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**THE EFFECTS OF AUTHENTIC
LEADERSHIP AND SELF EFFICACY ON
WORK ENGAGEMENT
MEDIATED BY ORGANIZATIONAL
COMMITMENTS (STUDY AT ALKAHFI
TEACHERS ISLAMIC BOARDING
SCHOOLSOMALANGU KEBUMEN)**

Abstract: *The purpose of this study is to examine the effect of authentic leadership and self-efficacy on work engagement mediated by organizational commitment for teachers at Alkahfi Islamic Boarding School SomalanguKebumen. This research used a quantitative approach, the questionnaire was given to 60 teachers coupled with interviews with 4 respondents who are existing teachers at Alkahfi Islamic Boarding School SomalanguKebumen. The analytical tool used is SmartPLS 3.0. with SEM (structural Equation Modeling) analysis method. The results of this study indicate that authentic leadership and self efficacy has positive and significant correlation on organizational commitment, but authentic leadership and self-efficacy does not positive on work engagement, organizational commitment has positive and significant correlation on work engagement, organizational commitment mediates the relationship between authentic leadership and work engagement and the last is organizational commitment mediates the relationship between self-efficacy and work engagement.*

Keywords: *Authentic Leadership, Self Efficacy, Work Engagement, Organizational Commitment.*

1 Introduction

The world of education has been experiencing changes very fast in the current of era globalization. This fact is a challenge for educational institutions that have a large role in developing human resources in the community later. The process in the

development of education, the teacher becomes an important asset because it can affect the quality of education (Khan, 2015). The teacher is the foundation for the success of educational institutions to have competitiveness (Wigerden, 2017). Law No. 14 of 2005 concerning teachers and lecturers emphasizes that teachers must have

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academic qualifications, competencies, in good health physical and spiritual, and have the ability to realize national education goals (Usman, 2013). This illustrates the role of the teacher has a very important impact on educational institutions both directly and indirectly.

The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training and evaluating of students in basic education to secondary education (Usman, 2013). The teacher has responsibility for the quality of the educational institution in which he/she works, because this concerns the development of the intelligence of his students and this can directly affect sustainability of educational institutions. PondokPesantrenAlkahfiSomalangu as one of the educational institutions based on Islamic Boarding School is the oldest Islamic boarding school in Indonesia which has an age of around 537 years. AlkahfiSomalangu Islamic Boarding School with 3 Islamic Boarding Schools teaching general education and the save high qualification standards for the teaching profession (Us, 2015).

Research conducted by Coetzee et al., (2014), shows that trust can increase a person's satisfaction and performance in work. Interviews conducted by researchers illustrate that teachers at Islamic boarding school get a high burden in the teaching and learning process, this becomes job overload. One participant stated that from year 3 to 3 this school experienced an increase in interest, so this made the teacher's teaching and learning time increase, because the school opened morning and afternoon classes to meet teaching and learning needs. This happened because in the new school year AlkahfiSomalangu Islamic Boarding School received hundreds of students from various regions.

Contributions and involvement given by teachers are the main factors for the development of the education world at this time. Work engagement is one of the

conditions that can describe one's involvement in achieving optimal performance (Hayuningtyas et al., 2015). Work engagement is a positive energy related to fulfill of work characterized by (vigor), dedication and absorption (Bakker (2017). Organizations that have high human resources with high of work engagement are able to maintain and improve performance even though the surrounding conditions are not conducive, and work engagement can also be a concept of self management in jobs with high stress levels that can lead to burnout (Wingerden et al., 2017; Breevaart et al., 2014).

Many factors influence a person's work engagement on their work both externally and internally. One of external factor is the existence of a leadership role. The leadership style with the concept of integrity and authenticity in it is authentic leadership (Avolio & Luthans, 2006). According to Kulophas et al., (2017), authentic leadership has been recognized as being able to improve work engagement. This is in line with the research of Liu et al., (2017); Weiss, et al., (2017); Zabbi et al., (2016), which proves that authentic leadership has a significant positive influence on work engagement.

In addition, self efficacy is one of the internal factors that can affect work engagement. Self efficacy is a person's beliefs and abilities in managing and implementing the actions needed to manage certain situations (Lyons and Bandura, 2018). Someone who works under an authentic leader can have high self efficacy and has a full commitment to the organization (Bandura and Kavussanu, 2018). Several studies have shown that self efficacy has a significant influence on work engagement (Plessis and Boshoff, 2018; Chan et al., 2017; Joo et al., 2016). The higher a person's self efficacy, the better the work engagement they have.

