



## Self-Regulation as the Key to Optimal Work Engagement Among Student Organizations in Yogyakarta

**Rendi Kurnia Pratama<sup>1</sup>, Ni Luh Hita Ekyanti Pujarisma<sup>2</sup>, Muhammad Imanul Haq<sup>3</sup>**

<sup>1,2,3</sup> Magister Psikologi, Fakultas Psikologi, Universitas Mercubuana Yogyakarta

Corresponding email : [rendikurniaa01@gmail.com](mailto:rendikurniaa01@gmail.com)<sup>1</sup>, [hitaekyanti.p@gmail.com](mailto:hitaekyanti.p@gmail.com)<sup>2</sup>,  
[imanullhaqq@gmail.com](mailto:imanullhaqq@gmail.com)<sup>3</sup>

Receive: 07/01/2026

Accepted: 29/02/2026

Published: 01/03/2026

### Abstrak

Penelitian ini bertujuan untuk menguji pengaruh Self-Regulation terhadap Work Engagement pada mahasiswa yang aktif dalam organisasi di Yogyakarta<sup>2</sup>. Mahasiswa anggota organisasi dihadapkan pada tuntutan ganda akademik dan non-akademik yang berpotensi menyebabkan konflik peran dan rendahnya keterlibatan. Work Engagement didefinisikan sebagai keadaan pikiran positif yang ditandai oleh vigor (energi), dedication (dedikasi), dan absorption (keterhanyutan) dalam tugas. Self-Regulation dianggap sebagai personal resource penting, yaitu kemampuan metakognitif untuk mengelola pikiran, emosi, dan tindakan demi mencapai tujuan. Penelitian kuantitatif deskriptif ini menggunakan accidental sampling dengan melibatkan 321 responden mahasiswa organisasi di Yogyakarta. Hasil uji hipotesis menunjukkan bahwa Self-Regulation memiliki pengaruh positif dan signifikan terhadap Work Engagement dengan nilai signifikansi  $P = 0,000$ . Kontribusi Self-Regulation terhadap Work Engagement teridentifikasi sebesar 28,4% ( $R^2 = 0,284$ ), sementara sisanya dipengaruhi oleh faktor lain. Analisis deskriptif juga menunjukkan bahwa mayoritas mahasiswa organisasi di Yogyakarta memiliki tingkat Self-Regulation yang tinggi (92%) dan Work Engagement yang tinggi (90%). Temuan ini menegaskan bahwa kemampuan regulasi diri adalah sumber daya penting untuk mempertahankan energi, dedikasi, dan keterlibatan total mahasiswa dalam menghadapi tuntutan ganda, menjadikannya strategi intervensi yang tepat untuk meningkatkan efektivitas organisasi.

**Kata Kunci:** Regulasi Diri, Keterlibatan Kerja, Organisasi Mahasiswa, Yogyakarta.

### Abstract

*This study aims to examine the influence of Self-Regulation on Work Engagement among students actively involved in organizations in Yogyakarta<sup>1</sup>. Student organization members face dual demands academic and non-academic which can lead to role conflict and low engagement. Work Engagement is defined as a positive, fulfilling work-related state of mind characterized by vigor, dedication, and absorption in assigned tasks. Self-Regulation is considered a crucial personal resource, the metacognitive ability to manage thoughts, emotions, and actions to achieve goals. This descriptive quantitative research used accidental sampling, involving 321 student organization members in Yogyakarta as respondents. The hypothesis test results indicate that Self-Regulation has a positive and significant influence on Work Engagement, with a significance value of  $P = 0.000$ . The contribution of Self-Regulation to Work Engagement was found to be 28.4% ( $R^2 = 0.284$ ), with the remaining percentage influenced by other factors. Descriptive analysis further reveals that the majority of student organization members in Yogyakarta demonstrated high Self-Regulation (92%) and high Work Engagement (90%). This finding confirms that the ability for self-regulation is an essential resource for maintaining energy, dedication, and full involvement in the face of dual demands, making it a suitable intervention strategy to enhance organizational effectiveness.*

