. This study also examined whether there was an influence on perceptions of organizational support for professional commitment. Perceptions of organizational support are perceptions felt by employees relating to the extent to which organizations value and care about their contributions and the welfare of the employees themselves. Perception of organizational support is essential for teachers to see and feel the beliefs and beliefs in their organizations so that they can be mutually beneficial between individuals and organizations (Radiafilsan, 2015). Perception of organizational support can also promote a sense of duty of employees to increase their commitment to the organization and achieve the goals of the organization. Workers consider organizations to be more attractive because career motivation in themselves increases and displays higher levels of requirements and expectations of the organization as a place where they can build a relationship between workers and the organization. The perception of organizational support felt by the teacher can increase the level of professional commitment of the teacher itself.

The research conducted by (Junwei Zheng, 2018; Mohammed, 2013; Hwansuk, 2017) explains that there is a positive influence between perceptions of organizational support and professional commitment. This result shows that if the employee's perception of the organization is high, then the professional commitment of the employee will also be high.

In addition to work-family conflicts and perceptions of organizational support, work engagementalso influence professional commitment. Directing optimal conditions for a teacher in the process of an educational institution must be done to the fullest. The optimal condition that is meant is when the teacher can have a feeling of enjoying his job as a teacher, proud of being a teacher, and still facing problems and trying to solve the problem well. This can be a contributing factor to whether or not performance is produced (Soraya, 2015). The condition of enjoying work, feeling proud, and still trying to

overcome problems even though severe in this concept are called work engagements. Work engagement is a condition of positive thinking, full of enthusiasm concerning work characterized by energetic conditions, full involvement, and high concentration during work (Bakker, 2002). The research conducted by Basikin (2007) writes that teachers in Indonesia tend to make the teaching profession a lifelong profession and have a high level of work engagement. With these conditions, this makes the teacher able to work enthusiastically, give all his abilities, and not give up easily.

In a study conducted by Coetzee (2014), Tasril (2017) shows that Work Engagement has a positive influence on professional commitment. This means that if the level of employee engagement is high, the professional commitment of the employee is high. Teachers who have a high level of work involvement can increase professional commitment themselves.

Istiqomah Sambas Foundation as a foundation that operates in the field of community socialization has several business institutions, namely educational institutions, economic institutions, as well as da'wah institutions and social institutions. The Istiqomah Sambas Foundation has carried out the function of formal education services which began in 2000.

In this study, researchers will examine teachers who work in schools under the auspices of the Istiqomah Sambas educational institution, namely for the level of elementary school (SD), junior high school (junior high), and high school (SMA). There are various reasons for teachers to resign, including continuing their careers, helping parents, looking for better jobs, and so on. According to (classification, 2011), a worker/teacher who has a high work commitment will have a low level of self-relaxation.

Professional Commitment

Professional commitment can be defined as a commitment that refers to the type of work commitment, which focuses on the importance of a career in one's life. (Morrow, 1993). Understanding of professional commitment is the same as career commitment and work commitment (Carson et al., 1994). Career commitment is the extent to which an individual is enthusiastic in working on a career chosen by the individual (Okurame, 2012). In another definition,

Professional commitment is the level of individual loyalty to the profession as perceived by the individual (Larkin, 1990). To increase professional commitment, the company needs to look at the side of work-family conflicts, perceptions of organizational support, and work engagementof employees.

Work-Family Conflict

Work-family conflict can be defined as a form of inter-role conflict in which the role pressure from work and family domains do not co-exist side by side, making participation between one role and another more difficult. (Greenhaus et al., 1985). According to Soepatini (2008) explains that work conflict - family can be defined as a form of role conflict were between the role of family and work are conflicting so participation in one role will be more complicated than participation with other roles. In a study conducted by Zheng et al. (2018) on professional workers in China showed that there is a negative influence between work-family conflict on the professional commitment of workers if the level of work conflict - family at the employee is high this will reduce the level of professional commitment of the employee.

