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Organizational Culture and Work Engagement Among Non-Formal Education Instructors

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Abstract

Background: Non-formal education instructors often work across units and variable schedules, making shared cultural expectations a potentially relevant job resource.
Objective: This study examined the association between perceived organizational culture and work engagement beyond servant leadership, while testing whether beliefs were rated more highly than values-in-practice.
Method: An anonymous cross-sectional survey was completed by 197 of 255 active instructors (77.3%) across 23 units of one tutoring organization in Greater Bandung, Indonesia. Measures covered organizational culture, work engagement, and servant leadership. The analysis used confirmatory factor analysis, paired comparisons, and multiple regression with unit-cluster-robust standard errors.
Results: Organizational culture was positively associated with work engagement ($B = 0.434$, $SE = 0.092$, $\beta = 0.463$, $p < 0.001$). The model explained 30.5% of engagement variance; culture added 10.8 percentage points beyond servant leadership. Beliefs exceeded values-in-practice by 0.342 points (95% CI [0.262, 0.422], $d_z = 0.600$), although this comparison does not establish a causal implementation mechanism.
Conclusion: Instructors who perceived a more coherent culture also reported stronger engagement. The result is associative and bounded by self-report measurement, voluntary participation in one organization, and a cross-sectional design.

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INTRODUCTION

Indonesia's National Education System Law defines non-formal education as an educational pathway outside formal schooling that may be organized in a structured and tiered manner. Article 26 includes life-skills education, training, equivalency education, community learning centers, courses, and other programs intended to develop learners' capabilities (Republic of Indonesia, 2003). Official education statistics identify course and training institutions as a substantial part of this sector; national administrative data are reported annually through the Ministry's education-data system (Ministry of Education Research, and Technology, 2024). Tutoring organizations occupy a related form of supplementary or shadow education: their instructors work outside schools, often under flexible schedules and across several service units. Such arrangements make day-to-day coordination and shared expectations consequential, while evidence about the work experience of Indonesian non-formal instructors remains limited.

Work engagement refers to a positive work-related state expressed through vigor, dedication, and absorption (Schaufeli et al., 2002, 2006). Job Demands–Resources theory proposes that social, organizational, and task resources can sustain motivation and engagement, particularly when work demands are variable (Bakker et al., 2007, 2023). Teacher research likewise associates supportive work conditions, self-efficacy, and collective culture with engagement (Burić & Macuka, 2018; Hakanen et al., 2006; Skaalvik & Skaalvik, 2023). These studies mainly concern schools or conventional employment settings; instructors in multi-unit tutoring organizations may encounter less stable collegial interaction and more dispersed cultural cues.

Organizational culture comprises shared assumptions and learned meanings that guide how members interpret expected conduct (Schein & Schein, 2017). The present operationalization distinguishes beliefs, norms, and values-in-practice. This distinction does not treat stated values as equivalent to enacted routines. Schein and Schein's levels of culture, together with Argyris and Schön's distinction between espoused theory and theory-in-use, indicate why formal statements can diverge from everyday practice (Argyris & Schön, 1978). Meta-analytic and sectoral evidence links cultural configurations, value congruence, and perceived culture with employee attitudes and engagement, although effect sizes and mechanisms vary across settings (Hartnell et al., 2011; Li et al., 2015; Reis et al., 2016; Tyagi, 2021).

Servant leadership was included as a covariate because supervisors may shape both local interpretations of organizational expectations and employees' motivational experience (Decuypere & Schaufeli, 2021; Eva et al., 2019). Its temporal position cannot be determined in a cross-sectional design. It is therefore treated neither as a proven confounder nor as a mediator; adjustment estimates culture's association conditional on perceived leadership. This choice is conservative when leadership and culture share variance, and sensitivity models are reported rather than interpreted causally.

The study addressed two questions. First, is perceived organizational culture positively associated with work engagement after servant leadership is held constant? Second, are beliefs rated more highly than values-in-practice within respondents? The first question tests the primary hypothesis (H1). The second is a bounded descriptive test motivated by the espoused–enacted distinction; it does not by itself prove an organizational implementation process. The contribution lies in combining a multi-unit non-formal education setting, explicit measurement checks, clustered inference, and a direct within-person comparison without claiming causal effects.

