



UDC 331

STRATEGIES TO IMPROVE TEACHER ENGAGEMENT THROUGH STRENGTHENING SELF-EFFICACY, INTERPERSONAL COMMUNICATION, ORGANIZATIONAL CULTURE AND JOB SATISFACTION

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ABSTRACT

The unity of teachers with the organization where they work, where the teacher feels that he has an organization and enjoys the conditions of the organization and his work, not only physically but also rationally, emotionally, and normatively, so that the teacher feels satisfied and loyal to work in his organization is called teacher engagement. Optimal teacher engagement behavior will have a positive impact on the performance of their work and the madrasah institution. With a sense of love for their work and institution, teachers carry out their work without knowing the time and fully invest themselves and their energy because they no longer carry out obligations. Still, the teaching profession has become a service in his life. This research aims to find strategies and ways to increase teacher engagement by researching the influence of the variables of self-efficacy, interpersonal communication, organizational support, and job satisfaction.

KEY WORDS

Teacher engagement, self-efficacy, interpersonal communication, organizational culture, job satisfaction, SITOREM analysis.

Fulfilling professionalism in the 21st century requires educational transformation, especially the development of quality teachers who are able to advance knowledge, training, equity and student achievement. Teaching is a profession that requires interconnection and interdependence between abilities, competencies and various roles as a complete and synergistic unit which is usually known as engagement. This description is the basis for efforts to complement the programs and instruments that have been carried out by the government so far in capturing teacher performance with a new concept, namely teacher engagement.

The rapid development and progress currently spur schools to be able to compete and be innovative to maintain school continuity and achieve school goals. Achieving success requires human resources who are professional and have good performance, to realize the goal of a reliable, professional and competent human resources organization. Human resources are assets that play a very important role in running an organization. The human resources in question are all educators and educational staff who are directly related to implementing the mission and achieving the organization's vision. To achieve these organizational goals, teachers and education staff should have good performance through competence, reliability, innovation, and competitiveness.

Optimal teacher engagement behavior will have a positive impact on the performance of their work and the madrasah institution. With a sense of love for their work and institution, teachers carry out their work without knowing the time and fully invest themselves and their energy because they are no longer carrying out obligations, but the teaching profession has become a service in their lives.

The description of teacher engagement is to strengthen the background of this research, so the researcher distributed a preliminary survey questionnaire to 30 respondents



in 7 PGRI Vocational Schools in Bogor Regency using a "Likert" scale with a value of 5 as the highest and 1 as the lowest, with categories (5) Strongly Agree, (4) Agree, (3) Doubtful, (2) Disagree, (1) Strongly Disagree, then the following conclusions can be drawn:

- There are 42% of teachers who have problems with career development, this can be seen from the number of teachers who do not believe that schools have clarity in improving career paths and self-development in activities and training;
- There are 43% of teachers have problems with concerns for productivity, this can be seen from the large number of teachers who have not tried their best to complete their work according to the targets set and have not tried to maintain the quality of their work as best as possible;
- There are 45% of teachers who have problems with ownership, it can be seen that teachers feel that they do not have a place of work that can increase work engagement;
- There 41% of teachers have problems with loyalty, this can be seen from the number of teachers who feel that their desire to work at this school is not in accordance with the school's needs and feel that the school is not sufficient for life's needs so they are not comfortable working;
- There are 35% of teachers who have problems with vigor, this can be seen from the number of teachers who have not tried to survive the problems they face at work and have not tried to check and improve the results of their work;
- There are 36% of teachers who have problems with dedication, this can be seen from the number of teachers who have not been able to collaborate with other people to complete tasks and feel less enthusiastic about any work they are given;
- There are 45% of teachers who have problems with absorption, this can be seen from the number of teachers who are not happy and enjoy their work and are immersed in work which causes time to pass quickly when doing work.

The survey results above show that teacher engagement needs to be strengthened, so it is necessary to find strategies and ways to strengthen teacher engagement. Considering that teacher engagement is the key to achieving educational goals, teacher engagement is interesting to research.

