

The Relationship Between Self-Efficacy and Work Commitment is Moderated by Teacher Gratitude

Rekna Eka Purnamasari

Institut Elkatarie Lombok

Article Info

Article history:

Accepted: 12 Oktober 2026

Publish: 16 Oktober 2026

Keywords:

Self-Efficacy,
Work Commitment,
Gratitude,
Teacher.

Abstract

The aim this research is to know that self-efficacy has an influence on work commitment which is moderated by the variable of gratitude, respondents is the total population of teachers at the Asmaul Husna Islamic Boarding School NW Tanak Beak there is 102 teachers in total. In this study, 3 adaptations of measuring instruments were used Organizational Commitment (OC) with Cronbach's Alpha reliability of 0.901, three- dimensionality OC, instrument General Self-Efficacy Schale (GSES) Cronbach's Alpha reliability of 0.863, Gratitude Questionnaire (CQ-6) Cronbach's Alpha reliability of 0.724. This study uses a quantitative research design with regression moderating approach to explain the relationship between variables through hypothesis testing which is carried out in two stages. The data obtained were analyzed using Moderated Regression Analysis (MRA). The first stage shows that there is a positive relationship between self-efficacy and work commitment ($\beta = 0.863$, $p = 0.000$). In the second stage showed that self-efficacy, gratitude and the interaction between self-efficacy and gratitude had a significant effect on teacher work commitment (F test = 20.377, $p = 0.000$). The results showed that there was a positive relationship between self-efficacy and work commitment and gratitude as a moderator variable was able to moderate the relationship between self-efficacy and work commitment to teachers in a significant positive manner.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](#)



Corresponding Author:

Rekna Eka Purnamasari

Institut Elkatarie Lombok, Indonesia

Email Coresspondent: reirekna@gmail.com

1. INTRODUCTION

Teachers are pillars of education and play a vital role in building *character* for a better, stronger nation. Children are the seeds of the nation's future successors, but besides this important role, teachers are faced with their own challenges, such as low compensation, welfare, and well-being of teachers and the like, which makes a high work commitment very necessary for teachers to carry out their duties dedicating themselves to improving the quality of education for students.

The amount of salary compensation received by teachers determines how committed the teacher is to work; as stated by Graham (1996), the teacher's work commitment is determined by one of the feedback or compensation received. When a teacher receives positive feedback that is in

accordance with the results of his work, it will strengthen the teacher's work commitment to teaching. Wardi (2016) said that the problem that often occurs among teachers in remote areas, especially honorary teachers, is having a low salary, but the demands in their duties as teachers have the same burden as teachers in general, so that most teachers, to meet their daily needs, also carry out other work professions.

According to statistical data from the Ministry of Education and Culture of the province of West Nusa Tenggara (NTB), there are 84,925 teachers consisting of civil servants, honorary teachers, central assistant teachers, permanent non-civil servant employees, annual contract employees, and others; of the total number, civil servant teachers dominate, totaling 34,601 and honorary teachers total 25,084, which is an accumulation from several regions, namely Lombok, Sumbawa, and Bima (<https://referensi.data.kemdikbud.go.id>).

The number of honorary teachers is quite large even though in terms of financial salary received is quite small, while the number adjusts to the policies used in schools, both policies used by the central government, regional education offices, and policies made by the school itself, the policies set to be used are binding and must be followed by all school parties. Based on an interview conducted with one of the principals of the Asma'ul Husna NW Islamic Boarding School Foundation, in terms of salaries of honorary teachers, salaries are divided into 2 groups, namely certified honorary teachers and non-certified honorary teachers. Certified honorary teachers receive certification salaries from the government, while non-certified honorary teachers receive salaries from BOS funds (school operational costs), which are given based on the number of teaching hours. According to the regulation of Permendikbud No. 8 of 2020, the BOS funds that can be used to pay teachers are as much as 50 percent, so it can be said that teacher salaries are quite small, especially in some remote areas.