METHOD

A quantitative cross-sectional survey was conducted in one tutoring organization operating 23 units in Greater Bandung. The organization permitted questionnaire distribution. The study formed part of a master's thesis and was treated as a minimal-risk academic survey; no separate institutional ethics-committee approval number was issued. The first survey page explained the study, voluntary participation, confidentiality, and the right to stop before submission. Respondents had to indicate informed consent and confirm active-instructor status. Names, e-mail addresses, telephone numbers, and employee identification numbers were not collected.

The population frame contained 255 active instructors. An earlier planning calculation used Slovin's formula with a 5% margin of error and yielded a target of 156, which was proportionally allocated across units. The survey invitation was nevertheless distributed to the entire population. Between 4 and 27 August 2026, 201 online forms were returned; four failed the eligibility or completeness screen, leaving 197 eligible responses (77.3%). The revised analysis retains all eligible cases. No responses were randomly discarded. Because participation was voluntary, the respondents constitute a census invitation with self-selected response rather than a probability sample. Unit response rates ranged from 65.0% to 125.0%; values above 100% indicate that the population frame was a planning snapshot and some unit rosters changed before data collection. Post-stratified and demographic/unit fixed-effect sensitivity models were therefore examined. Non-response could not be tested at the individual level because no data were available for nonrespondents.

Table 1

Population frame, planned allocation, and eligible responses

Unit	Population	Planned n	Eligible n	Response %
Purnawarman No. 36-B	23	14	19	82.6
Purnawarman No. 31	3	2	3	100.0
Bojong Raya No. 18	8	5	7	87.5
Brigjen Katamso No. 47	12	7	10	83.3
Pajajaran No. 123	15	9	10	66.7
Purwakarta No. 50	7	4	5	71.4
Sarimanah No. 57	6	4	6	100.0
Setiabudi No. 206	12	7	7	58.3
Sumatera No. 35	40	24	26	65.0
Terusan Jalan Jakarta 10B	3	2	2	66.7
Buah Batu No. 65	5	3	4	80.0
Ciwastra No. 266	15	9	9	60.0
Metro Trade Center No. 9	5	3	3	60.0
Solontongan No. 6	22	13	17	77.3
Maribaya No. 4	10	6	7	70.0
Baleendah No. 39	8	5	10	125.0
Kopo No. 393	4	2	3	75.0
Sukamiskin No.132A	5	3	5	100.0
Cibiru No.176	9	6	7	77.8
Katapang No.179-B	8	5	9	112.5
Margahayu No.308	9	6	8	88.9
Rancaekek No.74	9	6	9	100.0
Ujungberung No.7	17	11	11	64.7
Total	255	156	197	77.3

Note. Population counts and planned allocation came from the pre-survey frame. Rates above 100% indicate roster changes between planning and fieldwork; the eligible response count, not the planned allocation, was analyzed.

Women comprised 65.5% of respondents (n = 129). Ages below 30 accounted for 58.9% (n = 116). Educational attainment or current study was reported as bachelor's level by 150 respondents, master's by 43, and doctoral by four. Tenure categories were: less than one year (n = 48), one to less than three years (n = 67), three to less than five years (n = 19), five to less than ten years (n = 3), and at least ten years (n = 60). Employment codes were PF (n = 101), PH (n = 90), PK (n = 4), and KMA (n = 2). Because these organization-specific codes do not map cleanly onto a universal full-time/part-time classification, occupational position was also reported: 108 described teaching as their main work, 71 as additional work, 15 combined teaching with study, and three supplied other descriptions.

All items were written in Indonesian and used a five-point agreement scale (1 = strongly disagree to 5 = strongly agree). They were not translations of a single imported questionnaire; consequently, formal back-translation was not applicable. Item wording was developed and contextually adapted from the cited conceptual frameworks, then reviewed during thesis supervision for clarity and alignment with the instructor setting. No independent pretest sample was conducted, a procedural limitation reported below. Appendix A reproduces every item used in this article and identifies reverse-scored items.