**Keywords:** Self-Regulation, Work Engagement, Mahasiswa Organisasi, Yogyakarta.

## Introduction

Students constitute a segment of society that attains social status due to their affiliation with higher education institutions. According to Siswoyo (2007), students are a group created to continuously think critically and complement one another. Students are characterized as individuals who possess superior abilities, high intellectual intelligence, critical thinking skills, and responsiveness. Based on data from the Ministry of Research, Technology, and Higher Education, the number of students pursuing higher education in the Special Region of Yogyakarta reached 410,789 individuals (BPS, February 19, 2025). With such a large student population, students as a highly intellectual group are obliged to actively participate not only in the educational sphere but also in various social and community activities, in accordance with their role in advancing society (Cahyono, 2019). As an intellectual group within higher education institutions, students bear complex dual demands. They are required not only to achieve success in the academic domain but also to actively participate in social and community life (Cahyono, 2019). Higher education institutions serve as a *kawah candra dimuka*—a formative arena for developing superior human resources—thus, students' success in fulfilling these dual roles becomes an important indicator of graduate quality.

One of the primary platforms that facilitates students in developing non-academic competencies, leadership skills, and social contributions is student organizations. Student organizations function as social laboratories that equip students with practical skills, networks, and valuable experiences that cannot be fully obtained in the classroom, while also bridging their transition into the professional world (Ramadhan et al., 2022). In general, student organizations are categorized into internal and external campus organizations (Dewi, 2018). Internal organizations operate within the campus environment and hold official status under the auspices of higher education institutions, whereas external organizations operate outside the campus and are not established under the authority of higher education institutions (Widyatmoko, 2022).

Despite the vital role of student organizations, serious issues have emerged regarding member engagement. The dynamic

campus environment, particularly in education-centered cities such as Yogyakarta, places student organization members in conditions of dual-role conflict and dense schedules. A common problem faced by student organization members is the low level of engagement and participation in organizational activities. Many students experience difficulties in managing their time between academic responsibilities and organizational duties, which leads to reduced active contribution (Ramadani & Indriyani, 2023). This situation results in a lack of ideas, suggestions, or opinions from organizational members and decreases organizational effectiveness (Putra, 2024). Low motivation and dedication to organizational tasks also constitute significant obstacles (Sudiarta & Widiwasavitri, 2020). Supported by the findings of Syafitri (2019), it was found that 65% of student organization members did not participate in meetings, and only 35% contributed ideas, suggestions, or opinions. This indicates a low level of organizational engagement.

Bakker (2008) explains that a lack of willingness to dedicate oneself and invest time in work indicates low Work Engagement. Schaufeli et al. (2002) define Work Engagement as a positive and fulfilling work-related state of mind characterized by vigor, dedication, and absorption. Work Engagement encompasses three main dimensions: vigor (energy, persistence, resilience, and willingness to invest maximum effort), dedication (a sense that work is meaningful, challenging, inspiring, and evokes pride), and absorption (full immersion in work, making it difficult to disengage and causing time to pass quickly). Work Engagement among organizational members remains a serious issue. Many students experience decreased energy and enthusiasm, resulting in a lack of interest in assigned tasks and even seeking opportunities outside the organization (Schaufeli & Bakker, 2004). This condition potentially reduces productivity, leading to substandard task performance, and increases absenteeism and withdrawal from the organization (Trihapsari & Nashori, 2011). In fact, strong Work Engagement serves as a driving force for enhancing motivation and performance and is a key determinant of organizational success (Ott, 2007; Sonnentag et al., 2012). Organizational members with high Work Engagement demonstrate energy, enthusiasm, active involvement, loyalty, and perceive organizational tasks as a positive

means of self-actualization (Bakker, 2011; Shantz et al., 2016; Yalabik et al., 2013). Conversely, low Work Engagement has negative implications for organizational effectiveness and sustainability (Halbesleben & Wheeler, 2008).