A few months ago, the Bone area of South Sumatra was shocked by the case of the dismissal of an honorary teacher by the principal. The teacher, named Hermina, uploaded the salary she received to social media. Based on news coverage in Kompas, the salary received by Hermina was 700 thousand, which was given every 4 months from the BOS funds received by the school. Although the case was quite complicated and involved regional officials of the Bone DPRD, it was resolved well; Mrs. Hermina still chose to teach at the school where she previously taught (kompas.com).

Based on the facts in the field, after conducting an interview with one of the principals at the Asmaul Husna NW Islamic Boarding School Foundation, the problems often encountered by teachers at the school are that there are quite a lot of teachers who are often absent and come late, so often many students meet empty periods; many students play outside the classroom, without getting assignments from the teacher. Poor performance is one sign that teachers have low work commitment. This shows that the teachers at the Asmaul Husna NW Islamic Boarding School need improvement in terms of increasing their work commitment.

Teachers in school institutions who have a work commitment will have certain characteristics; according to Kreitner and Angelo (2013), there are several indicators for assessing teacher work commitment in their work, namely: 1) the teacher's attitude of sincerity in working; 2) awareness in the sense of having a sense of responsibility, concern for students, and discipline in working. The small salary received by teachers, which cannot be said to be adequate, makes the phenomenon of teachers looking for side jobs commonplace, but they persist with their work as

teachers because they love their work as teachers; this phenomenon shows the teacher's attitude of sincerity in working, which is one of the characteristics of teacher work commitment.

Work commitment is a very important component according to Reni Ekalawati (2020). Having a work commitment will boost self-confidence, work enthusiasm, and carry out obligations in a better direction, marked by improvements in the physical and psychological quality of work results. Having a work commitment in teachers will enable them to have good initiative and vision in learning. The quality of learning will have a positive effect on the quality of education provided to students.

Theoretically, work commitment is influenced by many factors, broadly divided into three dimensions, namely the affective dimension, the normative dimension, and the continuity dimension. In research conducted by Graham (1996), in his research, he found that there are several things that can increase teachers' work commitment in teaching: teacher autonomy, participation, and feedback.

Based on the results of research conducted by Linda & Rikard (1999), the work commitment of teachers can be strengthened by success in work, both when teaching students and building relationships with other teachers and the principal. From the results of this research, it can be reasoned that teachers still have a high work commitment to their institution, namely because they have positive feelings or emotions that they will succeed when they see their students can learn well, with the hope that one day they will succeed.

This is also reinforced by research conducted by Sabre (2012) regarding teachers' commitment to work. The results of the research are that teachers can have a high commitment to work if supported by emotional intelligence factors, such as in the case of honorary teachers in remote areas, even with low salaries they remain committed to teaching. This can be influenced by the teacher's personal factors, and commitment to work at school can also make the teacher feel happy and not stressed.

Work commitment is very necessary in various work professions; when someone is committed to work, then whatever obstacles and difficulties they encounter will be faced even if they are difficult, because work commitment is closely related to a person's psychological condition. According to Haslam (2001), commitment is a condition that reflects a person's psychological state, which leads that person to increase the goals achieved in an organization.

Research conducted by Sarah & Emma (2006), which examined stress factors in teachers, found that stress in teachers was not due to work commitment factors at school. Sezgin's research (2009) also found that organizational commitment in teachers was influenced by affective and normative aspects, namely related to support and success for the teacher when working. Affective and normative aspects that influence work commitment have a fairly broad scope in terms of their description; the affective aspect includes various things that create feelings of intimacy or a sense of family in the organization where the teacher works, while the normative aspect includes things related to ethical norms.

Many variables influence work commitment to an organization. In a study conducted by Klassen (2012), it was found that self-efficacy can reduce stress related to work as a teacher; self-efficacy changes the way teachers' work stress influences commitment to continue teaching, although the cultural environment influences the nature of the relationship according to context. This study was conducted on teacher participants in Canada, consisting of several teachers with 4 different national backgrounds, including Canadian, British, Thai, and Hong Kong.