Organizational culture was represented by nine items: beliefs, norms, and values-in-practice (three items each). The framework was informed by (Argyris & Schön, 1978; Schein & Schein, 2017) and later organizational-culture synthesis (Bogale & Debela, 2024). Higher scores indicate a more coherent perceived culture. Work engagement was represented by nine context-specific items covering vigor, dedication, and absorption. The three-dimensional conception follows (Schaufeli et al., 2002, 2006), but the items are not the standard UWES-9: they were composed for this thesis, include two reverse-scored items (I36 and I42), and should not be described as UWES-9. Servant leadership was measured with 24 context-adapted items spanning empowerment, humility, stewardship, accountability, standing back, authenticity, forgiveness,

and courage, informed by the multidimensional Servant Leadership Survey (van Dierendonck & Nuijten, 2011). Four servant-leadership items (I06, I12, I15, and I21) and two culture items (I30 and I33) were reverse-scored.

The analysis used all 197 eligible records. Internal consistency was summarized with Cronbach's α. Confirmatory factor analyses assessed the three-factor culture and engagement structures. Construct-level discriminant validity among servant leadership, culture, and engagement was assessed in a correlated three-factor model using dimension parcels; composite reliability (CR), average variance extracted (AVE), factor correlations, and heterotrait–monotrait ratios (HTMT) were reported. Parcel results were interpreted alongside the item-level models rather than as a substitute for them.

H1 was tested by multiple linear regression with engagement as the outcome, culture as the focal predictor, and servant leadership as a covariate. CR1 cluster-robust standard errors used the 23 units as clusters (reference df = 22). Reported statistics include the constant, B, robust SE, standardized β, t, p, 95% CI, tolerance, VIF, R^2, adjusted R^2, incremental R^2 after culture was entered, and culture's squared semipartial correlation. Sensitivity analyses applied unit post-stratification weights and adjusted for gender, age, education, tenure, employment code, occupational position, and unit fixed effects.

Residual normality was checked with the Shapiro–Wilk test and a Q–Q plot; heteroscedasticity with the Breusch–Pagan test; multicollinearity with tolerance and VIF; and functional form with residual plots and cluster-robust quadratic terms. ICC (1), ICC (2), and within-unit agreement (r_{wg}, uniform-null variance = 2.0) assessed whether unit-level aggregation was justified. Paired t tests compared beliefs with values-in-practice and dedication with absorption, reporting d_z and confidence intervals. Harman's unrotated single-factor diagnostic was reported as a limited check of common-method variance. Procedurally, the survey was anonymous, scale sections were separated, reverse-scored items were included, and respondents could withdraw before submission; no marker variable was collected.

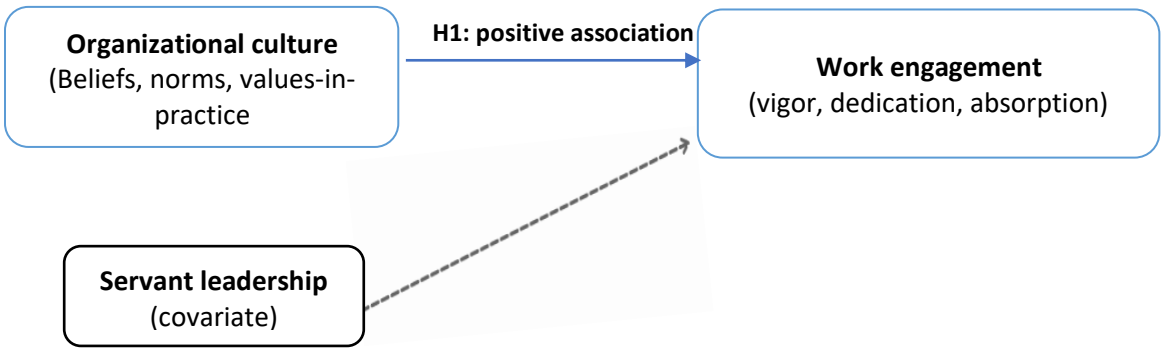

Figure 1. Conceptual model. The arrows denote tested conditional associations, not causal paths

RESULTS AND DISCUSSION

Descriptive statistics, reliability, and correlations

Table 2
Descriptive statistics and internal consistency

Construct/ dimension	Items	M	SD	α
Servant leadership	24	3.901	0.583	0.950
Organizational culture	9	4.021	0.554	0.852
Beliefs	3	4.188	0.620	0.781
Norms	3	4.030	0.669	0.700
Values-in-practice	3	3.846	0.632	0.580
Work engagement	9	4.142	0.519	0.810
Vigor	3	3.980	0.704	0.667
Dedication	3	4.496	0.553	0.830

Construct/ dimension	Items	M	SD	α
Absorption	3	3.951	0.600	0.384

Note. n = 197. The interpretation intervals were set a priori by equal-width division of the 1–5 scale: 1.00–1.80 very unfavorable; 1.81–2.60 unfavorable; 2.61–3.40 moderate/neutral-range; 3.41–4.20 favorable; 4.21–5.00 very favorable. These labels are descriptive and do not replace inferential tests.