The increasing demands and dual roles of student organization members necessitate strong internal mechanisms to maintain levels of Work Engagement. Contemporary research emphasizes the importance of personal resources as primary predictors of Work Engagement (Bakker & Demerouti, 2017). Personal resources function as psychological capital that helps individuals manage their environment and adapt to existing demands, while also acting as a buffer against stress and burnout (Sebayang, 2018). Among various personal resources, self-regulation emerges as the most relevant competence for student organization members. Self-regulation is a metacognitive ability to manage thoughts, emotions, and actions in order to achieve goals, encompassing planning, monitoring, and self-reflection processes (Zimmerman, 2000). Miller and Brown (1999) emphasize that self-regulation is a structured process consisting of seven stages: receiving, evaluating, triggering, searching, formulating/planning, implementing, and assessing. Self-regulation enables students to allocate time and energy effectively, overcome obstacles, maintain intrinsic motivation, and prevent burnout (Bakker, Demerouti, & Lieke, 2012). Individuals with strong self-regulation are able to control negative impulses, manage stress, and remain focused despite facing obstacles (Vohs & Baumeister, 2011; Gross, 2014). They also exhibit higher self-efficacy and optimism, which are two elements of personal resources that positively correlate with Work Engagement (Imran et al., 2020). Conversely, poor self-management makes it difficult for students to fulfill organizational responsibilities (Zimmerman, 2008). Therefore, self-regulation is a key factor in enabling student organization members to cope with dual-role conflict, manage time effectively, and sustain work engagement (Shafry et al., 2022).

Numerous empirical studies support the positive relationship between self-regulation and Work Engagement. Mulyani and Widhastuti (2019) found that students with high self-regulation were more engaged in organizational activities. Anggriawan and Iswanto (2018) also demonstrated a significant relationship between

self-regulation and Work Engagement among core members of student organizations. Ning and Downing (2012) revealed that self-regulation and high learning motivation were positively correlated with active student engagement in organizations. Pratama et al. (2024) further identified self-regulation as a strong predictor of Work Engagement, with a substantial contribution in regression analysis. Despite the considerable empirical evidence, studies specifically targeting student organization members in Yogyakarta remain limited. Given that Yogyakarta is a region characterized by a high intensity of academic and organizational activities, contextualized research is urgently needed. This study aims not only to identify existing engagement problems but also to map optimal potential through self-regulation-based interventions. The findings are expected to provide practical contributions in the form of self-regulation development strategies that can enhance dedication, participation, and the sustainable effectiveness of student organizations.

## Theoretical Framework

Schaufeli et al. (2002) define Work Engagement as a positive and fulfilling work-related state of mind characterized by vigor, high dedication to work, and strong concentration on the tasks being performed. Work Engagement comprises three main dimensions, namely vigor (energy, persistence, resilience, and willingness to invest maximum effort), dedication (the perception that work is meaningful, challenging, inspiring, and generates a sense of pride), and absorption (a state of being fully immersed in work such that it is difficult to disengage and time passes quickly).

Self-regulation is a metacognitive ability to manage thoughts, emotions, and actions in order to achieve goals, encompassing processes of planning, monitoring, and self-reflection (Zimmerman, 2000). Miller and Brown (1999) emphasize that self-regulation is a structured process consisting of seven stages: receiving, evaluating, triggering, searching, formulating/planning, implementing, and assessing. Self-regulation enables students to allocate time and energy effectively, overcome obstacles, maintain intrinsic motivation, and prevent burnout (Bakker, Demerouti, & Lieke, 2012).