Perceived Organizational Support

Perceptions of organizational support are employees' beliefs about the extent to which organizations see their contributions and have concern for the welfare of their employees. (Einsenberger et al., 1986). Perception of organizational support also encourages a sense of duty of employees to increase their commitment to the organization and achieve the goals of the organization. Research conducted by Mohammed (2013) on nursing staff in Mounsora and Tanta's nursing faculty showed that there was a positive relationship between perceptions of organizational support and professional commitment of nursing staff. the study identified that if the level of perceived organizational support felt by employees is high then the level of professional commitment of these employees will also increase

Engagement

Engagement is one concept that addresses the side of human psychology, especially its relation to work. The concept of engagement was initially introduced by Kahn in 1990 (Man et al., 2013). Work engagement is a person's

mental state, which is related to his positive work and is characterized by enthusiasm, dedication, and absorption (Schaufeli, 2008). In a study conducted by Coetzee et al. (2014) on employees in South African service companies showed that there was a positive influence between work engagement to employee career commitment. This means that if the level of employee engagement is high, then the professional commitment of the employee also increases

H1: Work-family conflict has a negative effect on professional commitment

H2: Perception of organizational support has a positive effect on professional commitment

H3: Work engagement has a positive effect on professional commitment

RESEARCH METHODS

This type of research uses quantitative research with survey methods in data collection. This study conducted a survey of teachers at Istiqomah Sambas educational institutions. The objectives of this study include work-family conflict, perceptions of organizational support, work engagement, and professional commitment of teachers in istiqomah sambas educational institutions. This research uses a questionnaire as a data analysis tool whereby using the Slovin formula with proportional random sampling technique obtained the number of teachers sampled at least 113 employees.

The analysis technique used is multiple regression analysis. To test the instrument, the researcher used the validity test with product moment or Pearson correlation technique and reliability test with Cronbach Alpha technique. The F test and T-test are also used to determine the accuracy of the regression model and the partial effect of each variable.

RESULTS AND DISCUSSION
Validity and Reliability Test

Validity test results using the product moment or Pearson method show that the value of r for the product moment correlation or Pearson for all items in the questionnaire question is higher than r table = 0.213 (df = n-2) (0.05, 86). Therefore, all items in the questionnaire variable work-family conflict variables, perceptions of organizational support, work engagement, and professional commitment in this study proved valid. Reliability testing of the questionnaire in this study used the Cronbach Alpha formula.

Based on calculation of the Cronbach alpha coefficient value of work-family conflict variables, perceptions of organizational support, work engagement and professional commitment are each higher than Cut of Value (0.600) so that all question items for each variable in this study are declared reliable.

Classic Assumption Test
Normality test

Based on the data normality test output, it can be seen that the asymp value. Sig. (2-tailed) from the Kolmogorov-Smirnov Z test for standardized residual variables is 0.200 greater than the value of α (0.05), so it can be concluded that the data used are typically distributed.

Multicollinearity Test

Variance Inflation Factor (VIF) test output shows that the VIF value of the variable work-family conflict variables, perceptions of organizational support, and work engagement are each smaller than ten so that it can be concluded that there is no multicollinearity in the regression model.

Heteroscedasticity Test

Based on heteroscedasticity test output, it can be seen that the significance value of the t-test of work-family conflict variables, perceptions of organizational support, and work engagement are each greater than the value of α (0.05). Based on this evidence, it was concluded that there was no heteroscedasticity in the regression model.

Linearity Test

Based on the output produced in the linearity test using the Ramsey method, the value of sig deviation obtained from work-family conflict variables, the perception of organizational support and work engagement is higher than the sig deviation (0.05) value. Thus it can be stated that the model of the relationship between the independent variables with the dependent variable in this study proved to be linear.

Model Feasibility Test

In the output generated, it can be explained that the result of R square is 0.433. Alternatively, the magnitude of the coefficient of determination (R Square) is 43.3%. This means that the Work-Family Conflict variable, Perception of organizational support, and work engagement affect the professional commitment of 43.3% while the rest is influenced by other variables outside of this regression model.

Test F

Based on the regression output, the variable obtained F count of 21,354 is higher than F table that is with df = (k-1) and (n-k) which is 3,10. The results of the F test show that work-family conflict variables, organizational support perceptions, and work engagementtogether (simultaneous) have a significant influence on professional commitment, or it can be stated that the formed regression model is stated to be appropriate or compatible with the research data. (goodness of fit).

Hypothesis Testing
First hypothesis

Based on the results of the multiple regression analysis, the unstandardized coefficient was obtained at -0.027 and significance of 0.454, thus the resulting hypothesis was rejected, this means that work-family conflict has no significant effect on professional commitment. This is also based on the results of the lowest index value, namely in the component number 7, which is "because of stress at home, I am often busy with family problems at work" by 32.8%. Although this is perceived by respondents as influencing, respondents have perceptions about managing their own time. In this case, the time used for the family and the time used for work are not contradictory, because respondents give a perception that between work and family time is different. Respondents also do not connect between work and professional endeavors between family relationships and work. From the results of the lowest answer index, namely question number 7, questions number 4 and number 3, indicate that respondents have sharpened the management of good time between work and family where this can be seen from the lowest index number 3,4 and seven which has the same meaning about time-based conflict. From these results, it can be concluded that influencing work-family conflict is time-based conflict and strain-based conflict.

