

# ABS 7

*by* Icels\_2 Abs 7

---

**Submission date:** 30-Sep-2020 03:32PM (UTC+0700)

**Submission ID:** 1401144117

**File name:** full\_paper\_abs-7\_7290796474.docx (203.83K)

**Word count:** 3484

**Character count:** 20370

1 **The Engagement and Working Satisfaction of Millennial Lecturers During the COVID-**  
2 **19 Pandemic: Differences in Gender Identity Perspectives**

3

4 Despinur Dara\*, Anis Elyina, and Hamidah

5 Universitas Negeri Jakarta, Indonesia

6

7 \* Corresponding author

8 dara@unj.ac.id

9 HP: +628111756233

10

11

**ABSTRACT**

12 The COVID-19 pandemic requires that lecturers work with the work from home (WFH)  
13 concept. Lecturers are still required to do distance teaching, write research and community  
14 service. This condition probably receives mixed acceptance from a gender identity perspective.

15 For this reason, the purpose of this study is to examine the effect of engagement on millennial

16 lecturer working satisfaction from a gender identity perspective. This study is quantitative with

17 survey research, conducted on millennial lecturers throughout Indonesia. Data analysis used a

18 descriptive approach and a multi-sample structural equation modeling (SEM). The results

19 indicate that, first, the level of working satisfaction is lower than the level of engagement of

20 millennial lecturers. Second, the effect of engagement on working satisfaction is greater in the

21 group of female millennial lecturers compared to the group of male millennial lecturers. The

22 implications of this study prove that there are different perspectives between male and female

23 gender in addressing the effect of engagement on the working satisfaction of millennial

24 lecturers during the COVID-19 pandemic in Indonesia.

25

26 **Keywords:** (COVID, Gender Perspective, Engagement, Working Satisfaction, Millennial Lectures)

## 27 Introduction

28 <sup>6</sup> The world has been rocked by the emergence of a new coronavirus, that is known as COVID-  
29 19 pandemic, which continues to wreak havoc around the world. <sup>37</sup> The World Health  
30 Organization (WHO, 2020) has declared it a global pandemic with the highest confirmed cases  
31 and an increasing death rate. The current global health crisis that is currently underway, <sup>16</sup> not  
32 only has an unmatched impact on human health and the global economy but also presents  
33 unprecedented challenges to the work lives and careers of millions of people (Restubog,  
34 Ocampo, & Wang., 2020). For example, <sup>6</sup> the International Labor Organization (2020) estimates  
35 a significant reduction in working hours in the second quarter of 2020 worldwide, namely <sup>6</sup> 10.5  
36 percent or the equivalent of 305 million workers, most of whom are millennial generation.  
37 The millennial generation has begun to dominate the teaching force in Indonesia.  
38 KEMRISTEKDIKTI noted, in 2018 more than 30 percent of lecturers came from the millennial  
39 generation (KEMRISTEKDIKTI, 2018). Unfortunately, according to a study entitled  
40 “Employee Engagement Among Millennials” (2016), by Dale Carnegie Indonesia (DCI), only  
41 25 percent of millennial workers have good engagement with the company. Even though  
42 employee engagement is believed to increase job satisfaction (Rich, LePine, & Crawford,  
43 2010).  
44 The engagement and working satisfaction problems also occur among millennial lecturers.  
45 They are not well-established both from a financial and non-financial side, most of the  
46 millennial lecturers are new lecturers. In terms of demands for teaching, research and  
47 community service work, the government does not differentiate between millennial lecturers  
48 and non-millennial lecturers. Sometimes millennial lecturers are also burdened with other jobs  
49 such as structural positions in the faculty (Seniati, 2006). In addition, in the condition of  
50 COVID that must continue to work and expenses for internet costs are getting higher,

51 unfortunately in terms of income, millennial lecturers are still low, so it is not uncommon to  
52 decide to quit or leave his profession (Sari, 2018).

53 The Australian Psychological Society (APS, 2020), explained that the impact of COVID  
54 requires organizations to increase engagement due to changes in work culture. Negative impacts  
55 may reduce work engagement and satisfaction, due to factors of administrative hassles,  
56 conflicts of interest, organizational politics, lack of resources, role conflicts, and excessive  
57 workload. Engagement and working b satisfaction during the COVID-19 pandemic open up  
58 debates about whether we need to start rethinking employee job satisfaction; for example, does  
59 the organization need to redesign its employee support program to offer employees holistic  
60 attention to maintaining their level of satisfaction in order to increase motivation and ultimately  
61 productivity; in fact, there may be more consideration needed.