## Method

This study employed a quantitative approach with a descriptive design, as it aimed to obtain an empirical overview of the influence of self-regulation on Work Engagement among student organization members in Yogyakarta, without manipulating the variables under investigation (Creswell & Creswell, 2018). The participants in this study were students involved in organizations in Yogyakarta, with a total of 321 respondents. Of the total respondents, 120 were male and 201 were female. The sampling technique used was non-probability sampling with an accidental sampling method. This method involves selecting respondents incidentally, whereby any individual encountered by the researcher who meets the predetermined criteria may be included as a research sample (Creswell, 2012). Data were collected using questionnaires distributed to respondents to measure levels of self-regulation and Work Engagement. The collected data were then analyzed using the SPSS program, including normality testing, linearity testing, and hypothesis testing, to examine the effect of self-regulation on Work Engagement among student organization members in Yogyakarta.

## Result and Discussion

### Descriptive Analysis

Demografi		Frekuensi
Jenis Kelamin	Laki -Laki	37,4%
	Perempuan	62,6%
Usia	19	8,7%
	20	14,3%
	21	19,6%
	22	23,1%
	23	18,1%
	24	10,3%
	25	5,9%
Asal Instansi	Universitas Islam Negeri Sunan Kalijaga	30,5%
	Universitas Negeri Yogyakarta	16,8%
	Universitas Mercu Buana Yogyakarta	26,5%
	Universitas Gadjah Mada	14,3%
	Universitas Pembangunan Nasional Veteran	11,8%

Based on the results of the descriptive demographic analysis presented in the table above, female respondents constituted the majority, with 201 respondents (62.6%), while male respondents totaled 120 individuals (37.4%). Furthermore, based on age categories,

respondents aged 22 years represented the largest group, with 74 respondents (23.1%), followed by those aged 21 years with 63 respondents (19.6%), 23 years with 58 respondents (18.1%), 20 years with 46 respondents (14.3%), 24 years with 33 respondents (10.3%), 19 years with 28 respondents (8.7%), and 25 years with 19 respondents (5.9%).

In terms of university affiliation, the majority of respondents were from Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta, totaling 98 respondents (30.5%), followed by Universitas Mercu Buana Yogyakarta (UMB) with 85 respondents (26.5%), Universitas Negeri Yogyakarta (UNY) with 54 respondents (16.8%), Universitas Gadjah Mada (UGM) with 46 respondents (14.3%), and Universitas Pembangunan Nasional "Veteran" Yogyakarta (UPN) with 38 respondents (11.8%).

### Uji Normalitas

Variabel	Kolmogorov-Smirnov			Kesimpulan
	Statistic	df	Sig.	
Unstandardized Residual	0,033	321	0,200	Normal

Based on the results of the normality test presented in the table above, both variables exhibited the same significance values. The Self-Regulation and Work Engagement variables showed probability (p) or significance values of 0.200 ( $p > 0.05$ ). Since the significance values exceeded 0.05, the data for both variables can be considered to be normally distributed.

### Uji Linearitas

Variabel	Deviation From Linearity		
	F	Sig.	Keterangan
Work Engagement * Self Regulation	1,327	0,056	Linear

The results of the linearity test above indicate a significance value of 0.056 ( $p > 0.05$ ). This finding suggests that there is a linear relationship between the self-regulation variable and Work Engagement..

### Uji Hipotesis

Uji Hipotesis	R	R <sup>2</sup>	Std.
			Error of the Estimate

<i>Work Engagement * Self Regulation</i>	0,535	0,286	7,182
--	-------	-------	-------

**Note.** Predictor: *Self-Regulation*. Dependent variable: *Work Engagement*.

The adjusted R-square value of 0.286 indicates that self-regulation accounts for 28.6% of the variance in Work Engagement, while the remaining 71.4% is influenced by other factors.