Second hypothesis

Based on the results of multiple linear regression analysis tests obtained the unstandardized coefficient value of 0.296 and significance 0.00. The results of these statistical tests show that perceptions of organizational support have a positive and significant influence on professional commitment. This means that the higher the level of perceptions of organizational support will increase the level of professional commitment of istiqomah Sambas educational institution teachers. In this way, the second hypothesis that states that the perception of organizational support has a positive influence on the professional commitment of istiqomah sambas is accepted.

Third hypothesis

Based on the results of multiple linear regression analysis, the unstandardized coefficient is 0.139, and significance is 0.00. The results of these statistical tests show that work engagement has a positive and significant influence on professional commitment. This means that the higher the level of work engagement, the higher the level of professional commitment of the istiqomah Sambas educational institution teacher. Thus the third hypothesis which states that work engagement has a positive influence on the professional commitment of istiqomah educational institutions, sambas is accepted.

T-test

In order to assess whether work-family conflicts, perceptions of organizational support, and work engagementaffect professional commitment, the t-test is used. Based on the confidence level of 95% (α = 0.05) and df = n-k, the t table value can be known 1.663. From the results of multiple linear regression analysis, it can be seen the results of t count for work-family conflict variables -0.753, perceptions of organizational support variables 4.795, and work engagement variables 4.242.

CONCLUSION

In the first hypothesis that this study provides a negative direction between family conflict and work with professional commitment, but not significant future research needs to explore concerning the type of conflict, namely time-based conflict and strain-based conflict.

The implication that can be done by the company is to consistently pay attention to the level of conflict felt by employees both in the family or work. The company can also hold a coaching program for the family of employees so that if a conflict occurs, it can overcome the problem of balance between work and family.

Organizations need to increase their support for employees both emotional support in the form of assistance, benefits and care for employees and instrumental

support in the form of special assistance to employees who need to be able to increase the level of employee confidence in the organization and the level of commitment of the employees themselves.

The work culture of a company that carries the theme of religion also encourages employee morale and influences the employees' work engagementthemselves.

In this study, the results of the influence of work-family conflict have a non-significant effect because more than 50% of the respondents involved are fresh graduated and unmarried, so the results obtained are not significant. For further research, it is better to examine employees who already have a family or get married, so that the results obtained are significant.

The focus of this study only consists of work-family conflicts, perceptions of organizational support, and employee engagement. Whereas many factors influence the employee's professional commitment. Researchers hope that further research can use other variables that can affect professional commitment

REFERENCES

Abendrot, A.K & Reiman, M (2018). Chapter 15 telework and work–family conflict across workplaces, investigating the implications of work–familysupportive and high-demand workplace cultures. *The Work-Family Interface, Spillover, Complications, and Challenges.*323-348.doi,10.1108/s1530-353520180000013017.

Agustina, R. & Sudibya, I. G. A. (2018). Pengaruh konflik kerja keluarga terhadap stress kerja dan kinerja wanita perawat di rumah sakit umum daerah praya lombok. *E – Jurnal Ekonomi dan Bisnis Universitas Udayana.* 7.3, 775-808

Ahmadi (2014). *Manajemen Sumber Daya Manusia Sebagai Upaya Peningkatan Mutu Pendidikan Di SMK Muhammdiyah Kartasura Tahun 2013/2014* (Tesis). Program Studi Pendidikan Islam Sekolah Pascasarjana. Universitas Muhammadiyah Surakarta. Surakarta.

Alimbuto, S. & Rostiana .(2017*).* Peran konflik pekerjaan-keluarga terhadap intensi pindah kerja dengan persepsi dukungan organisasi sebagai moderator. *Jurnal Muara Ilmu Sosial, Humaniora dan Seni.* 1 (2), 48-54.

Ariani. D.S. (2015). Hubungan antara dukungan sosial rekan kerja dan komitmen karier pada guru sma di kota salatiga. *Jurnal Psikologi Undip.* 14 (2), 111-117.

Ariani, D.S., Wijono, S., & Setiawan, A. (2015). Hubungan antara pemberdayaan psikologis dan komitmen karier pada guru sma swasta umum binaan disdikpora kota salatiga. *Jurnal Fakultas Psikologi, Program Studi Magister Sains Psikologi Universitas Kristen Satya Kencana*

Arifah, D. A. & Romadhon, C. (2015). Pengaruh komitmen organisasi, komitmen profesional dan gaya kepemimpinan terhadap kepuasan kerja dengan motivasi sebagai varibel intervening. *Jurnal Unversitas Islam Sultan Agung.* 2 (1) , 357-369.