Canrinus (2012) in his research found that teacher self-efficacy in the classroom was significantly related to relationship satisfaction, affective work commitment, and changes in teacher motivation levels. Canrinus (2012) also explained that self-efficacy is very important for teachers and influences a teacher's sense of professional identity. Satisfaction can be strengthened by providing or improving a supportive environment by ensuring that teachers feel heard by the school board and developing a strong sense of connectedness between team members. Strengthening these aspects will increase teacher self-efficacy.

Tambingon (2011), in his research entitled *The Relationship between Self-Efficacy, Job Satisfaction, and Emotional Intelligence with Work Commitment of State Senior High School Teachers*, found that self-efficacy has a significant influence on increasing teacher work commitment, and self-efficacy is the strongest variable in contributing to improving teacher performance.

Sundari et al. (2020), in their research on the relationship between self-efficacy and work engagement with teacher work commitment conducted on State Senior High School teachers in Tualang District, Siak Regency, found that there was a significant relationship between self-efficacy and work engagement with teacher commitment, both partially and simultaneously.

Salimah & Mindarti (2017), in their research entitled *the influence of personality competence and teacher self-efficacy on teacher performance mediated by organizational commitment*, found that teacher self-efficacy also had a positive but not significant influence on organizational commitment, but work commitment did not mediate the influence of teacher self-efficacy on teacher performance.

The studies described above show some data indicating that self-efficacy influences work commitment. However, other studies, when work commitment serves as a mediating variable between self-efficacy and other variables, do not necessarily show a significant effect. This suggests that there are still inconsistencies in the interaction patterns between self-efficacy and work commitment under certain conditions or situations.

Self-efficacy is a person's belief in their ability to perform activities they want to achieve and influence their life, where this belief influences how a person feels, thinks, motivates themselves, and acts. Self-efficacy influences many things; one of the factors influenced by self-efficacy is a person's psychological well-being. In a study conducted by Asti & Rohmatun (2018) regarding gratitude in relation to psychological well-being in honorary elementary school teachers, a positive correlation was found between psychological well-being and gratitude. This indirectly shows a correlation between self-efficacy and gratitude.

Gratitude is a form of expression of gratitude or appreciation for what is owned, which is manifested in the form of attitudes, emotions, morals, or individual coping patterns. Gratitude is believed to be a form of coping pattern that is positively correlated with work commitment in teachers. Gratitude has a positive impact on individual life; more grateful individuals tend to be more positive in viewing the future and their lives and are not easily discouraged.

In another study, Mariana et al. (2018) found that gratitude did not affect the work commitment of honorary teachers. This study was conducted on honorary teachers in Samarinda and showed an insignificant relationship between gratitude and teacher work commitment.

Meanwhile, in another study conducted by Kristanti and Akbar (2015), which examined the *Relationship between Character Strength and Organizational Commitment in Honorary Teachers at*

Cinta Asih State Special Needs School in Soreang, the results showed that, of the 11 character strengths that were correlated, 9 characters had a fairly close relationship with organizational commitment; the most prominent character and the one with the strongest relationship with organizational commitment was gratitude.

The studies above show two discrepancies. First, regarding self-efficacy and work commitment, most studies report a positive and significant relationship (Canrinus, 2012; Tambingon, 2011; Sundari et al., 2020; Fung et al., 2020), whereas Salimah and Mindiarti (2017) found a positive but not significant influence of self-efficacy on organizational commitment. Second, regarding gratitude and work commitment, Mariana et al. (2018) found no significant relationship among honorary teachers in Samarinda, whereas Kristanti and Akbar (2015) found gratitude to be the character strength with the strongest relationship with organizational commitment. These inconsistent results suggest that gratitude may not work as a stable direct predictor of work commitment, but rather as a condition that changes how strongly self-efficacy translates into commitment. Therefore, the novelty of this study lies in two points: (1) it tests gratitude as a moderating variable in the relationship between self-efficacy and work commitment, as an attempt to explain the inconsistent findings above, instead of treating gratitude only as a direct predictor; and (2) it tests this model among teachers of an Islamic boarding school in Lombok, West Nusa Tenggara, a context in which low compensation and teacher absence are reported as problems.