62 <sup>28</sup> The results of the Bhattarai study (2020) show that the majority of employees are satisfied even  
63 though they work from home (WFH), but several other important aspects of job satisfaction  
64 have not been explained, including differences in gender. For this reason, this study aims, First,  
65 to measure how much impact employee engagement has on job satisfaction during the COVID  
66 pandemic. Second, it proves whether there is a difference in perceived engagement and work  
67 satisfaction between male gender and female gender perspectives.

68

## 69 **Materials and Methods**

### 70 *Millennials*

71 Millennials are the generation born after 1982 (Farrell, & Hurt, 2014). This grouping is based  
72 on age groups in the same historical time (Kumar, 2015). The positive aspects of millennials  
73 show high ambition, confidence, optimism and capacity for cooperation (Aydogmus, 2019).  
74 <sup>5</sup> Millennials are believed to have a high sense of social responsibility, but must often be  
75 reminded and told how to achieve their goals (Hershatter & Epstein, 2010). On the other hand,

76 negative aspects of millennials are depicted, such as lack of professional boundaries and work  
77 ethics, need for constant feedback, a sense of ownership, lack of critical or independent  
78 thinking, skills, and unrealistic expectations (Wilson & Gerber, 2008).

### 79 *Millennial Lecturers Engagement*

80 Engagement is the emotional attachment of workers and organizations to achieve organizational  
81 and individual goals (Kwon & Kim, 2020; Rashidin., Javed, & Liu., 2019). Employee  
82 engagement is a way of working designed to ensure employee commitment to organizational  
83 goals and values that can increase job satisfaction (Kwon & Kim, 2020). Attachment in the  
84 applied sense is a psychological characteristic such as: cognition and emotions, and behavior,  
85 including in terms of motivation which is applied to the concepts of job satisfaction and  
86 organizational commitment (Shmailan, 2016). Sharma and Gupta (2016) understand employee  
87 engagement as involvement, satisfaction, and enthusiasm to do their job.

### 88 *Working Satisfaction*

89 Kyle Hight, and Park's literature (2019) defines job satisfaction as an effective or emotional  
90 response to various aspects of doing work that is considered a sentiment of self-confidence.  
91 Rashidin et al. (2019) explained that working satisfaction is a pleasant or unpleasant feeling for  
92 employees at work. According to Eliyana, Ma'arif, and Muzakki (2019), working satisfaction  
93 is a general attitude towards a person's performance that shows the difference between the  
94 number of awards received by them and the amount they believe they should receive. Individual  
95 satisfaction or dissatisfaction with his job is something that is personal depending on how he  
96 understands the suitability or conflict between desires and results.

### 97 *Impact of Millennial Lecturer Engagement on Working Satisfaction*

98 Several studies have proven the relationship between engagement and working satisfaction. For  
99 example, Al-dalahmeh et al. (2018) proved that there is a strong and significant relationship  
100 between employee engagement and job satisfaction. Employees who are bound and always

101 involved by the organization so that it has an impact on their job satisfaction. According to  
102 Nimon, Shuck, and Zigarmi (2016), there is a high correlation between certain actions that  
103 present attachment and job satisfaction from an individual perspective. Rashidin et al. (2019)  
104 reinforce this proposition that active involvement in the workplace <sup>4</sup> has a positive effect on job  
105 satisfaction. Engagement in the workplace has a significant impact on job satisfaction. Garcia  
106 et al. (2019) also proved <sup>23</sup> that there is a strong relationship between engagement and job  
107 satisfaction among millennial employees. From several studies of this literature, it can be  
108 hypothesized:

109 *H<sub>1</sub>: There is a difference in the influence of Millennial Lecturers engagement on working*  
110 *satisfaction from a gender perspective.*

## 111 **Methods**

112 <sup>28</sup> This study is quantitative with survey research, conducted on millennial lecturers throughout  
113 Indonesia. Data were collected using an online questionnaire instrument. The population is  
114 88,553 millennial lecturers with a minimum sample of 398 respondents. The sampling  
115 technique was simple random sampling. Data analysis used a descriptive approach and a Multi-  
116 Sample Structural Equation Modeling (MS-SEM). The data is proceeded by Lisrel 8.8  
117 statistical software.