<b>Uji Hipotesis</b>	<b>F</b>	<b>Sig.</b>
<i>Work Engagement * Self Regulation</i>	127,733	0,000

**Note.** Predictor: *Self-Regulation*. Dependent variable: *Work Engagement*.

Based on the results of the analysis above, a significance value of 0.000 ( $p < 0.05$ ) was obtained. This indicates that self-regulation has a significant effect on Work Engagement.

#### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	15,923	2,613		6,094 0,000		
<i>Self-Regulation</i>	0,244	0,022	0,535	11,302 0,000		

a. Dependent Variable: *Work\_Engagement*

The significance value of the motivation variable is 0.000 ( $p < 0.05$ ). This indicates that the self-regulation variable has a significant effect on Work Engagement, with an effect size of 0.244.

#### Overview of Research Findings

An overview of the research findings can be empirically observed in the following table: *Self-Regulation Categorization*

<b>Kategorisasi</b>	<b>Rentang Nilai</b>	<b>Raw Score</b>	<b>Frekuensi</b>	<b>Persentase</b>
<b>Rendah</b>	$X < (\mu)$	$X < 93$	25	8%
<b>Tinggi</b>	$X \geq (\mu)$	$X \geq 93$	296	92%
<b>Total</b>			<b>321</b>	<b>100%</b>

Based on the data presented in the table above, of the 321 student organization members in Yogyakarta, 296 individuals (92%) exhibited a high level of self-regulation, while the remaining 25 individuals (8%) demonstrated a lower level of self-regulation.

#### Work Engagement Categorization

<b>Kategorisasi</b>	<b>Rentang Nilai</b>	<b>Raw Score</b>	<b>Frekuensi</b>	<b>Persentase</b>
<b>Rendah</b>	$X < (\mu)$	$X < 36$	32	10%
<b>Tinggi</b>	$X \geq (\mu)$	$X \geq 36$	289	90%
<b>Total</b>			<b>321</b>	<b>100%</b>

Based on the data presented in Table 4.12 above, of the 288 student organization members at Universitas Andalas who served as research participants, 266 individuals (92.6%) exhibited a high level of Work Engagement, while the remaining 22 individuals (7.4%) demonstrated a lower level of Work Engagement.

#### Discussion

This study demonstrates that self-regulation has a significant effect on Work Engagement among student organization members in Yogyakarta, as indicated by significant hypothesis testing results ( $p = 0.000$ ) and a contribution of 28.6% ( $R^2 = 0.286$ ). These findings suggest that individuals' ability to regulate, direct, and control their behavior and emotions is an important factor in enhancing work engagement. This is particularly relevant given that the capacity to manage and control oneself is not merely a skill, but a core resource that determines whether student organization members can successfully balance academic demands while maintaining a high level of engagement in carrying out organizational tasks (Salanova et al., 2014).

The results of this study are consistent with the literature that conceptualizes self-regulation as a personal resource that plays a crucial role in work-related contexts. A study conducted by Shafry, Murdiyani, and Marini (2022) at Universitas Muhammadiyah Surabaya revealed a positive relationship between self-regulation and organizational commitment among ORMAWA administrators. Although organizational commitment focuses more on individuals' attachment to the institution, whereas Work Engagement emphasizes individuals' involvement in tasks, both constructs similarly require self-regulation as a foundational mechanism to sustain performance in organizational roles. Individuals with high levels of self-regulation tend to maintain behavioral consistency, delay gratification, set goals, and

sustain internal motivation, thereby enabling both organizational attachment and task engagement to develop optimally. This indicates that self-regulation functions as a psychological mechanism that supports various forms of engagement within the context of student organizations as well as work settings.

Further relevance is highlighted by the study of Cokorda et al. (2025), which revealed that self-regulation serves as a critical foundation for enhancing Work Engagement, as it assists individuals in managing job demands, sustaining motivation, and effectively preserving psychological resources. Effective self-regulation operates as a personal resource that enables individuals to cope with pressure, reduce work-related stress, and resolve interpersonal conflicts adaptively. Consequently, this capacity helps student organization members maintain focus, preserve energy (vigor), and enhance dedication when facing work demands.