In this study, the researcher added a gratitude variable, which is suspected of influencing the interaction between self-efficacy and work commitment. The reason why gratitude was chosen as a moderating variable in this study is that there is a possibility of gratitude influencing the interaction between self-efficacy and work commitment in teachers. Therefore, in the relationship between self-efficacy and work commitment, gratitude, as a moderating variable, is a factor that weakens or strengthens the influence of self-efficacy on work commitment.

The purpose of this study was to determine the relationship between self-efficacy and work commitment and the relationship between self-efficacy and work commitment moderated by gratitude.

2. METHOD

The subjects in this study were teachers at the Asmaul Husna Islamic Boarding School, male and female, totaling 102 people. The sampling technique used was total sampling (saturated sampling), in which the entire population was taken as the research subjects, so no sample was drawn. The rationale is that the population is relatively small, located in a single institution, and fully accessible to the researcher; with 102 teachers, the population is close to the size of about 100 below which Arikunto (2005) recommends studying all members of the population. Using the entire population also avoids sampling error and maximizes the data available for Moderated Regression Analysis, which includes an interaction term. The inclusion criteria were that the respondents were active teachers of the Asmaul Husna Islamic Boarding School at the time of data collection and were willing to complete the questionnaire. The characteristics of the respondents were as follows:

The research method used in this study is a quantitative method, with a multiple linear regression approach, specifically Moderated Regression Analysis (MRA), which aims to predict the value of the dependent variable if the value of the independent variable is known, in addition to being

able to find out the direction of the relationship between the dependent variable and the independent variable (Faraniena, 2019).

A variable is a characteristic, condition, or state of an object that has a value variance. In general, it can be said that a variable is the operationalization of a concept (Santoso, 2005). This study uses several variables as a basis for conducting the study, namely one independent variable (self-efficacy), one dependent variable (work commitment), and one moderating variable (gratitude).

Independent variables are often called predictor, stimulus, or incident variables; in Indonesian, they are often called free variables. Free variables are variables that influence or cause changes and the emergence of dependent or bound variables (Sudaryono, 2016). In this study, the independent variable is self-efficacy.

A dependent variable is a variable that is explained or influenced by an independent variable (Sudaryono, 2016). In this study, the dependent variable is work commitment.

A moderator variable is a variable that influences, either strengthening or weakening the relationship between the independent and dependent variables (Sudaryono, 2016). The moderating variable is also called the second independent variable. In this study, the moderating variable is the gratitude variable.

Based on the roles of these variables, two hypotheses were tested in this study: H1, self-efficacy is positively related to work commitment; and H2, gratitude moderates the relationship between self-efficacy and work commitment, so that the interaction between self-efficacy and gratitude is significantly related to work commitment.

3. RESULTS AND DISCUSSION

Statistical description of the scale scores of work commitment, self-efficacy, and gratitude variables: the work commitment variable has a total score of 18 items with a total of 102 data points, obtained a mean value ($M = 53.10$) with a standard deviation ($SD = 7.983$) and a Cronbach's alpha reliability of 0.901. Self-efficacy has a total score of 10 items, with a total of 102 data points, a mean value ($M = 21.18$), a standard deviation ($SD = 2.263$), and a Cronbach's alpha reliability of 0.863. Gratitude has a total score of 8 items, obtained a mean value ($M = 2.701$) and a standard deviation ($SD = 0.371$), and a Cronbach's alpha reliability of 0.724.

In this study, to determine the relationship or influence of self-efficacy on work commitment with gratitude as a moderating variable, Moderated Regression Analysis (MRA) was used, which was carried out in two stages of analysis to prove the hypothesis.