Table 3

Means, standard deviations, and zero-order correlations

Variable	M	SD	1	2	3
Servant leadership	3.901	0.583	—	0.703	0.443
Organizational culture	4.021	0.554	0.703	—	0.545
Work engagement	4.142	0.519	0.443	0.545	—

Note. 1 = servant leadership; 2 = organizational culture; 3 = work engagement. All non-diagonal correlations were positive and p < 0.001.

Measurement model

Table 4

Confirmatory factor analysis and convergent-validity indices

Model	χ^2 (df)	CFI	TLI	RMSEA	SRMR	CR and AVE
Culture: three item-level factors	58.49 (24)	0.959	0.938	0.086	0.050	CR .727–.807; AVE .502–.587
Engagement: three item-level factors	68.05 (24)	0.929	0.894	0.097	0.063	CR .518–.836; AVE .291–.633
Three broad constructs (dimension parcels)	170.66 (74)	0.949	0.938	0.082	0.046	CR .786–.941; AVE .552–.669

Note. Culture standardized item loadings ranged from .317 to .872; engagement loadings ranged from .295 to .865. The engagement model was marginal, with weak absorption reliability, so dimension-level findings are interpreted cautiously. The eight-factor item model for the servant-leadership covariate did not fit adequately (CFI = .842, RMSEA = .106, SRMR = .230); its total score is retained only as a covariate, not as a basis for dimensional conclusions.

In the construct-level parcel model, standardized factor correlations were .790 between servant leadership and culture, .528 between servant leadership and engagement, and .695 between culture and engagement. The square roots of AVE were .818, .788, and .743, respectively. HTMT values were .781, .527, and .669, all below .85. Convergent validity was weaker at the engagement-dimension item level, especially for absorption, but the construct-level results did not indicate a failure of discriminant validity among the three broad variables.

Within-person dimension comparisons

Table 5

Paired comparisons of dimension scores

Comparison	Mean difference	95% CI	t(196)	p	d_z
Beliefs – values-in-practice	0.342	[0.262, 0.422]	8.418	< .001	0.600
Dedication – absorption	0.545	[0.465, 0.624]	13.504	< .001	0.962

Beliefs were rated higher than values-in-practice by 0.342 scale points, a moderate within-person difference. Dedication exceeded absorption by 0.545 points. The first result supports describing a perceptual difference between two culture dimensions; it does not establish that formally espoused values failed to become actual behavior, because no independent measure of espoused values or observed practice was collected. The phrase value-to-practice gap is therefore not used as a confirmed mechanism.

Primary regression and robustness checks

Table 6
Cluster-robust multiple regression predicting work engagement

Predictor	B	Robust SE	β	t	p	95% CI	VIF
Constant	1.988	0.376	—	5.292	< .001	[1.209, 2.767]	—
Servant leadership	0.105	0.131	0.118	0.802	0.431	[-0.167, 0.377]	1.979
Organizational culture	0.434	0.092	0.463	4.696	< .001	[0.242, 0.625]	1.979

Note. n = 197; 23 unit clusters; CR1 cluster-robust SE; reference df = 22. R^2 = .305; adjusted R^2 = .297; Wald F(2, 22) = 26.713, p < .001. Culture entered after servant leadership: ΔR^2 = .108; semipartial r = .329; sr^2 = .108. Tolerance = .505 for both predictors.

Organizational culture was positively associated with engagement after servant leadership was held constant (B = 0.434, robust SE = 0.092, β = 0.463, p < 0.001). H1 was supported as an association. Servant leadership was not independently associated under clustered inference (B = 0.105, p = 0.431). Post-stratification by unit produced a similar culture coefficient (B = 0.421, SE = 0.089, p < 0.001). Adjustment for gender, age, education, tenure, employment code, occupational position, and unit fixed effects also retained the culture association (B = 0.431, SE = 0.110, p = 0.001).