The aim of the research is to produce strategies and methods for strengthening teacher engagement, namely by strengthening independent variables that have a positive effect on teacher engagement. These variables are self-efficacy, interpersonal communication, organizational culture, and job satisfaction. The optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school organizing institutions, and education offices.

LITERATURE REVIEW

The teacher's contribution will always be maximized by each individual to achieve success. As a positive attitude that teachers have towards the organization where they work, teacher engagement is an approach in the workplace that can produce the right conditions for all members of the organization so they can give their best to the organization. Teachers will be emotionally and passionately committed to their organization in order to achieve the organization's goals and values, and be motivated to contribute to the organization's success. This emotional commitment means deserters truly care about their jobs and the organizations they work for.

From the explanation of the theories put forward by Atthohiri & Wijayati (2021) Diana & Frianto (2021); Alkasim & Prahara (2019); Ababneh (2021), can synthesize that Engagement is the unity of employees within the organization where they work where employees feel they belong to the organization and enjoy the conditions of the organization and their work not only physically but also rationally, emotionally and normative, so that employees feel satisfied and loyal to work in their organization.



The engagement indicators are as follows; 1) career development, namely career development at work, 2) concern for productivity, namely attention to high productivity which will encourage workers' attachment to their work, 3) ownership, namely a sense of belonging to the workplace, can increase work engagement, 4) loyalty, namely work engagement good work will have a positive impact on employee loyalty, 5) vigor, namely being enthusiastic about doing work, 6) dedication, namely high involvement in work and experiencing a sense of meaning, an enthusiasm which is characterized by showing attachment to the work done, as well as pride in the work, 7) absorption, which shows individuals who are happy and enjoy work and are immersed in work which causes time to pass quickly when doing work.

An employee is considered capable of carrying out the work assigned to him because he feels confident that he has the required abilities. Self-efficacy is important because it plays a role in someone's belief in their own abilities. Self-efficacy can be interpreted as a person's belief or self-confidence regarding his ability to organize, carry out a task, achieve a goal, produce something and implement actions to achieve certain abilities or goals.

From the explanation of the theories put forward by Setyaningsih & Sunaryo (2021), Wijayanti & Supartha (2019), and Mukti & Tentama (2019), can be summarized as self-efficacy is an individual's belief that he can manage and decide on the actions needed to carry out tasks well, both verbally and non-verbally, well in certain situations. With the following self-efficacy indicators; 1) magnitude, namely the confidence to face challenges and complete specific tasks according to the degree of difficulty. 2) generality, namely confidence or self-confidence resulting from completing tasks and efforts in responding to good feedback. 3) strength, namely confidence about the efforts taken to complete the task. 4). past performance is the belief in quickly learning something new. 5) vicarious experience, namely the belief that you can imitate something good and try to take the initiative in work. 6) verbal persuasion, namely the belief in being able to communicate well with superiors and fellow employees. 7) emotional cues, namely the belief that you can behave well and control negative emotions.

Interpersonal communication is the activity of producing and processing messages, both verbal and non-verbal, between two or more people. Interpersonal communication generally occurs between two people. The entire communication process occurs between several people, but many interactions do not involve all people in it intimately. Interpersonal communication is a typically human form of transactional communication that involves mutual influence, usually for the purpose of managing relationships.

From the explanation of the theories put forward by Richard & Turner, Lynn. H. (2008), Braithwaite, D. O., & Schrod, P. (2014), Beebe, Steven A., et al (2005), Adler, R. B., et al, (2020), Ivancevich et al (2008), Schermerhorn, et. al., (2016), and Cangara (2006), can be synthesized as follows, that interpersonal communication is the interaction of sending and receiving messages between people, both verbal and non-verbal, which provides a reciprocal influence on behavior, both positive and negative, between two or more people. The indicators of interpersonal communication are 1) openness to receiving input from others, 2) ability to understand others, 3) providing support to others, 4) being positive towards oneself and others, 5) providing views and ideas, and ideas for organizational progress, 6) the ability to interpret every word, sentence, information, and behavior of other people.

Every organization has a set goal, vision, and mission, achieving this through an activity or work program involving leadership, employees, and the organization. This organizational culture plays a role in providing direction for members or leaders to act or behave and act at work.