118

## 119 **Result and Discussion**

### 120 ***Demographic Respondent***

121 Table 1 shows the respondents who participated in this study were millennial lecturers born in  
122 1982-2000 who came from 34 provinces in Indonesia. Most respondents came from the  
123 province of Jakarta, namely 27.5 percent of the total respondents. The majority of respondents  
124 came from state universities, namely 58.0 percent. Female respondents made up the majority  
125 of respondents, namely as much as 56.35 percent. 53 percent of respondents are young lecturers

126 with a work period of fewer than 5 years. From the level of education, 91.85 percent of  
 127 respondents are millennial lecturers with a Masters education, and 8.15 percent are doctoral.

128 *Table 1. Respondents Profile*

Sample is 417		freq	%	Sample is 417		freq	%
1. Gender	Male	182	43,65	3. Experience	< 5 years	221	53,00
	Female	235	56,35		5-10 years	131	31,41
		<b>417</b>	<b>100</b>		>10 years	65	15,59
						<b>417</b>	<b>100</b>
2. Age	20 to. 25 years	18	4,32	4. Education	Masters	383	91,85
	26 to. 39 years	399	95,68		Doctoral	34	8,15
		<b>417</b>	<b>100</b>			<b>417</b>	<b>100</b>

129 Source: research data (2020)

### 130 *Descriptive Analysis*

131 During the Covid-19 pandemic (see Table 2), the level of engagement of female millennial  
 132 lecturers with an average score of 3.17 and a standard deviation of 0.69, was actually lower  
 133 than the level of engagement of male millennial lecturers with a score of 3.22 and a standard  
 134 deviation of 0.65. Meanwhile, the working satisfaction level of female millennial lecturers with  
 135 an average score of 2.69 and a standard deviation of 0.79 is lower than that of male millennial  
 136 lecturers with an average score of 2.75 and 0.84. Even though the overall engagement and  
 137 working satisfaction scores have been high. However, the level of working satisfaction is lower  
 138 than the employee level, both for male millennial lecturers and female millennial lecturers.

139 *Table 2. Descriptive analysis of millennial lecturer*

Variables	Male			Female		
	Mean (% score)	stdev	result	Mean (% score)	stdev	result
Millennial lecturer engagement	3.22 (80.50%)	0.65	hight	3.17 (79.25%)	0.69	hight
Millennial lecturer Satisfaction	2.75 (68.75%)	0.84	hight	2.69 (67.25%)	0.79	hight

140 *Noted: 1.00 – 1.75= very low; 1.76 – 2.51=low; 2.52-3.27= hight; 3.28 – 4.00= very hight.*

141 **Measurement Model**

142 The measurement model is used to measure the validity and reliability of the research  
 143 instrument. Table 3 shows that all indicators have been declared valid because all loading factor  
 144 values are greater than 0.5. Meanwhile, the instrument reliability test shows that all constructs  
 145 have an AVE <sup>32</sup> value greater than 0.5 and a CR value greater than 0.7. Thus it can be concluded  
 146 that all of the indicators to measure the engagement and working satisfaction variables for both  
 147 the Female Millennial Lectures (FMLs) and Male Millennial Lectures (MMLs) groups were  
 148 declared valid and reliable.

149 *Table 3. Validity and reliability assessment of instrument*

Variables	Dimension	Validity		Reliability			Result	
		SFL *	Critical Value	CR**	Critical Value	AVE***		Critical Value
<b>MALE SAMPLE GROUP</b>								
				0,87	0,7	0,69	0,5	Reliable
EMPLOYEE ENGAGEMENT	VIGOR	0,95	0,5					Valid
	ABSORPTI	0,58	0,5					Valid
	DEDICATI	0,92	0,5					Valid
				0,87	0,7	0,64	0,5	Reliable
WORKING SATISFACTION	SUPERVIS	0,56	0,5					Valid
	WAGE	0,64	0,5					Valid
	PROMOTIO	0,99	0,5					Valid
	COWORKER	0,78	0,5					Valid
<b>FEMALE SAMPLE GROUP</b>								
				0,85	0,7	0,66	0,5	Reliable
EMPLOYEE ENGAGEMENT	VIGOR	0,95	0,5					Valid
	ABSORPTI	0,56	0,5					Valid
	DEDICATI	0,88	0,5					Valid
				0,79	0,7	0,57	0,5	Reliable
WORKING SATISFACTION	SUPERVIS	0,56	0,5					Valid
	WAGE	0,64	0,5					Valid
	PROMOTIO	0,99	0,5					Valid
	COWORKER	0,78	0,5					Valid

150 *SFL\* = Standardized Factor Loading; CR\*\* = Construct Reliability; VE\*\*\* = Variance Extracted;*



151 ***The Goodness of Fix Index Assessment Model***

152 The model in this study is stated to be fit with the data, where 9 out of 10 indicators are accepted,  
 153 one of which can be seen from the RMSEA value smaller than 0.8 and the Chi-Square value  
 154 for the P-value greater than 0.5, both in the male sample group and the female sample group.