Effective self-regulation also functions as a buffer against high dual-role demands, prevents exhaustion, and proactively fosters intrinsic motivation among student organization members to achieve their goals (Schaufeli & Bakker, 2004; Deci et al., 2017). This ability is particularly crucial for students who are simultaneously organizational members, as it allows them to allocate psychological resources and energy wisely, ensuring sustained focus and dedication despite limitations in time and resources (Hobfoll et al., 2018). Therefore, the development of self-regulation among students involved in organizations can be considered one of the most appropriate intervention strategies for enhancing psychological well-being and overall engagement in the multiple roles they undertake (Tentama & Riskiyana, 2020).

Descriptive analysis in this study further reveals that the majority of student organization members in Yogyakarta exhibit high scores on both variables examined. Specifically, 92% of students were found to have high levels of self-regulation, and 90% demonstrated high levels of Work Engagement. Thus, it can be concluded that most student organization members in Yogyakarta possess strong self-regulatory abilities and high work engagement during their participation in organizational activities. This

engagement phenomenon can be interpreted through the lens of Self-Determination Theory, in which strong self-regulation provides students with a sense of autonomy and competence that is essential for intrinsic motivation (Ryan & Deci, 2000). When students perceive themselves as capable and responsible for their performance, intrinsic motivation to engage in organizational activities increases, which directly predicts Work Engagement. Moreover, a supportive organizational environment in Yogyakarta likely functions as an external facilitator of engagement in line with the Job Demands–Resources Model, which has been shown to mitigate job demands while proactively fostering engagement among individuals who possess strong personal resources such as self-regulation (Bakker & Demerouti, 2017).

Taken together with the findings of this study, it can be concluded that student organization members in Yogyakarta require strong self-regulation, both in terms of behavioral and emotional regulation, in order to sustain Work Engagement amid multitasking challenges, dynamic organizational environments, and concurrent academic and organizational demands. Accordingly, this study not only confirms the positive relationship between self-regulation and Work Engagement, but also extends understanding of the psychological mechanisms that enable young adults to remain engaged and productive in their work-related activities.

## Conclusion

This study concludes that self-regulation has a positive and significant effect on Work Engagement among student organization members in Yogyakarta. The regression analysis results indicate that self-regulation contributes 28.4% to the enhancement of Work Engagement, while the remaining variance is influenced by other factors. These findings underscore that individuals' ability to regulate behavior, set goals, and manage emotions constitutes an important personal resource that enables student organization members to remain energetic, dedicated, and fully engaged in their work. Accordingly, the higher an individual's level of self-regulation, the higher the level of Work Engagement demonstrated.

Anggriawan, R., & Iswanto, B. (2018). Hubungan antara regulasi diri dengan

## References

work engagement pada pengurus inti organisasi kemahasiswaan. *Jurnal Psikologi Pendidikan dan Perkembangan*, 7(2), 112–121.

Badan Pusat Statistik Provinsi DI Yogyakarta. (2025, Februari 19). Jumlah perguruan tinggi, dosen, dan mahasiswa (negeri dan swasta) di bawah Kementerian Pendidikan Tinggi, Sains, dan Teknologi menurut kabupaten/kota di Provinsi DI Yogyakarta. Diakses 30 September 2025 dari <https://yogyakarta.bps.go.id/id/statistics/table/3/Y21kVGRHNXZVMEI3S3pCRllyMHJRbnB1WkVZemR6MDkjMyMzNDAw>

Bakker, A. B. (2008). The work-related flow inventory: Construction and initial validation of the WOLF. *Journal of Vocational Behavior*, 72(3), 400–414. <https://doi.org/10.1016/j.jvb.2007.11.007>

Bakker, A. B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20(4), 265–269. <https://doi.org/10.1177/0963721411414534>

Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285. <https://doi.org/10.1037/ocp0000056>

Bakker, A. B., & Demerouti, E. (2017). Job Demands–Resources Theory: Taking Stock and Looking Forward. *Journal of Occupational Health Psychology*, 22(3), 273–285.