From the explanation of the theories put forward by Robbins, & Judge, T. (2018), Schein, (2017), Denison (1995), Gibson et al. (2012: 31-32), Balaji, et al (2020: 1-11), Bauer, T. and Erdogan, B., (2015), George & Jones. (2012), Joseph, O. O., & Kibera, F. (2019), Ganyang, Tun. (2018), Kinicki, A., & Fugate, M. (2016), Buchanan, D. A., & Huczynski, A. A. (2019), can be synthesized as follows, that organizational culture is the values and norms that are formed and implemented by an organization that must be adhered to by employees and leaders in the organization to shape the character of employees in their daily attitudes



and behavior in carrying out their respective duties and functions to achieve organizational goals. The indicators of organizational culture are as follows: 1) innovation in work, 2) orientation towards work results, 3) team oriented, 4) empowerment of human resources in the organization, 5) consistent with established rules, and 6) adaptation to there is change.

To achieve the goals of government organizations in the form of programs and activities those are by the tasks and functions of the organization, the implementation of which requires people or employees. On the other hand, employees as human nature need a job to be able to generate money as an income that supports their life. If each employee has high job satisfaction, it can certainly improve the performance given to each employee.

From the explanation of the theories put forward by Kreitner and Kinicki. (2008), Adler, R. B., et al., (2020). Colquitt, et al (2009), Hasibuan, (2016), Susilo (2015), Mathis & Jackson, (2006), Badriyah, Mila, (2015), Gibson, et al (2016), and Robbins and Judge, (2017), can be synthesized as follows, that job satisfaction is a psychological response that reflects a person's feelings in the form of feelings of satisfaction or dissatisfaction or pleasant or unpleasant feelings towards the work they do. The indicators are as follows: 1) income earned, 2) opportunities for career advancement at work, 3) work relationships with friends and leaders, 4) quality control of work by leaders, 5) security in carrying out tasks, and 6) having the opportunity to be creative in work.

METHODS OF RESEARCH

As explained above, this research aims to find strategies and ways to increase teacher engagement through research on the strength of influence between teacher engagement as the dependent variable and self-efficacy, interpersonal communication, organizational culture, and job satisfaction as independent variables. The research method used is a survey method with a path analysis test approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for increasing teacher engagement.

SITOREM is an abbreviation for "Scientific Identification Theory to Conduct Operation Research in Education Management", which can generally be interpreted as a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (S. Hardhienata, 2017).

In the context of Correlation and Path Analysis research, SITOREM is used as a method to carry out: 1). Identify the strength of the relationship between the Independent Variable and the Dependent Variable, 2) Analysis of the value of the research results for each indicator of the research variable, and 3) Analysis of the weight of each indicator for each research variable based on the criteria "Cost, Benefit, Urgency and Importance".

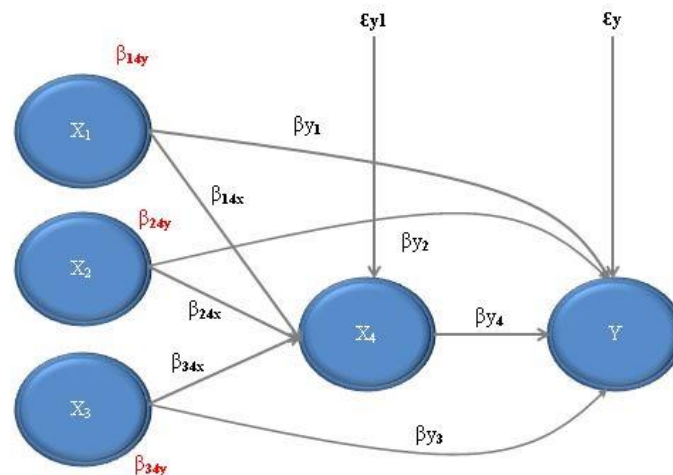
Based on identifying the strength of the relationship between research variables, and based on the weight of each indicator of the independent variable that has the greatest contribution, a priority order of indicators that need to be immediately improved and those that need to be maintained can be arranged. Analysis of research result values for each research variable indicator is calculated from the average score for each indicator of each research variable. The average score for each indicator is a description of the actual condition of these indicators from the point of view of the research subjects.