In the first stage, a significance test of individual parameters (t-test) was used. The results of the statistical test showed a positive relationship between self-efficacy and work commitment ($\beta = 0.863$, $p = 0.000$).

Thus, the higher the self-efficacy of the subject, the higher the work commitment of the subject; this means that the first hypothesis is accepted.

In the second stage, the Simultaneous significance test (F-statistic test), ANOVA test, or F test is used, which produces a calculated F value. The results of the statistical test with the moderator variable show a statistical value of the F test of 20.377 with a significance of 0.000, which indicates that self-efficacy, gratitude, and the interaction between self-efficacy and gratitude are significantly related to teacher work commitment. The F test shows that the model as a whole is significant. The

evidence for the moderating role of gratitude lies in the interaction term between self-efficacy and gratitude which indicates that gratitude changes the strength of the relationship between self-efficacy and work commitment; thus, the second hypothesis is accepted.

Self-efficacy, according to Thian (2020), refers to an individual's belief that he is capable of carrying out the tasks that are his responsibility; the higher the efficacy the individual has, the greater the possibility of the individual succeeding in achieving his goals; conversely, individuals with low efficacy will tend to have low effort and easily give up when facing challenges that arise.

Self-efficacy plays an important role in contributing to forming work commitment. In line with research by Gist and Mitchell (1992), who explained that self-efficacy plays a very important role in shaping individual behavior, as well as for teachers as pillars of education, when they have good self-efficacy, they will have a good self-image in relation to their abilities, so its influence on work commitment is that teachers feel capable of carrying out their duties and responsibilities and dedicate themselves professionally in education by providing good education to their students.

People who have high self-efficacy will be more involved in the tasks and obligations given to them, which will have implications for increasing work commitment. People who have high self-efficacy will tend to respond to negative feedback by motivating themselves to do better, while people who have low self-efficacy tend to be pessimistic and reluctant to improve their performance (Thian, 2020). Teachers with high self-efficacy will be more committed to their work, able to overcome challenges faced at school or things related to their work, and more motivated to give their best for both the school and the students.

Fung et al. (2020), in their research on the influence of teacher self-efficacy and job satisfaction on organizational work commitment conducted at the Elementary and Middle School SPK in Kalideres and Cengkareng Districts, Jakarta, found that there was a positive direct influence of teacher self-efficacy on organizational commitment in teachers.

The main objective of this study was to examine the relationship between self-efficacy and work commitment in teachers, with gratitude as a moderator. The results of this study indicate that gratitude, as a moderator variable, is able to moderate the relationship between self-efficacy and work commitment.

The research also shows that gratitude strengthens the relationship between self-efficacy and work commitment. This role needs to be distinguished from a direct effect. A direct effect means that gratitude by itself increases work commitment regardless of the level of self-efficacy, whereas a moderating effect means that the influence of self-efficacy on work commitment becomes stronger or weaker depending on the level of gratitude (Sudaryono, 2016). In this study, the conclusion about moderation is drawn from the interaction term between self-efficacy and gratitude, not from the F test of the whole model, which only indicates that the three predictors together are significantly related to work commitment. The direct effect of gratitude is read separately from its own coefficient. This distinction may also help explain why previous findings on gratitude appear inconsistent, as Mariana et al. (2018) found no relationship between gratitude and work commitment while Kristanti and Akbar (2015) found a strong one: if the effect of gratitude depends on other factors such as self-efficacy, tests of its direct effect alone may give different results across samples. Accordingly, the contribution of gratitude in this study is interpreted as strengthening the influence of self-efficacy on work commitment, not as a standalone determinant of work commitment.

Gratitude is a feeling of happiness that arises when someone is in need of something or even has enough, receives a gift or gain from another party, so that the person feels fulfilled or receives an excess (Sulistyarini, 2010). With gratitude, it becomes a positive psychological trigger on the psychological aspect and other positive attitudes, so that with gratitude, self-efficacy and work commitment in teachers are formed better.