155 *Table 4. Goodness of fit index Assessment*

No	GOF Indicators	Estimation Value		Cut of value	Result	
		Male	Female		Male	Female
1	P-value	0.91	0.9	P-value $\geq 0.05$	Fit	Fit
2	RMSEA	0.00	0.00	RMSEA $\leq 0.08$	Fit	Fit
3	NFI	0.99	0.99	NFI $\geq 0.90$	Fit	Fit
4	NNFI	1.01	1.01	NNFI $\geq 0.90$	Fit	Fit
5	CFI	1.00	1.00	CFI $\geq 0.97$	Fit	Fit
6	IFI	1.01	1.00	IFI $\geq 0.90$	Fit	Fit
7	RFI	0.99	0.99	RFI $\geq 0.90$	Fit	Fit
8	SRMR	0.024	0.021	SRMR $\leq 0.05$	Fit	Fit
9	GFI	0.99	0.99	GFI $\geq 0.90$	Fit	Fit
10	AGFI	0.98	0.98	AGFI $\geq 0.90$	Fit	Fit
11	PGFI	0.46	0.46	PGFI $\geq 0.5$	Not Fit	Not Fit

156

157 The results of the measurement of the goodness of fit index model show that all critical values  
 158 exceed the threshold value for the ten indicators of measuring the goodness of fit model, except  
 159 for the PGFI indicator with a value of 0.46 less than 0.5 in both the male and female groups.  
 160 Thus it can be concluded that this research model is fit with the data collected through a  
 161 questionnaire instrument.

162 ***Structural Model***

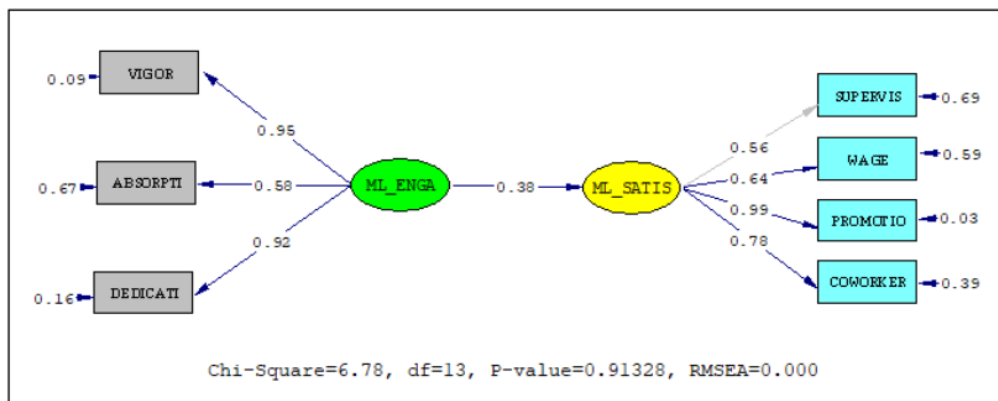
163 It is proven that there is a significant effect of engagement on working satisfaction, both male  
 164 and female gender. However, for the female gender, the impact is greater than the male gender.

165 ***Male Group Sample***

166 The measurement results obtained the value of  $ML\_SATIS = 0.38 * ML\_ENGA$ , Errorvar. =  
 167 0.86,  $R^2 = 0.14$ . This means that in the male group sample the path coefficient value is 0.38 and  
 168 a residual value of 0.14 shows that there is a significant effect of 38 percent of the impact of  
 169 millennial lecturer engagement on working satisfaction. Meanwhile, the values of VIGOR,

170 ABSOPTI, DEDICATI, respectively (0.95; 0.58; 0.92) show that the engagement construct  
 171 (ML\_ENGA) can be explained well by three indicators, where VIGOR is the strongest indicator  
 172 to explain millennial lecturer engagement. The construct of working satisfaction (ML\_SATIS)  
 173 can be explained well by four indicators, namely SUPERVIS, WAGE, PROMOTIO,  
 174 COWORKER with successive values [0.56; 0.64; 0.99; 0.79], where the PROMOTIO indicator  
 175 has the ability best explains the construct of working satisfaction in the male group sample (see  
 176 figure 1).