The research was carried out on foundation permanent teachers (GTY) of PGRI Vocational High Schools in Bogor Regency with a teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula taken from Umar (2013).

Data collection in this research used research instruments in the form of questionnaires which were distributed to teachers as research respondents. The research instrument items are derived from the research indicators whose conditions will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using the Pearson Product Moment technique, while for the reliability test, a calculation was used using Cronbach's Alpha formula. After the data is collected, homogeneity tests, normality tests, linearity tests, simple



correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing are then carried out.



X₁: Self Efficacy;
X₂: Interpersonal Communication;
X₃: Organization Culture;
X₄: Job Satisfaction;
Y: Teacher Engagement;
 β_{y1} : Direct influence of Self-Efficacy (X₁) on Teacher Engagement (Y);
 β_{y2} : Direct influence of Interpersonal Communication (X₂) on Teacher Engagement (Y);
 β_{y3} : Direct influence of Organizational Culture (X₃) on Teacher Engagement (Y);
 β_{y4} : Direct influence of Job Satisfaction (X₄) on Teacher Engagement (Y);
 β_{14x} : Direct influence of Self-Efficacy (X₁) on Job Satisfaction (X₄);
 β_{24x} : Direct influence of Interpersonal Communication (X₂) on Job Satisfaction (X₄);
 β_{34x} : Direct influence of organizational culture (X₃) on job satisfaction (X₄);
 β_{14y} : Indirect influence of Self-Efficacy (X₁) on Teacher Engagement (Y) through Job Satisfaction (X₄);
 β_{24y} : Indirect influence of Interpersonal Communication (X₂) on Teacher Engagement (Y) through Job Satisfaction (X₄);
 β_{34y} : Indirect influence of Organizational Culture (X₃) on Teacher Engagement (Y) through Job Satisfaction (X₄).

Figure 1 – Research Constellation

Next, indicator analysis was carried out using the SITOREM method from Hardhienata to determine the priority order for improving indicators as a recommendation to related parties as a result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order for handling indicators resulting from expert assessments, and (3) the indicator value obtained from data calculations, obtained from the answers of research respondents.

RESULTS AND DISCUSSION

Based on the results of the analysis of statistical descriptions for research variables, symptoms of central data can be revealed as listed in the Table 1.

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the Table 2.

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the Table 3.

The overall calculation results of the regression model in this research can be seen in the summary in the Table 4.

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the Table 5.

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the Table 6.



Table 1 – Summary of Statistical Description of Research Variables

Description	Self Efficacy (X ₁)	Interpersonal Communication (X ₂)	Organization Culture (X ₃)	Job Satisfaction (X ₄)	Teacher Engagement (Y)
Mean	126.75	126.28	122.91	122.80	121.05
Standard Error	1.75046	1.25326	1.19771	1.77186	1.21728
Median	134	130	126.5	130	124
Mode	150	136	130	149	121
Stand Deviation	24.001	17.1838	16.4221	24.2945	16.6906
Sample Variance	576.049	295.284	269.687	590.223	278.575
Kurtosis	1.64903	0.85695	1.64832	0.5498	0.58266
Skewness	-1.4904	-1.0468	-1.3927	-0.7772	-0.9844
Range	101	77	81	101	70
Minimum Score	52	75	64	59	74
Maximum Score	153	152	145	160	144

Table 2 – Estimated Standard Error Normality Test

Estimate Error	n	Account	L-table		Decision
			$\alpha = 0,05$	$\alpha = 0,01$	
$y - \hat{Y}_1$	168	0.015	0.065	0.075	Normality
$y - \hat{Y}_2$	168	0.014	0.065	0.075	Normality
$y - \hat{Y}_3$	168	0.010	0.065	0.075	Normality
$y - \hat{Y}_4$	168	0.015	0.065	0.075	Normality
$X_4 - X_1$	168	0.013	0.065	0.075	Normality
$X_4 - X_2$	168	0.016	0.065	0.075	Normality
$X_4 - X_3$	168	0.014	0.065	0.075	Normality