An exploratory dimension model showed that beliefs was the only culture dimension independently associated with overall engagement when norms, values-in-practice, and servant leadership were entered together (B = 0.249, p = 0.007); norms (p = 0.140) and values-in-practice (p = 0.092) were not. None of the culture dimensions independently predicted absorption in the corresponding exploratory model (all p ≥ 0.124). These results do not support a strong dimension-specific claim about absorption.

Diagnostics, clustering, and common-method assessment

Residuals did not depart from normality (Shapiro–Wilk W = 0.995, p = 0.787), and the Q–Q plot showed no material tail departure. The Breusch–Pagan test indicated heteroscedasticity (LM = 10.471, p = 0.005), supporting the use of cluster-robust rather than conventional standard errors. VIF was 1.979 (tolerance = .505). Cluster-robust quadratic terms were nonsignificant for servant leadership (p = .713) and culture (p = .111), and the residual plot showed no marked curvature.

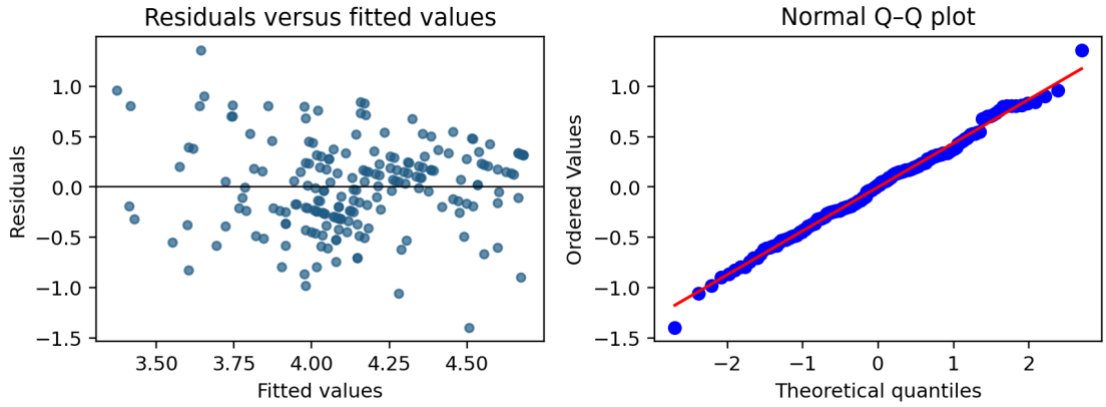

Figure 2. Regression diagnostic plots for the primary model

Culture showed ICC(1) = .010 and ICC(2) = .077; engagement produced a negative sampling estimate for ICC(1) (−.029), interpreted as approximately zero, and ICC(2) = −.311. Median r_wg was .863 for culture and .881 for engagement, but high within-unit agreement alongside near-zero between-unit variance does not justify a unit-level culture construct. The analysis therefore remains individual-level, uses clustered standard errors, and makes no claim that units differ systematically in culture.

Harman's unrotated diagnostic extracted seven components with eigenvalues above 1; the first accounted for 39.0% of item variance. This result does not show that a single factor dominated the measures, but Harman's test cannot rule out common-method bias (Podsakoff et al., 2003). The same-source, same-time design and absence of a marker variable remain limitations.

Discussion

The revised analysis supports a positive conditional association between perceived organizational culture and work engagement among instructors in one Indonesian non-formal education organization. Culture accounted for 10.8% unique engagement variance beyond servant leadership, a substantively interpretable contribution that is smaller and more credible than the coefficient pattern in the previous manuscript. The finding is consistent with the view that shared meanings and expected conduct can function as contextual resources, while remaining compatible with reverse direction and common antecedents.

The within-person comparison adds a narrower observation. Respondents rated beliefs more highly than values-in-practice, and the difference was statistically detectable with a moderate standardized effect. Yet the items capture two perceived dimensions in one questionnaire, not a direct comparison between official value statements and independently observed conduct. The result warrants attention to enactment but not the stronger conclusion that the organization has a verified value-to-practice mechanism. (Argyris & Schön, 1978; Schein & Schein, 2017) provide the conceptual distinction; the present data provide only a perceptual approximation.

Servant leadership did not retain an independent coefficient after culture was included, despite its correlation with culture. This pattern may reflect shared contextual content, limited unique variance, or the ordering imposed by the model. It cannot determine whether leadership shapes culture, culture shapes leadership perceptions, or both arise from other organizational processes. The adjusted model should therefore be read as a conditional association, not a mediated or causal path.