177

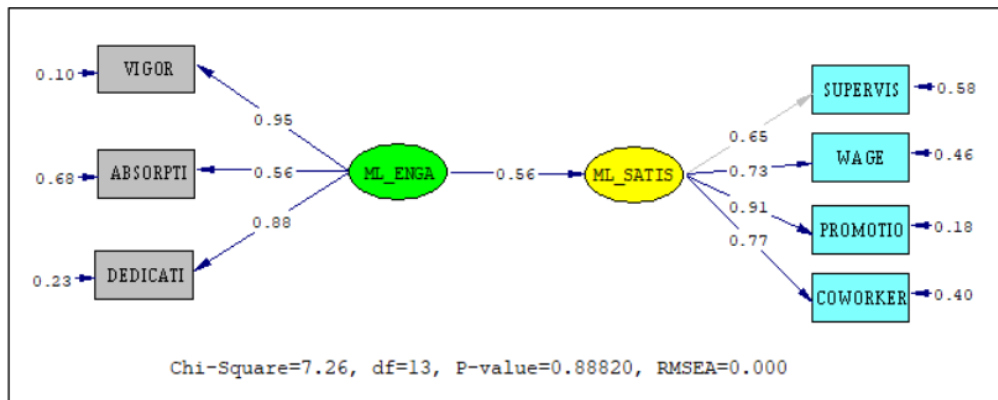


178

179 *Figure 1. Path Coefficient Full Model- Male Group Sample*180 *Female Group Sample*

181 The measurement results obtained the value of  $ML\_SATIS = 0.56 * ML\_ENGA$ , Errorvar. =  
 182 0.68,  $R^2 = 0.32$ . This means that in the female group sample the path coefficient value is 0.56  
 183 and a residual value of 0.32 shows that there is a significant effect of 58 percent of the impact  
 184 of millennial lecturer engagement on work satisfaction. Meanwhile, the values of VIGOR,  
 185 ABSOPTI, DEDICATI, respectively (0.95; 0.56; 0.88) show that the engagement construct  
 186 (ML\_ENGA) can be explained well by three indicators, where VIGOR is the strongest indicator  
 187 to explain millennial lecturer engagement. The construct of working satisfaction (ML\_SATIS)  
 188 can be explained well by four indicators, namely SUPERVIS, WAGE, PROMOTIO,  
 189 COWORKER with consecutive values [0.65; 0.73; 0.91; 0.77], where the PROMOTIO

190 indicator has the greatest ability to explain the construct of working satisfaction in the female  
191 group sample (see figure 2).



192  
193 *Figure 2. Path Coefficient Full Model- Female Group Sample*

#### 194 *The Effect of Millennial Lectures Engagement on Working Satisfaction*

195 Empirically, the results of this study show that there is an influence between millennial lecturer  
196 engagement on working satisfaction. This research proves a study (Jin & Park, 2016) which  
197 analyzes the relationship between engagement and working satisfaction. Al-dalahmeh et al.  
198 (2018) explain when someone engaged, it will provide satisfaction at work. From the results of  
199 testing the relationship between two variables, namely employee engagement and job  
200 satisfaction, discussed above.

201 Based on the sequence of indicators adopted from the research of Ferreira and de Oliveira  
202 (2014), and supported by the respondents' open answers, that lecturers who have strongly  
203 engaged in their organization will provide a sense of satisfaction at work. The results showed  
204 79.75 percent of millennial lecturers were still engaged with their organization. This is shown  
205 by the level of pride they are able to work even though there are many limitations in the learning  
206 process due to restrictions on activities during the Covid pandemic in Indonesia. Millennial  
207 lecturers continue to carry out their activities, even most of them who have good internet access  
208 feel they enjoy working from home (WFH) much more than in the previous condition because  
209 they can do a lot of work at one time and have a lot of time with family.

## 210 **Conclusion**

211 There are differences in the effect of engagement on working satisfaction between male and  
212 female millennial lecturer sample groups. The effect of engagement on working satisfaction is  
213 greater in the female millennial lecturer group than the male millennial lecturer group. The path  
214 coefficients of all dimensions on the engagement and working satisfaction variables for both  
215 male millennial lecturers and female millennial lecturers are very significant.