Studies on gratitude are inseparable from various findings about its key role in various positive psychological resources in humans such as motivation, engagement, and academic achievement in students, higher life satisfaction, positive feelings, and meaningfulness of life (Rahmadi, 2019).

Teachers have a very important role; in addition to the challenges faced, the aspects of appreciation obtained are sometimes not comparable, but teachers with high self-efficacy will assess themselves as capable of facing these challenges, in addition to being strengthened by gratitude, which is a form of positive emotion that makes teachers accept the situation that occurs with an expression of gratitude so that it further increases work commitment to teachers. According to Rahmadi (2019), gratitude also functions as a medicine or catalyst for maladaptive outcomes such as stress, depression, and negative affect.

McChlouhg, Emmon, and Tsang (2002) suggest that several factors significantly influence a person's gratitude, namely emotional well-being, prosocial behavior, and spirituality. A person tends to be grateful when experiencing positive emotions in response to satisfaction in their life. Gratitude is considered a prosocial behavior because it contributes significantly to a person's well-being. Spirituality is considered to influence gratitude as a form of recognition of the power that contributes to well-being on a broader, transcendental level.

Gratitude can increase the influence of self-efficacy in improving teachers' work commitment. Self-efficacy consists of cognitive, social, behavioral, and emotional aspects, where the emotional aspect can be influenced by an attitude of gratitude, which will give rise to high self-efficacy in an individual.

Teachers who are grateful in their lives do not complain easily in their lives, have positive self-efficacy, and will always try to do their best. According to McCullough, Emmons, and Tsang (2002), gratitude in individuals can make their hopes in life increase to be better, and they do not complain easily about every problem they face.

4. CONCLUSION

Based on the tests that have been carried out, the results obtained show that there is a positive relationship between self-efficacy and work commitment; thus, the higher the self-efficacy possessed by teachers, the higher the work commitment of teachers. In addition, the model that includes self-efficacy, gratitude, and their interaction is significantly related to teachers' work commitment, and the significant interaction between self-efficacy and gratitude shows that gratitude, as a moderator variable, strengthens the relationship between self-efficacy and work commitment in teachers.

The recommendation from this research is that the ranks of teachers at the Asmaul Husna NW Islamic Boarding School Foundation should improve teachers' self-efficacy to further increase work commitment. The things that can be done to improve self-efficacy are holding training, counseling, and so on.

The research results also show that gratitude strengthens the influence of self-efficacy on teachers' work commitment, so it is also recommended for teachers to increase gratitude. Increasing gratitude in teachers can be done by instilling the principles of gratitude in teachers at the Asmaul Husna NW Islamic boarding school foundation, through studies, training, and so on.

Suggestions for further research include expanding the study of self-efficacy and work commitment to develop a more in-depth theoretical concept, particularly regarding moderator variables, not limited to gratitude alone. Furthermore, it is necessary to examine whether self-efficacy can have a weakening or strengthening effect on work commitment, in the interaction of work commitment with other variables, such as resilience, and so on.