Practical implications

One cautious implication follows from the paired comparison and the positive culture coefficient: management may review whether stated beliefs are translated into observable routines experienced consistently by instructors. Examples include clarifying behavioral examples for each value during orientation and inviting instructors to discuss cases in which unit practices conflict with stated expectations. These are suggestions derived from the observed perception pattern, not interventions tested by the study. The near-zero ICCs provide no basis for ranking units or prescribing unit-specific cultural programs.

Limitations and future research

Interpretation is bounded by five issues. First, the cross-sectional design does not establish temporal order or causality. Second, voluntary responses from one organization may differ from nonresponses and limit generalization; roster changes also reduced the precision of unit response rates. Third, same-source self-reports leave residual common-method risk despite procedural steps and a nonsingle-factor Harman result. Fourth, item-level CFA revealed weak engagement absorption reliability and inadequate fit for the servant-leadership dimensional model; future work should use formally validated Indonesian measures and an independent pilot sample. Fifth, 23 clusters and very small ICCs constrained multilevel estimation. Longitudinal multi-organization studies should combine employee surveys with observed practices, administrative indicators, or supervisor/peer reports and test unit-level models only when between-unit variance is adequate.

CONCLUSION

Perceived organizational culture was positively associated with work engagement after servant leadership was held constant. The cluster-robust coefficient was B = 0.434 (β = 0.463), and culture explained an additional 10.8% of engagement variance. Beliefs were rated 0.342 points above values-in-practice, but this perceptual difference should not be treated as proof of a

causal implementation gap. The conclusion applies to voluntary respondents in one multi-unit organization and remains subject to cross-sectional, measurement, nesting, and common-method limitations.

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AUTHOR CONTRIBUTION STATEMENT

Author 1: conceptualization, investigation, data collection, data curation, and original draft. Author 2: supervision, methodology, validation, and critical revision. Author 3: measurement review, analytical review, and critical revision. All authors approved the submitted version. Names are withheld here to preserve double-blind review.

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Appendix A. Item Wording and Scoring