Ardibali, Y. (2016). *Penagruh Work Fmily-Culture, Work Stressor, dan Faktor Demogarfi terhadap Konflik Kerja Keluarga pada Guru Perempuan* (Skripsi). Fakultas Psikologi. Universitas Islam Negeri Syarif Hidayatullah. Jakarta.

Bakker, A. B. & Demerouti, E. (2018). Toward a model of work engagement. *Career Development International.* 13 (3), 209-223.

Balla, R. K. (2018). To study the profesional commitmen of teacher educator of colleges of ferozepur/ fazilka distt. *Indian Journal of Research.* Vol. 7, No.9 , 1991-2250.

Barnet, R. C. (2001). Women, men, work, and family , an expansionist theory. *American Psychological Association.* 56 (10). 781-796.

Basikin (2007). Vigor, dedication, and absorption , work engagement among secondary school english teacher in indonesia. *Fakulty Of Languages And Arts- State University Of Yogyakarta.*

Bhutto, S. A. (2017). Work family conflict and organizaional citizenship behavior in bank employees. *Industrial Engineering Letters.* Vol 7, No 2, ,54-57.

Bogler, R. & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education.* Vol. 20 , 277-289.

Buhali, G. A. & Margaretha, M. (2013). Pengaruh work famiy conflict terhadap komitmen organisasi , kepuasan kerja sebagai variabel mediasi. *Jurnal Manajemen Universitas Kristen Maranatha.* Vol. 13, No. 1 , 15- 34.

Casper, W. J., Martin, J. A., Buffardi, C. L. & Erdwins, C. J. (2002). Work–family conflict, perceived organizational support, and organizational commitment among employed mothers. *Journal of Occupational Health Psychology*. 7 (2). 99-108.

Coetzee, M. (2014). Employees' work engagement and job commitment, the moderating role of career anchors. *SA Journal of Human Resource Management*. 12 (1). 1-12.

Eisenberger, R & Rhoades, L. (2002). Perceived organizational support , a review of the literature. *Journal of Applied Psychology*, 87, 698-714.

Eiseinberger, R & Huntington, R (1986). Perceived organizational support. *Journal of Applied Psychology*. Vol. 7, No. 3 , 500-507.

Greenhaus, J.H., Allen, T. D & Spector, P. E. (2016). Health consequenses of work family conflict, the dark side of the work family interface. *In Employee Health, Coping and Methodologi*. Vol. 5, 61-98.

Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy Of Management Review*, 10(1), 76-88.

Han, S. T. (2012). Komitmen afektif dalam organisasi yang di pengaruhi perceived organizational support dan kepuasan kerja. *Jurnal Manajemen dan Kewirausahaan*. 14 (2). 109-117

Hwansuk, C & Weisheng, C. (2017). Influence of the perceived organizational support, job satisfaction, and career commitment on football referees' turnover intention. *Journal of Physical Education and Sport*. 3(146). 955-959.

Jawahar, L.M & Carr, D. (2006). Conscientiousness and contextual performance the compensatory effects of perceived organizational support and leader-member exchange. *Journal Of Managerial Psychology*. 22 (4) , 330-349.

Junwei, Z & Wu, G. (2018). Work-family conflict, perceived organizational support and professional commitment, a mediation mechanism for chinese project professionals. *International Journal of Environmental Research and Public Health.*, 15, 344.

Kepakisan, I. G. N. B .B. (2018). Peran mediasi pemberdayaan pada pengaruh stress kerja dan konflik pekerjaan-keluarga terhadap

komitmen profesional. *E-Jurnal Ekonomi dan Bisnis Universitas Udayana*. 7 (5) , 1437-1464.

Kesumaningsari, N. P. A &Simarmata, N. (2014). Konflik kerja keluarga dan work engagement karyawanti bali pada bank di bali. *Jurnal Psikologi Udayana*. 1 (3) , 493-506.

Kurtesis, J. N., Eisenberger. R., Ford, M. T., Buffardi, L. C., Stewart, K. A. & Adis, C. S. (2015). Perceived organizational support, a meta-analytic evaluation of organizational support theory. *Journal Of Management*. 20 (10) , 1-31.