6. BIBLIOGRAPHY

- Allen, N, J and Meyer, J, P (1990), The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization, *Journal of Occupational Psychology*, Vol. 63, pp. 1-18.
- Asti. A & Rohmatun C (2018), Rasa Syukur Kaitannya Dengan Kesejahteraan Psikologis Pada Guru Honorer Sekolah dasar, *Proyeksi*, Vol. 13 (2) 2018, 109-122
- Arikunto, Dr. Suharsimi. (2005). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Armstrong, M. and Baron, A. (2010). *Performance Management – The New Realities*. London: Institute of Personnel and Development
- Azwar, Saifuddin (2013) *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Bandura, A. (1997). *Self Efficacy: The Exercise of Control*. W.H Freeman and Company. Newyork.
- E.T Canrinus, et al (2010) Self-efficacy, job satisfaction, motivation and commitment: exploring the relationships between indicators of teachers' professional identity, Springer, 16 Juni.
- Faraneina (2019) *Statistik Sosial*, Duta Media Publishing, Madura.
- Fung, B. K., Neolaka, A., & Sihotang, H. (2020). Pengaruh Efikasi Diri Dan Kepuasan Kerja Guru Terhadap Komitmen Organisasi Pada SPK SD dan SMP Di Kecamatan Kalideres Dan Cengkareng Profinsi Jakarta. *Jurnal Manajemen Pendidikan*, 9(2), 154 - 172.
- Feist, J. & Gregory J. Feist. (2010). *Teori Kepribadian (Edisi ketujuh)*. Jakarta: Penerbit Salemba Humanika.
- Gaskill, P. J., & Hoy, A. W. (2002). Self-efficacy and self-regulated learning: the dynamic duo in school performance. *Improving academic achievement*, 9, 185-207.
- Ghozali, Imam. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25*. Badan Penerbit Universitas Diponegoro: Semarang
- Gist, M. E., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management review*, 17(2), 183-211.
- Goleman, Daniel. (2002). *Kecerdasan Emosional Untuk Mencapai Puncak Prestasi*. Alih bahasa: Alex Tri Kantjono Widodo. Jakarta: PT. Gramedia Pustaka.
- Greenberg, J. (2005). *Managing Behavior in Organizations*, 4th ed., Prentice-Hall, Englewood.
- Graham, Kety C (1996). *Running a head: Enhancing teacher commitment*, *Journal of Physical Education, Recreation & Dance*, Januari, 1996
- Haslam, S (2001). *Psychology in organization: the social identity approach*. London: Sage

Publications

- Kreitner, R., & Angelo, K. (2014). *Perilaku Organisasi*. Jakarta: Salemba Empat Kristiani.
- (2016) *Self-Regulated Learning: Konsep, Implikasi dan Tantangannya Bagi Siswa Indonesia*, Sanata Dharma University Press.
- Liana (2009). Penggunaan MRA dengan Spss untuk Menguji Pengaruh Variabel Moderating terhadap Hubungan antara Variabel Independen dan Variabel Dependen, *Jurnal Teknologi Informasi DINAMIK* Volume XIV, No.2, Juli, 90-97
- Linda G, Rikard (1999). Promoting Teacher Commitment in Preservice Teacher. *Journal of Physycal Education, Recreation & Dance*, November, 1999.
- Lubis Joharis & Jaya Indra (2021) *Komitmen Membangun Pendidikan (Tinjauan Krisis Hingga Perbaikan Menurut Teori)*, Pusdikra Mitra Jaya. Medan.
- Mariana L, Ramadhan Y.A, Marischa dan Purwaningrum, (2018) *Hubungan Kebersyukuran dengan Komitmen Organisasi Pada Guru Honorer di Samarinda*, Untag Samarinda.
- McCullough, M.E. 2001. *Forgiveness: Who does it and how do they do it?*. Texas: Southern Methodist University.
- Mc Cullough, Emmon & Tsang. R (2002). Self-Efficacy: A Theoretical Analisis of its Determinants and Malleability. *Academy of Management Review*, 17(2), 183-211.
- Mc Cullough & Emmon (2013). Gratitude As a Psychotherapeutic Intervention. *Journal of Clinical Psychology*, 69(8), 846-855.
- Meyer, J. P., Allen, N. J., & Smith, C A. (1993). Commitment to organizations and occupations: extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78 (4), 538-551
- Mowday, et all (2008). *Employee-organization linkages: The psychology of commitment, absenteeism, and turnover*. Academic Press.
- Mustain, et al (2020) *Pengaruh Efikasi Diri dan Pemberdayaan Pada Kepuasan Kerja dengan Komitmen Organisasi Sebagai Mediasi*, *Jurnal Ekonomi Manajemen dan Akuntansi*, No. 49 / Th. XXVII / Oktober 2020.
- Peterson, C & Seligman, M. E. P. (2004). *Character strengths and virtues: A classification and handbook*. NewYork: Oxford University Press
- R. Klassen, et all (2012). Preservice teachers' work stress, self-efficacy and occupational commitment in four countries, 2 November, Springer.
- Rahmadi, Safitri, Aini (2019) *Kebersyukuran: Studi Komparasi Perspektif Psikologi Barat dan Psikologi Islam*, *PSIKOLOGIKA: Jurnal Pemikiran dan Penelitian Psikologi* Volume 24 Nomor 2, Juli 2019: 115-128
- Reni E, Happy F, Mulyadi (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Komitmen Kerja Terhadap Profesionalisme Guru. *Jurnal Al-Qiyam*, Vol. 1, No. 1, June 2020
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Robbins, Stephen P. dan Timothy A. Judge. 2008. *Perilaku Organisasi Edisi ke-12*, Jakarta: Salemba Empat.
- Sabre, Cherkowaki (2012). *Teacher Commitment in Sustainable Learning Communities: A New*