Based on the description above, it can be concluded that authentic leadership and self

efficacy can be variables that influence work engagement with organizational commitment as a mediating variable. Regarding the background expressed by the researcher regarding work engagement for teachers at the Islamic boarding school in AlkahfiSomalangu Islamic Boarding School, the researchers examined the role of authentic leadership variables and self efficacy variables on work engagement variables with organizational commitment variables as mediation. In addition, researchers have never found any other research on work engagement at Al KahfiSolamangu Islamic Boarding School.

2. Literature Review

Authentic Leadership

Walumba, et al., (2008), defines authentic leadership as a leader behavior pattern that refers to positive psychological capacity and a good work climate to encourage self-awareness, morale and manage self-development. This is similar to the statement of Weiss et al., (2017) that authentic leadership has consistency between behavior and thought because it acts based on the values and beliefs that exist in itself. Even Avolio et al., (2004) stated that authentic leadership is recognized to increase engagement and employee job satisfaction and strengthen the identity possessed by subordinates positively to the organization.

Walumba et al., (2008) describe four indicators that exist in authentic leadership in building a healthy work environment, namely Self Awareness refers to a situation where leaders know themselves, their strengths and weaknesses, and their influence on others. Relational Transparency Refers to the openness of the leader regarding his thoughts and feelings towards his employees. Maintain leader relationships with employees based on honesty and sincerity. Balance Processing is a way to objectively analyze relevant information

before making a decision. Analyzing data, facts, both external and self referential. Internalized Moral Perspective Refers to self-regulation guided by moral standards, ethics and values in facing social and organizational pressures.

Self efficacy

Bandura (1997), explains that Self efficacy is a condition where someone is confident and believes that he can control the results of the effort that has been done. This belief is a self-perception about how well you can function in certain situations. While Alwilsol (2004), explains Self efficacy as self-assessment, whether it can do good or bad actions, right or wrong, can or cannot work according to what is required by the organization, so that it can be seen that self-efficacy describes self-ability assessment.

Work engagement

According to Bakker (2017), work engagement in the academic literature is often defined as motivation that arises from a person's positive thoughts related to work and the full involvement in doing work that is characterized by vigor, dedication and absorption (Schaufeli et al., 2006).

Vigor refers to high energy levels, the desire to invest in the ability to work and not easily tired. Dedication shows that a person has full involvement in work characterized by enthusiasm, pride and inspiration. Absorption refers to the level of one's focus on work, which is characterized by timepassing so quickly and that it is difficult to separate from work (Schaufeli et al., 2006).

Organizational Commitment

According to Geldenhuis et al., (2014), organizational commitment is the attitude of the totality of a person who is shown through an action to meet the interests of the

organization with strong willingness and effort, and want to stay in the organization. According to Meyer and Allen (1997), in his research grouping organizational commitment into three different indicators as a basis for measuring instruments of organizational commitment, namely Affective commitment is a feeling of emotional and full confidence in the organization and the values that exist in the organization. Normative commitment is a commitment that is based on norms that exist within employees. This commitment causes employees to survive based on their obligations and responsibilities towards the organization. Continuance commitment is a commitment based on economic needs in life. Employees will survive in organizations that provide high returns. This commitment causes someone to stay with the organization because he needs it.

3. Hypothesis Research

H1: It is assumed that authentic leadership influences organizational commitment.

H2: Alleged Selfefficacy has an effect on organizational commitment

H3: Alleged organizational commitment has an effect on work engagement

H4: It is assumed that authentic leadership influences work engagement

H5: Allegedly self-efficacy influences work engagement

H6: It is suspected that organizational commitment mediates between authentic leadership and work engagement.

H7: It is suspected that organizational commitment mediates between self-efficacy for work engagement

4. Research Methods

The design referred to in this study uses a quantitative approach. This approach emphasizes the existence of variables as research objects and is defined as operational (Creswell, 2009). This study uses a direct

survey method on the object of research because the researchers asked questions in the form of questionnaires to the respondents, namely the Islamic Boarding School teacher PondokAlkahfiSomalangu Islamic Boarding School. The location of this study was conducted by AlkahfiSolamangu Islamic Boarding School which is located in Sumberadi Village, Kebumen Regency, Central Java Province. The population of this study were 60 educators at the Al Kahfi Islamic Boarding School in Somalangu. The data collection techniques are by conducting observations and questionnaires. While the data analysis technique uses PLS software.