216 The implications of this study prove that there are different perspectives between male and  
217 female gender in addressing the effect of engagement on the working satisfaction of millennial  
218 lecturers during the COVID-19 pandemic in Indonesia. Several aspects such as finance,  
219 technology, gender and emotion, culture shock, restrictions on space for movement, are still  
220 neglected in this study <sup>1</sup> so that they need to be included as predictor variables in subsequent  
221 studies. In terms of the descriptive analysis methodology, the descriptive analysis methodology  
222 has not been able to identify all the behaviors related to the construct of this study more deeply,  
223 so further research is suggested to confirm the results of the questionnaire through the interview  
224 process.

225

## 226 **References**

- 227 Al-dalahmeh, Mahmoud., Masa'deh, Ra'ed., Khalaf, Rana Khaled Abu., & Obeidat, Bader Yousef.  
228 <sup>11</sup> (2018). The Effect of Employee Engagement on Organizational Performance Via the Mediating  
229 Role of Job Satisfaction: The Case of IT Employees in Jordanian Banking Sector. *Modern Applied*  
230 *Science*; Vol. 12(6), pp.17-43. doi:10.5539/mas.v12n6p17
- 231 APS. (2020). *Maintaining employee engagement during COVID-19*. The Australian Psychological  
232 Society Limited. Flinders Lane, VIC, 8009.
- 233 Aydogmus, Ceren. <sup>12</sup> (2019). Millennial knowledge workers The roles of protean career attitudes and  
234 psychological empowerment on the relationship between emotional intelligence and subjective

- 235 career success. *Career Development International* Vol. 24 No. 4, pp. 297-314. Emerald Publishing  
 236 Limited 1362-0436. DOI 10.1108/CDI-06-2018-0165
- 237 Bhattarai, Manoj. (2020). Working from Home and Job Satisfaction During the Pandemic Times.  
 238 Employment Program Director (YMCA of Greater Toronto, Canada July 2020, Independent  
 239 Publication, Toronto, ON, Canada.
- 240 Eliyana, Anis., Ma'arif, Syamsul., & Muzakki. (2019). Job satisfaction and organizational commitment  
 241 effect in the transformational leadership towards employee performance. *European Research on  
 242 Management and Business Economics*. Volume 25 (3), pp.144-150.
- 243 Farrell, L., & Hurt, A. (2014). Training the Millennial Generation: Implications for Organizational  
 244 Climate. *Journal of Organizational Learning and Leadership* Vol. 12No. 101 Mar Spring 14.
- 245 Garcia, Patrick R J M., Sharma, Pramodita., Massis, Alfredo De., Wright, Mike., & Scholes, Louise.  
 246 (2019). Perceived Parental Behaviors And Next-Generation Engagement In Family Firms: A  
 247 Social Cognitive Perspective. *Entrepreneurship: Theory and Practice*. DOI:  
 248 10.1177/1042258718796087.
- 249 Hershatte, A., & Epstein, M. (2010). Millennials and the world of work: An organization and  
 250 management perspective. *Journal of Business and Psychology*, 25(2), 211–223.  
 251 <https://doi.org/10.1007/s10869-010-9160-y>.
- 252 International Labor Organization (2020, May 5). *ILO Monitor: COVID-19 and the world of work (3rd  
 253 ed.)*. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/—dgreports/—  
 254 dcomm/documents/briefingnote/wcms\\_743146.pdf](https://www.ilo.org/wcmsp5/groups/public/—dgreports/—<br/>
  254 dcomm/documents/briefingnote/wcms_743146.pdf).
- 255 KEMRISTEKDIKTI. (2018). *Statistik Pendidikan Tinggi 2018*. Retrieved from  
 256 [https://pddikti.kemdikbud.go.id/asset/data/publikasi/Statistik%20Pendidikan%20Tinggi%20Indo  
 257 nesia%202018.pdf](https://pddikti.kemdikbud.go.id/asset/data/publikasi/Statistik%20Pendidikan%20Tinggi%20Indo<br/>
  257 nesia%202018.pdf).
- 258 Pusat Data dan Informasi Ilmu Pengetahuan, Teknologi, dan Pendidikan  
 258 Tinggi. Kementerian Riset, Teknologi, dan Pendidikan Tinggi. ISSN 2528 – 0252.
- 259 Kumar, N. (2015). Everyday Workplace Ethics for the Millennial Business and Engineering  
 260 Undergraduate Student: A Situated Learning Model. Thesis: Doctor of Philosophy. Retrieved from  
 261 <http://dc.uwm.edu/etd/888/>.