Boekaerts, P. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press.

Cahyono, A. (2019). Peran ganda mahasiswa dalam dunia akademik dan sosial kemasyarakatan. *Jurnal Pendidikan dan Ilmu Sosial*, 6(2), 45–53.

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson.

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications

Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 19–43.

Dewi, N. K. (2018). Dinamika organisasi mahasiswa internal kampus: Studi pada Perguruan Tinggi Negeri. *Jurnal Administrasi Pendidikan*, 25(1), 23–36.

Firdaus, M. R., Sofiah, D., & Prasetyo, Y. (2025). Work engagement pada mahasiswa bekerja: Bagaimana peran regulasi emosi dan persepsi dukungan organisasi? *Jiwa: Jurnal Psikologi Indonesia*, 3(1), 01–11.

Gross, J. J. (2014). Emotion regulation: Conceptual and empirical foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (2nd ed., pp. 3–20). Guilford Press.

Halbesleben, J. R. B., & Wheeler, A. R. (2008). The relative roles of engagement and embeddedness in predicting job performance and intention to leave. *Work & Stress*, 22(3), 242–256. <https://doi.org/10.1080/02678370802383962>

Hobfoll, S. E., Halbesleben, J., Neveu, J.-P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, 5(1), 103–128.

Imran, R., Arif, M., Cheema, S., & Azeem, M. (2020). Self-efficacy and optimism as personal resources in work engagement: Evidence from higher education institutions. *International Journal of Educational Management*, 34(1), 126–138. <https://doi.org/10.1108/IJEM-06-2019-0200>

Miller, W. R., & Brown, J. M. (1999). Self-regulation as a conceptual basis for the prevention and treatment of addictive behaviours. In N. Heather, W. R. Miller, & J. Greely (Eds.), *Self-control and the addictive behaviours* (pp. 3–79). Maxwell Macmillan.

Mulyani, L., & Widhastuti, T. (2019). Regulasi diri dan work engagement pada mahasiswa aktif organisasi. *Jurnal Psikologi Pendidikan*, 8(1), 33–41.

Ning, H. K., & Downing, K. (2012). Influence of student learning experience on academic performance: The mediator and moderator effects of self-regulation and motivation. *British Educational Research Journal*, 38(2), 219–237. <https://doi.org/10.1080/01411926.2010.538468>

Ott, B. (2007). The importance of engagement in building high-performing organizations. *Gallup Business Journal*. Diakses dari <https://news.gallup.com/businessjournal/24419/importance-engagement-building-highperforming-organizations.aspx>

Parsama I. A. M. S. C., Kristini, K., Ni'Mah, N, U. (2025). Self-Regulation as a Factor in the Realization of Work Engagement, 14(4), 493-501

Pratama, Y., Lestari, A., & Hidayat, R. (2024). Self-regulation as a predictor of work engagement among student organization activists. *Jurnal Psikologi dan Organisasi*, 13(1), 88–101.

Putra, R. P. (2024). Rendahnya partisipasi mahasiswa Ikhwan Sosiologi Universitas Riau dalam organisasi kemahasiswaan. *Jurnal Pendidikan dan Ilmu Sosial*, 4(1), 77–87. <https://jpiion.org/index.php/jpi/article/view/415>

Ramadani, T. P., & Indriyani, D. (2023). Pengaruh keaktifan berorganisasi terhadap motivasi belajar mahasiswa Program Studi Administrasi Bisnis Politeknik STIA LAN Jakarta. *Jurnal Pendidikan dan Teknologi*, 4(2), 123–132. <https://edu.pubmedia.id/index.php/ptk/article/view/541>

Ramadhan, A., Sutanto, H., & Wulandari, D. (2022). Peran organisasi kemahasiswaan sebagai laboratorium kepemimpinan. *Jurnal Ilmu Sosial dan Pendidikan*, 6(3), 157–166.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.