5. Result and Discussion

The results of the characteristics of the respondents in this study indicate that male sex is 50% and women are 50%. In other words, the respondents of this study were spread evenly when viewed from gender criteria. Furthermore, the age of respondents in general is in the range of <30 years with a percentage of 63.3%. this value indicates that in general respondents are in the productive age of work. The young respondent was mirrored from the length of time the respondent worked. All respondents in this study were permanent employees. The majority of respondents have worked less than 5 years, with a percentage of 40%. Meanwhile only 1.7% of respondents were senior when viewed from the old characteristics of work. The characteristics of the last respondent were the last education, based on the table of characteristics of the respondents, it was seen that all respondents were undergraduates. These characteristics indicate that respondents have good education so filling in the questionnaire is more trusting. Then the results of the descriptive analysis are shown in table 1.1, that the data are spread evenly with the lowest value in general 1 and the highest

value 6. This value indicates a good variation of data. Besides that, it can also be seen that the Y variable has the highest standard deviation value, which is 0.903. Thus the variable organizational commitment has a greater variety of data compared to other variables. Furthermore, it can also be seen from the descriptive statistical table that the variable X2 has the highest mean value of 5.104. This value indicates a high self efficacy from the respondents.

Pathway Coefficient Testing Results

The analysis results from testing the outer model using all items, as a whole the items meet the standard loading value which is equal to 0.5, but there are 6 items that do not meet the standard. The items in the research instrument issued were X1.4.1, X2.1, X2.2, X2.7, Z.2.8, Z.2.7 Furthermore, the testing was continued by using valid items, *using the path coefficient testing model shown by picture 4.1.*

Table 1 StatistikDeskriptif

	X1	X2	Y	Z
MIN	1	2	1	1
MAX	6	6	6	6
STDEV	0.881	0.771	0.903	0.902
MEAN	5.102	5.104	4.986	4.936

Source : Data Processing in 2019

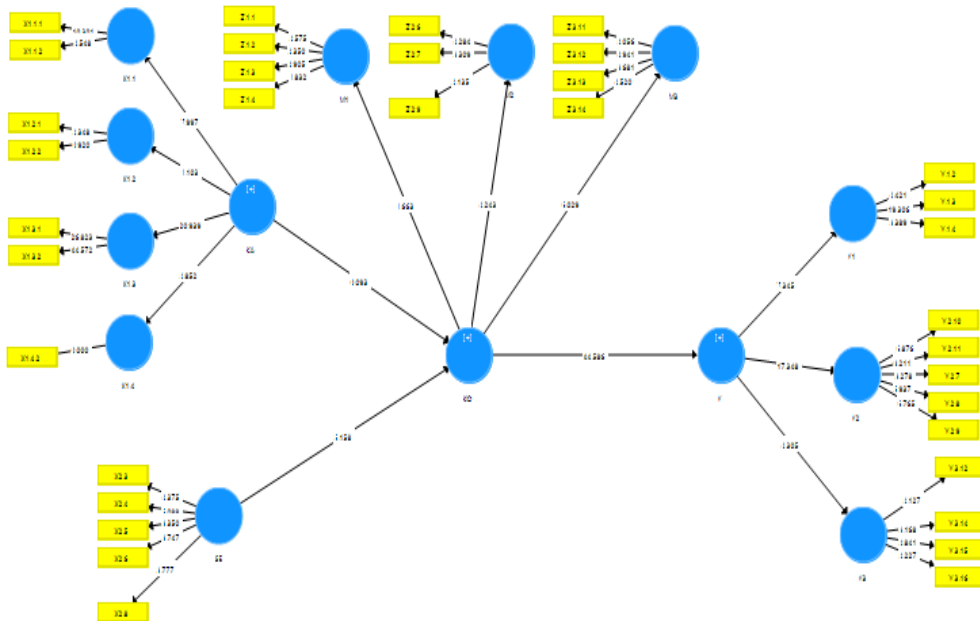


Figure 1. Path Coefficient Testing Model

Hypothesis testing

Hypothesis test results obtained from the output of the inner model test on SmartPLS

data processing software 3. Hypotheses are accepted if the value of t-statistics is greater than 1.96 (Hair et al., 2010) or P value is smaller than 0.05. To find out the direction

of the relationship between variables refers to the original sample value. The original sample value is close to 1 (positive

relationship) or close to -1 (negative relationship).