- 262 Kwon, Kibum., & Kim, Taesung. (2020). An integrative literature review of employee engagement  
 263 and innovative behavior: Revisiting the JD-R model. *Human Resource Management Review*.  
 264 Volume 30, Issue 2, June 2020, 100704. doi.org/10.1016/j.hrmr.2019.100704.
- 4  
 265 Kyle Hight, S., & Park, J.-Y. (2019). Role stress and alcohol use on restaurant server's job satisfaction:  
 266 Which comes first? *International Journal of Hospitality Management*, 76 (Part A), 231–239.  
 267 doi:10.1016/j.ijhm.2018.05.012.
- 3  
 268 Nimon K, Shuck B, Zigarmi D. (2016). Construct Overlap Between Employee Engagement and Job  
 269 Satisfaction: A Function of Semantic Equivalence? *Journal of Happiness Studies*. 17: 1149-1171.  
 270 DOI: 10.1007/s10902-015-9636-6.
- 41  
 271 Rashidin, Md. Salamun., Javed, Sara., & Liu, Bin. (2019). Empirical Study on Spirituality, Employee's  
 272 Engagement and Job Satisfaction: Evidence from China, *International Journal of Public*  
 273 *Administration*, DOI: 10.1080/01900692.2019.1665066.
- 17  
 274 Restubog, Simon Lloyd D., Ocampo, Anna Carmella G., & Wang, Lu. (2020). Taking control amidst  
 275 the chaos: Emotion regulation during the COVID-19 pandemic. *Journal of Vocational*  
 276 *Behavior* Volume 119, June 2020, pp. 1-6. <https://doi.org/10.1016/j.jvb.2020.103440>.
- 35  
 277 Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job  
 278 performance. *Academy of Management Journal*, 53(3), 617-635.  
 279 <https://doi.org/10.5465/amj.2010.51468988>.
- 2  
 280 Sari, Reza Lidia. (2018). Komitmen Organisasi pada Dosen Generasi Milenial. *Psikohumaniora: Jurnal*  
 281 *Penelitian Psikologi*, Vol 3, No 2 (2018): 153–164. DOI:  
 282 <http://dx.doi.org/10.21580/pjpp.v3i2.2791>.
- 2  
 283 Seniati, L. (2006). Pengaruh masa kerja, trait kepribadian, kepuasan kerja, dan iklim psikologis terhadap  
 284 komitmen dosen pada Universitas Indonesia. *Makara: Human Behavior Studies in Asia*, 10(2).  
 285 doi.org/10.7454/MSSH.
- 13  
 286 Sharma, S. and Gupta, A. (2016) Sustainable Management of Keratin Waste Biomass: Applications and  
 287 Future Perspectives. *Brazilian Archives of Biology and Technology*, 59, e16150684.  
 288 doi.org/10.1590/1678-4324-2016150684

- 289 <sup>22</sup> Shmailan, A. S. (2016). The relationship between job satisfaction, job performance and employee  
290 engagement: An explorative study. *Issues in Business Management and Economics*, 4, 1-8. <sup>15</sup>
- 291 Wilson, M., & Gerber, L. E. (2008). How Generational Theory Can Improve Teaching: Strategies for  
292 Working with the Millennials. *Currents in Teaching and Learning*, 1(1), 29–44.
- 293 <sup>7</sup> World Health Organization (2020, March 11). WHO director-general's opinion remarks at the media  
294 briefing on COVID-19. [https://www.who.int/dg/speeches/detail/.-who-director-general-s-opening-](https://www.who.int/dg/speeches/detail/.-who-director-general-s-opening-remarks-at-the-mediabriefing-on-covid-19-11-march-2020)  
295 [remarks-at-the-mediabriefing-on-covid-19—11-march-2020](https://www.who.int/dg/speeches/detail/.-who-director-general-s-opening-remarks-at-the-mediabriefing-on-covid-19-11-march-2020).