Kusumadiari, N. P. L., Sudibya, I. G. A & Ardana, I. K. (2017). Pengaruh konflik kerja keluarga dan stress kerja terhadap komitmen organisasional sma n 1 kuta utara. *E-jurnal Manajemen Unud*. Vol. 6, No. 9, 2017,4919-4996

Lekatompesy, J. E. (2003). Hubungan profesionalisme dengan konsekuensinya , komitmen organisasional, kepuasan kerja, prestasi kerja, dan keinginan berpindah (studi empiris di lingkungan akuntan publik). *Jurnal Bisnis dan Akuntansi*. 5 (1), 59-84.

Mayangsari, V & Perwita, D. (2017). Analisa pengaruh konflik kerja keluarga, self efficacy, dan sertifikasi guru terhadap kinerja guru (studi pada sma di kabupaten banyumas). *Jurnal LPPM unsoed*. Vol7, no 1 (2017).

McInerney, D. M., King, R. B., Ganotice, F. A. & Marsh, Herb. (2015). Exploring commitment and turnover intentions among teachers, what we can learn from hong kong teachers*. Journal Educational Psychology*. 1-47.

Mohammed, L. K. (2013). Professional commitment and perceived organizational support among nursing academic staff, a comparative study. *Med J. Cairo Unversity*. 81 (1) , 235-243.

Mujiasih, E. (2015). Hubungan antara perceived organizational support (perceived organizational support) dan keterikatan karyawan (employee engagement)*. Jurnal Psikologi Undip*. 14 (1) , 40-51.

Nurmayanti, S. (2014). Konflik kerja keluarga , a review of female teacher in indonesia. *International Journal of Psychological Studies;* Vol. 6, No.4 , 134-142.

Okurame, D. E. (2012). Linking work–family conflict to career commitment, the

moderating effects of gender and mentoring among nigerian civil servants. *Journal of Career Development* .39(5) 423-442.

Siswanto (2012). *Analisis Pengaruh Iklim Kerja dan Pengembangan Karier teerhadap Komitmen Karir , Kepuasan kerja sebagai Variabel Intervening* (Skripsi). Fakultas Ekonomika dan Bisnis. Universitas Diponegoro. Semarang.

Seopatini & Kussudyarsana (2008). Pengaruh karir objektif pada wanita terhadap konflik keluarga –pekerjaan kasus pada universitas muhammdiyah surakarta. *Jurnal Penelitian Humaniora*. 9 (2) . 128-145.

Steiber, N. (2009). Reported levels of time-based and strain-based conflict between work and family roles in europe, a multilevel approach. soc. *Indic Res*.93 , 469-488.

Sulistyawati, A. I. (2016). Peran pemediasi motivasi pada pengaruh komitmen organisasional dan komitmen profesional terhadap kepuasan kerja auditor. *Jurnal Riset Akuntansi dan Perpajakan*. 3 (2) , 149-160.

Susilowati, G & Hadi, C. (2013). Hubungan antara perceived organizational support dengan work engagement pada guru sma swasta di surabaya. *Jurnal Psikologi dan Kepribadian*. 2 (2) , 157-166.

Tasril (2017). The influence of leadership, self-efficacy, and work engagement on professional commitment of senior high school teachers in siak regency of riau province. *Jeram*. 1 (3) , 78-89.

Ulucan, H. (2017). Relationship between job statisfaction levels and work-family conflicts of physical education teachers. *Journal of Education and Learning*. Vol. 6, No. 3; 312-322.

Schaufeli, W. B.(2006). The measurement of work engagement with a short questionnaire a cross-national study. *Educational and Psychological Measurement*. 66 (4). 701-716.

Sugiyono.2009. *Metode Penelitian Bisnis. Alfabeta*. Bandung.

Suliyanto. 2011. *Ekonometrika Terapan teori dan Aplikasi dengan SPSS*. Penerbit Andi. Yogyakarta.

Supriyanto.2009. *Metodologi Riset Bisnis*. PT. Indeks . Jakarta.

Vallone, E. J. G & Donaldson, S. I. (2001). Consequences of work-family confliict on employee well-being over time. *Taylor and Francis Journal*. Vol. 15 No 3, 214-226.

Waileruny, H. T. (2014). Perceived organizational support, job satisfaction, organizational citizenship behavior pada pt. bank maluku cabang utama kota ambon. *AGORA*. 2 (2).

Yulianto, R Dhimas Arief (2015). *Pengaruh Orientasi Etika, Komitmen Profrsional Dan Sensitivitas Etis Terhadap Whistleblowing (Studi Empiris Pada Badan Pemeriksa Keuangan Perwakilan Daerah Istimewa Yogyakarta* (Skripsi). Fakultas Ekonomi, Universitas Negeri Yogyakarta. Yogyakarta

.