Table 2 Path Coefficient

Hipo tesis	Hubungan			Original Sample (O)	T Statistics (O/STDEV)	P Values
Hipot esis 1	Kepemimpinan Organisasional	Autentik	->Komitmen	0,234	2,063	0,040
Hipot esis 2	<i>SelfEfficacy</i> ->Komitmen Organisasional			0,521	5,682	0,000
Hipot esis 3	Komitment > <i>WorkEngagement</i>	Organisasional	-	0,685	4,685	0,000
Hipot esis 4	Kepemimpinan > <i>WorkEngagement</i>	Autentik	-	0,164	1,064	0,288
Hipot esis 5	<i>SelfEfficacy</i> -> <i>WorkEngagement</i>			0,190	1,048	0,295
Hipot esis 6	Kepemimpinan Organisasional-> <i>WorkEngagement</i>	Autentik	->Komitmen	0,173	2,105	0,063
Hipot esis 7	<i>SelfEfficacy</i> ->Komitmen > <i>WorkEngagement</i>	Organisasional	-	0,215	2,555	0,011

The Effect of Authentic Leadership on Organizational Commitments.

The testing of hypothesis 1 in this study is that the Authentic Leadership variable has a significant positive effect on Organizational Commitment. Based on table 4.7 shows that the relationship between Authentic Leadership and Organizational Commitment obtains an original sample value of 0.234 with a t-statistic of 2.063 and a P value of 0.040. The findings show that there is an effect of Authentic Leadership on Organizational Commitment. Positive original sample values indicate that the relationship between authentic leadership and positive organizational commitment. Based on these findings it can be concluded that hypothesis 1 is supported, it can be interpreted that authentic leadership has a positive and significant effect on organizational commitment. This positive influence means that the more authentic the attitude of the leader, the better the teacher's

commitment to each task carried out to succeed the vision and mission of AlkahfiSomalangu Islamic Boarding School. The results of this study are reinforced by research conducted by Bandura and Kavussanu (2018) by obtaining the results that authentic leadership has a significant effect on organizational commitment. The research conducted by Jin and Hahm (2017) also obtained the same results that authentic leadership has a significant effect on self efficacy and organizational commitment. This study also explains that authentic leaders must have transparency, vision and characteristics. This shows that authentic leadership is considered able to increase the organizational commitment of teachers at Islamic boarding school AlkahfiSomalangu Islamic Boarding School.

Effect of Self Efficacy on Organizational Commitment

Testing of hypothesis 2 in this study is Self Effectiveness has a significant positive effect

on Organizational Commitment. Based on the table path coefficient, it can be seen that the original sample value on the effect of Self Efficacy on Organizational Commitment is 0.521 with a t-statistic value of 5.682 and P values of 0.000. These findings show that Self Effectiveness has a positive and significant effect on Organizational Commitment. In other words, each increase in Self Efficacy will be accompanied by an increase in Organizational Commitment. Based on these findings it can be concluded that the second hypothesis in this study is supported.

Viewed from the education level the characteristics of respondents 100% have S 1 education, which means that teachers have good education. Furthermore, it is seen from the descriptive statistical table that the variable X2 has the highest mean, which is 5.104. This value indicates a high self efficacy from the teacher at the Islamic Boarding School in AlkahfiSomalangu Islamic Boarding School.

Effect of Organizational Commitments on Work Engagement

The third hypothesis in this study is Organizational Commitment has a positive and significant effect on Work Engagement. In testing the relationship between the two variables, the original sample value is 0.685 with t-statistic 4.685 and P values 0.000. These results indicate that Organizational Commitment has a positive and significant effect on Work Engagement. Based on the results it can be concluded that the third hypothesis in this study is supported, so that it can be interpreted that the higher the teacher's commitment, the higher the work engagement that the teacher has.

Viewed from the old characteristics of work, the majority of teachers have worked <5 years with a percentage of 40%, while only 1.7% of teachers have been senior. This is one proof that the length of work in an organization can affect someone more

involved in every job, the teacher is committed to providing all kinds of best efforts to maintain and improve the quality of education in the Islamic boarding school AlkahfiSomalangu Islamic Boarding School, this is evidenced by the findings in this study proves that organizational commitment has a positive and significant effect on work engagement.

Effect of Authentic Leadership on Work Engagement

The 4th hypothesis tested in this study, Authentic Leadership has a significant positive effect on Work Engagement. Based on the table path coefficient, it can be seen that the original sample value on the effect of Authentic Leadership on Work Engagement is 0.164 with a t-statistic value of 1.064 and P values of 0.288. These findings show that Authentic Leadership has no effect on Work Engagement. Based on these findings it can be concluded that the 4th hypothesis in this study was rejected, so it can be concluded that the teacher's perspective on the kiai will not affect the work engagement that is owned. The teachers will continue to carry out their duties and obligations in accordance with the specified targets even though they do not get the authentic leadership approach from the clerics

Effect of Self Efficacy on Work Engagement

The hypothesis 5 tested in this study, Self Efficacy has a significant positive effect on Work Engagement. Based on the path coefficient table, it can be seen that the original sample value on the effect of Self Efficacy on Work Engagement is 0.190 with a t-statistic value of 1.048 and P values of 0.295. These findings show that Self Efficacy has no effect on Work Engagement. Based on these findings it can be concluded that hypothesis 5 is rejected, so it can be

concluded that the teacher's perception of self-efficacy that is owned will not affect their work engagement with the work. The teacher will continue to carry out his duties and responsibilities as an educator, even though there is no direct self-efficacy on him.