# ABS 7

## ORIGINALITY REPORT

29%

SIMILARITY INDEX

21%

INTERNET SOURCES

16%

PUBLICATIONS

23%

STUDENT PAPERS

## PRIMARY SOURCES

1

Submitted to Universitas Negeri Jakarta

Student Paper

5%

2

id.123dok.com

Internet Source

1%

3

www.ijsrp.org

Internet Source

1%

4

www.tandfonline.com

Internet Source

1%

5

dc.uwm.edu

Internet Source

1%

6

www.ncbi.nlm.nih.gov

Internet Source

1%

7

Simon Lloyd D. Restubog, Anna Carmella G. Ocampo, Lu Wang. "Taking control amidst the chaos: Emotion regulation during the COVID-19 pandemic", Journal of Vocational Behavior, 2020

Publication

1%

Submitted to RMIT University



8	Student Paper	1%
9	<a href="http://share.calbaptist.edu">share.calbaptist.edu</a> Internet Source	1%
10	<a href="http://rd.springer.com">rd.springer.com</a> Internet Source	1%
11	Submitted to Acacia Learning Student Paper	1%
12	<a href="http://www.emerald.com">www.emerald.com</a> Internet Source	1%
13	<a href="http://li01.tci-thaijo.org">li01.tci-thaijo.org</a> Internet Source	1%
14	Submitted to Leiden University Student Paper	1%
15	Barbara Imperatori. "Engagement and Disengagement at Work", Springer Science and Business Media LLC, 2017 Publication	1%
16	Submitted to University of Stirling Student Paper	1%
17	<a href="http://espace.library.uq.edu.au">espace.library.uq.edu.au</a> Internet Source	1%
18	<a href="http://www.research.lancs.ac.uk">www.research.lancs.ac.uk</a> Internet Source	1%

19	<a href="http://www.econstor.eu">www.econstor.eu</a> Internet Source	1%
20	Submitted to uu Student Paper	1%
21	Submitted to Universitas Pendidikan Indonesia Student Paper	1%
22	Submitted to British University in Egypt Student Paper	1%
23	<a href="http://baadalsg.inflibnet.ac.in">baadalsg.inflibnet.ac.in</a> Internet Source	1%
24	Submitted to Universiti Kebangsaan Malaysia Student Paper	1%
25	Suharno Pawirosumarto, Purwanto Katijan Sarjana, Rachmad Gunawan. "The effect of work environment, leadership style, and organizational culture towards job satisfaction and its implication towards employee performance in Parador Hotels and Resorts, Indonesia", International Journal of Law and Management, 2017 Publication	1%
26	<a href="http://journals.sagepub.com">journals.sagepub.com</a> Internet Source	<1%
27	<a href="http://www.cfainstitute.org">www.cfainstitute.org</a> Internet Source	<1%

28	"1st Annual Conference of Midwifery", Walter de Gruyter GmbH, 2020 Publication	<1%
29	id.wikipedia.org Internet Source	<1%
30	Alto Kusumo Yondrian. "Tinjauan Sistematis: Faktor-Faktor Gaya Atribusi Prestasi Akademik", Journal An-Nafs: Kajian Penelitian Psikologi, 2020 Publication	<1%
31	repository.bilkent.edu.tr Internet Source	<1%
32	Submitted to University of Wales central institutions Student Paper	<1%
33	es.scribd.com Internet Source	<1%
34	Submitted to University of Leicester Student Paper	<1%
35	experts.illinois.edu Internet Source	<1%
36	Elvin Yusliana Ekawati. "A model of scientific attitudes assessment by observation in physics learning based scientific approach: case study of dynamic fluid topic in high school", Journal of	<1%

# Physics: Conference Series, 2017

Publication

- 
- |    |  |     |
|----|--|-----|
| 37 | <a href="http://link.springer.com">link.springer.com</a><br>Internet Source  | <1% |
| 38 | <a href="http://giapjournals.com">giapjournals.com</a><br>Internet Source  | <1% |
| 39 | Submitted to University of Birmingham<br>Student Paper   | <1% |
| 40 | <a href="http://www.indusedu.org">www.indusedu.org</a><br>Internet Source  | <1% |
| 41 | Md. Salamun Rashidin, Sara Javed, Bin Liu.<br>"What a Dilemma? Chinese Economics Growth<br>Strategies Using IR Theories", Chinese Political<br>Science Review, 2019<br>Publication | <1% |
| 42 | Kijpokin Kasemsap. "chapter 8 Examining the<br>Roles of Job Satisfaction and Organizational<br>Commitment in the Global Workplace", IGI<br>Global, 2017<br>Publication             | <1% |
- 

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off