Salanova, M., Del Libano, M., Llorens, S., & Schaufeli, W. B. (2014). Engaged, workaholic, burned-out or just 9-to-5? Toward a typology of employee well-being. *Stress and Health*, 30(1), 71–81. <https://doi.org/10.1002/sm.2499>

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315. <https://doi.org/10.1002/job.248>

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315

Schaufeli, W. B., Martínez, I. M., Marques-Pinto, A., Salanova, M., & Bakker, A. B. (2002). Burnout and engagement in university students: A cross-national study. *Journal of Cross-Cultural Psychology*, 33(5), 464–481.

Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71–92. <https://doi.org/10.1023/A:1015630930326>

Sebayang, M. (2018). Personal resources sebagai prediktor work engagement pada karyawan. *Jurnal Psikologi Industri dan Organisasi*, 7(2), 101–110.

Shafry, M. A., Murdiyani, H., & Marini, M. (2022). Regulasi Diri Dan Komitmen Organisasi Pada Mahasiswa. *Indonesian Psychological Research*, 4(2), 117-124. <https://doi.org/10.29080/ipr.v4i2.769>

Shafry, M. H., Rahman, A. R., & Amin, S. N. (2022). Self-regulation as a determinant of student engagement in higher education organizations. *International Journal of Academic Research in Business and Social Sciences*, 12(9), 315–327. <https://doi.org/10.6007/IJARBSS/v12-i9/14843>

Shantz, A., Alfes, K., Truss, C., & Soane, E. (2016). The role of employee engagement in the relationship between job design and task performance, citizenship and deviant behaviours. *International Journal of Human Resource Management*, 24(13), 2608–2627. <https://doi.org/10.1080/09585192.2012.744334>

Siswoyo, D. (2007). Ilmu pendidikan. UNY Press.

Sonnentag, S., Dormann, C., & Demerouti, E. (2012). Not all days are created equal: The concept of state work engagement. In A. B. Bakker & M. P. Leiter (Eds.), *Work engagement: A handbook of essential theory and research* (pp. 25–38). Psychology Press.

Sudiarta, I. K., & Widiasavitri, P. N. (2020). Peran motivasi berprestasi dalam organisasi dan kohesivitas kelompok terhadap komitmen organisasi mahasiswa. *Jurnal Psikologi Udayana*, 7(1), 53–62. <https://ojs.unud.ac.id/index.php/psikologi/article/view/52509>

Syafitri, F. (2019). Tingkat partisipasi mahasiswa dalam organisasi kemahasiswaan. *Jurnal Ilmu Sosial dan Pendidikan*, 3(1), 44–52.

Tentama, F., & Riskiyana, E. R. (2020). The role of social support and self-regulation on work readiness among students in vocational high school. *International Journal of Evaluation and Research in Education*, 9(4), 826–832.

Trihapsari, W., & Nashori, H. F. (2011). Hubungan antara keterikatan kerja dengan keinginan untuk pindah kerja pada karyawan. *Jurnal Psikologi*, 38(2), 180–193.

Vohs, K. D., & Baumeister, R. F. (2011). *Handbook of self-regulation: Research, theory, and applications* (2nd ed.). Guilford Press.

Widyatmoko, H. (2022). Dinamika organisasi eksternal mahasiswa: Antara ideologi dan pengembangan diri. *Jurnal Sosiologi Pendidikan*, 4(2), 89–101.

Yalabik, Z. Y., Popaitoon, P., Chowne, J. A., & Rayton, B. A. (2013). Work engagement as a mediator between employee attitudes and outcomes. *International Journal of Human Resource Management*, 24(14), 2799–2823. <https://doi.org/10.1080/09585192.2013.763844>

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M.