The effect of Authentic Leadership on Work Engagement is mediated by Organizational Commitment

The testing of hypothesis 6 in this study is Organizational Commitment mediating the relationship between Authentic Leadership and Work Engagement. In testing this indirect effect, the original sample value is 0.173 with a t-statistic value higher than 1.96, which is 2.105 and P value 0.036. That is, Organizational Commitment mediates the relationship between Authentic Leadership and Work Engagement. The positive original sample value indicates that the direction of mediating organizational commitment on the relationship between authentic leadership and Work engagement is positive. From the results of the inner model test it can be said that hypothesis 6 in this study is supported, so that it can be concluded that the existence of organizational commitment possessed by the teacher can strengthen the influence between authentic leadership and work engagement.

The effect of Self Efficacy on Work Engagement is mediated by Organizational Commitment

The testing of hypothesis 7 in this study is Organizational Commitment mediating the relationship between Self Efficacy and Work Engagement. From the test results, the original sample value is 0.215 with t-statistics 2.555 and P values 0.011. This value indicates that Organizational Commitment mediates the relationship between Self Efficacy and Work Engagement. In other words, it can be concluded that the 7th hypothesis in this

study is supported, so that it can be interpreted that when the school's self efficacy is high, they will be more committed to the organization, this will make the teacher more engaged in each task and activities in a boarding school environment

5. Discussion

This study aims to see the effectiveness of organizational commitment as a mediation of authentic leadership on work engagement. This means seeing roles directly or indirectly from authentic leadership variables towards work engagement. Based on the results of previous studies, authentic leadership has an influence on work engagement (Weiss et al., 2017; Zabbi et al., 2016). Nonetheless, the results of this study indicate that attentiveness and self efficacy do not have a significant relationship with work engagement ($p > 0.05$). This illustrates that the perspective of the lecturer on the boss will not affect the work engagement that he has. The teachers will continue to carry out their duties and responsibilities in accordance with the specified targets even though the self efficacy they have is not high and does not get an authentic leadership approach from the boss.

The cause of the condition of the relationship between non-significant variables can certainly occur because of many things, one of which is the number of respondents who have little or different characteristics of respondents with previous research. However, Walumbwa's research (2010) explains that there is a possibility that authentic leadership has a role in work engagement when facing community culture with high power distance. Barnes (2007) states that Indonesia occupies the eighth position of 50 countries that have high power distance, so this is quite influential on aspects that affect the work engagement of lecturers.

The insignificant correlation between

tentative leadership perspectives and self efficacy on work engagement is a finding that is contrary to previous studies (Plessis and Boshoff, 2018; Chan et al., 2017). However, authentic leadership has a significant correlation with organizational commitment so that it can be said that internal encouragement is more instrumental in the work engagement of a teacher to carry out his duties and responsibilities. In addition, there were no differences in authentic leadership scores, self efficacy, work engagement and organizational commitment based on sex and work period.

6. Conclusion

The conclusion in this study is that there is a positive influence between authentic leadership variables and self efficacy variables on organizational commitment variables. Furthermore, organizational commitment variables also have a significant influence on work engagement. Organizational commitment variables also mediate the relationship between authentic leadership on work engagement, and self efficacy variables on work engagement. Meanwhile authentic leadership and self

efficacy do not have a significant influence on work engagement.

Based on the results of the analysis of the research, the suggestions of the authors are that the Leaders and the management of Islamic boarding schools should start thinking about how to improve the organizational commitment and work engagement of teachers on the work and activities held by AlkahfiSomalangu Islamic Boarding School. Because based on the results of the research conducted there are insignificant results. This means that the application of new authentic leadership can increase organizational commitment, but it has not yet reached the stage of work engagement of teachers in every activity that is in the AlkahfiSomalangu Islamic Boarding School.

Furthermore, suggestions for the next researcher include (1) the dependent variable that can be added to the study, which is the organizational culture variable that is expected to increase work engagement. (2) the dependent variable that can be added to the research is the career path that is expected to increase self-efficacy.

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