Code	Construct/dimension	Indonesian item wording	Reverse
I01	X1 – Kepemimpinan Melayani	Pimpinan langsung memberi saya keleluasaan menentukan cara terbaik untuk menyelesaikan tugas mengajar.	No
I02	X1 – Kepemimpinan Melayani	Pimpinan langsung mendorong saya menyampaikan gagasan untuk memperbaiki proses pembelajaran.	No
I03	X1 – Kepemimpinan Melayani	Pimpinan langsung memberikan dukungan ketika saya mengambil inisiatif yang bertanggung jawab.	No
I04	X1 – Kepemimpinan Melayani	Pimpinan langsung bersedia mempertimbangkan masukan dari pengajar.	No
I05	X1 – Kepemimpinan Melayani	Pimpinan langsung bersedia mengakui keterbatasan atau kekeliruan ketika hal itu terjadi.	No
I06	X1 – Kepemimpinan Melayani	Pimpinan langsung cenderung menempatkan pendapatnya sebagai pendapat yang paling benar.	Yes
I07	X1 – Kepemimpinan Melayani	Pimpinan langsung menunjukkan tanggung jawab dalam mengelola unit kerja.	No
I08	X1 – Kepemimpinan Melayani	Pimpinan langsung menggunakan kewenangannya untuk kepentingan bersama.	No
I09	X1 – Kepemimpinan Melayani	Pimpinan langsung menjadi teladan dalam mendahulukan kepentingan organisasi dan pengajar.	No
I10	X1 – Kepemimpinan Melayani	Pimpinan langsung menjelaskan standar hasil kerja yang diharapkan dari pengajar.	No
I11	X1 – Kepemimpinan Melayani	Pimpinan langsung mendorong pengajar mempertanggungjawabkan hasil kerja yang berada dalam kendalinya.	No
I12	X1 – Kepemimpinan Melayani	Ketika keputusan menimbulkan masalah, pimpinan langsung cenderung mengalihkan tanggung jawab kepada pihak lain.	Yes
I13	X1 – Kepemimpinan Melayani	Pimpinan langsung memberi ruang bagi pengajar untuk berkembang dan menunjukkan kemampuan.	No
I14	X1 – Kepemimpinan Melayani	Pimpinan langsung memberikan pengakuan yang layak atas keberhasilan pengajar.	No
I15	X1 – Kepemimpinan Melayani	Pimpinan langsung lebih sering mengambil pengakuan atas keberhasilan tim daripada menonjolkan kontribusi pengajar.	Yes
I16	X1 – Kepemimpinan Melayani	Pimpinan langsung berkomunikasi secara terbuka mengenai hal-hal yang berkaitan dengan pekerjaan.	No
I17	X1 – Kepemimpinan Melayani	Sikap pimpinan langsung konsisten dengan nilai yang disampaikannya.	No
I18	X1 – Kepemimpinan Melayani	Bantuan yang diberikan pimpinan langsung kepada pengajar terasa tulus, bukan sekadar formalitas.	No
I19	X1 – Kepemimpinan Melayani	Pimpinan langsung memberi kesempatan kepada pengajar untuk memperbaiki kesalahan yang masih wajar.	No
I20	X1 – Kepemimpinan Melayani	Pimpinan langsung merespons kekeliruan kerja secara konstruktif.	No
I21	X1 – Kepemimpinan Melayani	Kesalahan yang pernah dilakukan pengajar tetap sering digunakan untuk memberi penilaian negatif, meskipun telah diperbaiki.	Yes
I22	X1 – Kepemimpinan Melayani	Pimpinan langsung berani mengambil keputusan yang diperlukan meskipun tidak selalu populer.	No
I23	X1 – Kepemimpinan Melayani	Pimpinan langsung menghadapi masalah kerja secara terbuka.	No
I24	X1 – Kepemimpinan Melayani	Pimpinan langsung berani mencoba pendekatan baru ketika cara lama tidak lagi efektif.	No
I25	X2 – Budaya Organisasi	Pengajar di unit saya memahami keyakinan dasar yang menjadi pedoman kerja organisasi.	No
I26	X2 – Budaya Organisasi	Pengajar di unit saya memiliki pemahaman yang relatif sama mengenai tujuan utama organisasi.	No
I27	X2 – Budaya Organisasi	Pengembangan kualitas pengajar dipandang sebagai bagian penting dari keberhasilan organisasi.	No
I28	X2 – Budaya Organisasi	Norma kerja di unit saya memberikan arah yang jelas mengenai perilaku yang diharapkan.	No
I29	X2 – Budaya Organisasi	Aturan dan standar kerja diterapkan secara konsisten kepada pengajar.	No
I30	X2 – Budaya Organisasi	Masalah kerja cenderung ditutupi agar unit terlihat baik.	Yes
I31	X2 – Budaya Organisasi	Nilai-nilai organisasi benar-benar diterapkan dalam pekerjaan sehari-hari.	No
I32	X2 – Budaya Organisasi	Nilai organisasi menjadi pedoman dalam memberikan layanan pembelajaran.	No
I33	X2 – Budaya Organisasi	Pencapaian hasil kadang lebih diutamakan daripada cara kerja yang jujur dan bertanggung jawab.	Yes
I34	Y – Keterikatan Kerja	Saya memiliki energi yang tinggi ketika menjalankan tugas mengajar.	No
I35	Y – Keterikatan Kerja	Saya tetap tekun menyelesaikan pekerjaan meskipun tuntutan kerja meningkat.	No
I36	Y – Keterikatan Kerja	Saya cepat kehilangan tenaga mental ketika menghadapi rangkaian tugas mengajar.	Yes
I37	Y – Keterikatan Kerja	Pekerjaan mengajar memiliki makna penting bagi saya.	No
I38	Y – Keterikatan Kerja	Saya bangga menjalankan peran sebagai pengajar di PT Ganesha Operation.	No
I39	Y – Keterikatan Kerja	Pekerjaan saya menginspirasi saya untuk memberikan layanan pembelajaran yang lebih baik.	No
I40	Y – Keterikatan Kerja	Saya dapat memusatkan perhatian secara penuh ketika mengajar.	No
I41	Y – Keterikatan Kerja	Saya larut dalam pekerjaan ketika menyiapkan atau melaksanakan pembelajaran	No
I42	Y – Keterikatan Kerja	Saat bekerja, perhatian saya mudah terpecah oleh hal-hal di luar tugas	Yes

Note. Items were administered in Indonesian. The work-engagement items operationalize the vigor, dedication, and absorption dimensions but are not the standard UWES-9.