- "Ancient" Story of Educational Leadership. *Journal*, Canadian Journal of Education, 2012
- Santoso, Gempur (2005), *Metodologi Penelitian Kantitatif dan Kualitatif*, Jakarta: Prestasi Pustaka Publisier.
- Salimah & Mindiarti (2017) Pengaruh Kompetensi Kepribadian Dan Efikasi Diri Guru Terhadap Kinerja Guru Yang Dimediasi Oleh Komitmen Organisasional (Studi Pada Guru SMK Negeri Se Sub Rayon 01 Kota Semarang), *Telaah Manajemen* Vol. 14 Edisi 1, Pebruari 2017, hal 119-126
- Sarah, Forrest, Emma, Jepson (2006). Individual contributory factors in teacher stress: The role of achievement striving and occupational commitment. *Journal*, British Journal of Educational Psychology. Maret, 2006
- Sezgin, Ferudun (2009). Relationships between teacher organizational commitment, psychological hardiness and some demographic variables in Turkish primary schools. *Journal of Educational Administration*. Vol. 47 No. 5, 2009.
- Solicha, Ayudia, F. V. K (2014) Resiliensi Penyandang Tuna Daksa: Pengaruh Dukungan Sosial dan Gratitude dalam Membentuk Individu yang Resilien. *TAZKIYA Journal of Psychology*, 19(2), 151-170
- Sundari, Isjoni, Baهران (2020) Hubungan Antara Efikasi Diri Dan Keterlibatan Kerja Dengan Komitmen Guru SMA Negeri Sekecamatan Tualang Kabupaten Siak. *Jurnal JUMPED (Jurnal Manajemen Pendidikan)*, Desember 2020 Volume 8, No 2 p-ISSN: 2338-5278| e-ISSN: 2745-3685.
- Sulistyarini, I. R. (2010) Pelatihan kebersyukuran untuk meningkatkan proactive coping pada survivor bencana gunung merapi. Yogyakarta: Universitas Islam Indonesia.
- Tambingon (2011). Hubungan Efikasi Diri, Kepuasan Kerja, dan Kecerdasan Emosional dengan Komitmen Kerja Guru Sekolah Menengah Atas Negeri, *JURNAL PENDIDIKAN DAN PEMBELAJARAN*, Vol 18, No 2.
- Thian Alexander (2020). *Perilaku Organisasi*, Penerbit Andi, Yogyakarta.
- Wardi (2016). Komitmen Kerja Pada Guru Honorer Untuk Meningkatkan Kualitas Prestasi Siswa. *Proceeding Annual International Conference on Islamic Organization of Nahdhatul Wathan*. 1st AICIO-NW, 2016.
- Wood, A. M, Froh, J.J. & Geraghty, A. W. (2010). Gratitude and Well- Being: A review and theoritichal Intergration. *Clinical Psychology Review*, 30(7), 890-905.
- Zhang, B., Yan, X., Zhao, F., & Yuan, F. (2015). The relationship between perceived stress and adolescent depression: the roles of social support and gender. *Social Indic Res*, 123, 501-518.
- Zimmerman, B.J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82-91.