Normal distribution requirements: $L_{count} < L_{table}$

Table 3 – Summary of Data Variance Homogeneity Test

Grouping	X^2_{count}	X^2_{table}	Decision
		$\alpha = 0,05$	
y based on X ₁	4912.17	6132.59	Homogeneity
y based on X ₂	3787.16	7288.01	Homogeneity
y based on X ₃	3823.33	7288.01	Homogeneity
y based on X ₄	4592.84	6132.59	Homogeneity
X ₄ based on X ₁	4469.28	7288.01	Homogeneity
X ₄ based on X ₂	4613.17	8451.28	Homogeneity
X ₄ based on X ₃	3710.50	6313.26	Homogeneity

Homogeneous population requirement $\chi^2_{count} < \chi^2_{table}$

Table 4 – Regression Model

Relationship Model Between Variables	Regression Models	Significance Test Results
y over x ₁	$\hat{y} = 62,423 + 0,447X_2$	Significant
y over x ₂	$\hat{y} = 72,122 + 0,382X_3$	Significant
y over x ₃	$\hat{y} = 48,717 + 0,581X_4$	Significant
y over x ₄	$\hat{y} = 58,693 + 0,533X_3$	Significant
x ₄ over x ₁	$\hat{y} = 39,508 + 0,645X_1$	Significant
x ₄ over x ₂	$\hat{y} = 39,508 + 0,645X_1$	Significant
x ₄ over x ₃	$\hat{y} = 54,744 + 0,523X_2$	Significant
y over x ₁ through x ₄	$\hat{y} = 51,45 + 0,34X_2 + 0,20X_4$	Significant
y over x ₂ through x ₄	$\hat{y} = 46,77 + 0,30X_2 + 0,26X_5$	Significant
y over x ₃ through x ₄	$\hat{y} = 34,12 + 0,37X_1 + 0,33X_4$	Significant



Table 5 – Summary of Regression Model Significance Test Results (F Test)

Relationship Model Between Variables	Sig	α	Significance Test Results
y over x1	0,000 ^b	0,005	Significant
y over x2	0,000 ^b	0,005	Significant
y over x3	0,000 ^b	0,005	Significant
y over x4	0,000 ^b	0,005	Significant
x4 over x1	0,000 ^b	0,005	Significant
x4 over x2	0,000 ^b	0,005	Significant
x4 over x3	0,000 ^b	0,005	Significant
y over x1 through x4	0,000 ^b	0,005	Significant
y over x2 through x4	0,000 ^b	0,005	Significant
y over x3 through x4	0,000 ^b	0,005	Significant
Significant Terms: Sig < α			

Table 6 – Summary of Regression Model Linearity Test Results (t-Test)

Relationship Model Between Variables	Sig	α	Significance Test Results
y over x1	0,000	0,005	Linear
y over x2	0,000	0,005	Linear
y over x3	0,000	0,005	Linear
y over x4	0,000	0,005	Linear
x4 over x1	0,000	0,005	Linear
x4 over x2	0,000	0,005	Linear
x4 over x3	0,000	0,005	Linear
y over x1 through x4	0,000	0,005	Linear
y over x2 through x4	0,000	0,005	Linear
y over x3 through x4	0,000	0,005	Linear
Linear Terms: Sig < α			

Multicollinearity testing aims to determine whether the regression model found any correlation between independent variables or independent variables. Testing uses the Spearman Test. The effect of this multicollinearity is that it causes high variability in the sample. This means that the standard error is large, as a result, when the coefficient is tested, the t-count will be a smaller value than the t-table. The overall calculation results of the multicollinearity test are as follows:

Table 7 – Summary of Multicollinearity Test

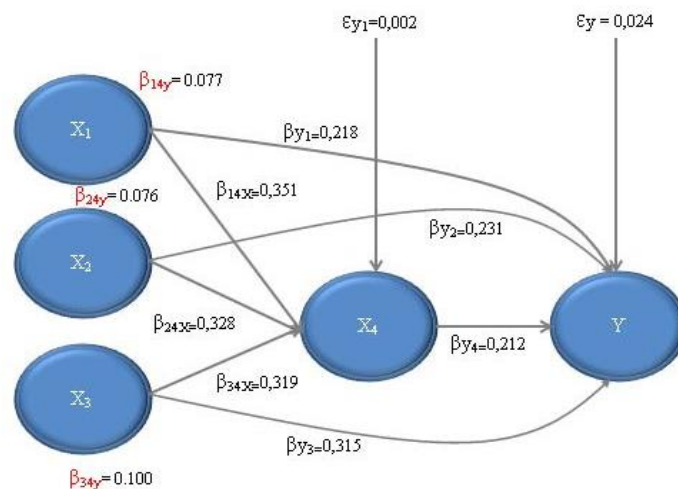
Independent Variable	Tolerance	VIF	Precondition	Conclusion
Self-Efficacy (X ₁)	0.505	4.408	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Interpersonal Communication (X ₂)	0.612	5.803	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Organization Culture (X ₃)	0.542	4.449	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Job Satisfaction (X ₄)	0.603	4.934	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity

In this research, to test whether there is heteroscedasticity using the Glejser test where if the significant value is < 0.05 then heteroscedasticity occurs, if on the contrary the significance value is ≥ 0.05 then homoscedasticity occurs. The overall calculation results of the heteroscedasticity test in this study can be seen in the summary in the following table:



Table 8 – Summary of Heteroscedasticity Test

Independent Variable	Sig.	α	Precondition	Conclusion
Self-Efficacy (X_1)	0,001	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig $\geq$ 0,05 then there is heteroscedasticity.	H_0 accepted There is no heteroscedasticity
Interpersonal Communication (X_2)	0,002	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig $\geq$ 0,05 then there is heteroscedasticity.	H_0 accepted There is no heteroscedasticity
Organization Culture (X_3)	0,001	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig $\geq$ 0,05 then there is heteroscedasticity.	H_0 accepted There is no heteroscedasticity
Job Satisfaction (X_4)	0,001	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig $\geq$ 0,05 then there is heteroscedasticity.	H_0 accepted There is no heteroscedasticity



Note: X_1 : Self Efficacy; X_2 : Interpersonal Communication; X_3 : Organization Culture; X_4 : Job Satisfaction; Y : Teacher Engagement.

Figure 2 – Research Constellation

Table 9 – Research Hypothesis

Hypothesis	Path	Statistic Test	Decision	Conclusion
Self-Efficacy (X_1) on Teacher Engagement (Y)	0.302	$H_0: \beta_{y1} \leq 0$ $H_1: \beta_{y1} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Interpersonal Communication (X_2) on Teacher Engagement (Y)	0.281	$H_0: \beta_{y2} \leq 0$ $H_1: \beta_{y2} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Organizational Culture (X_3) on Teacher Engagement (Y)	0.205	$H_0: \beta_{y3} \leq 0$ $H_1: \beta_{y3} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Job Satisfaction (X_4) on Teacher Engagement (Y)	0.210	$H_0: \beta_{y4} \leq 0$ $H_1: \beta_{y4} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Self-Efficacy (X_1) on Job Satisfaction (X_4)	0.344	$H_0: \beta_{14y} \leq 0$ $H_1: \beta_{14y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Interpersonal Communication (X_2) on Job Satisfaction (X_4)	0.328	$H_0: \beta_{24y} \leq 0$ $H_1: \beta_{24y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Organizational Culture (X_3) on Job Satisfaction (X_4)	0.327	$H_0: \beta_{34y} \leq 0$ $H_1: \beta_{34y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Self-Efficacy (X_1) on Teacher Engagement (Y) through Job Satisfaction (X_4)	0.104	$H_0: \beta_{14y} \leq 0$ $H_1: \beta_{14y} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence
Interpersonal Communication (X_2) on Teacher Engagement (Y) through Job Satisfaction (X_4)	0.092	$H_0: \beta_{24y} \leq 0$ $H_1: \beta_{24y} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence
Organizational Culture (X_3) on Teacher Engagement (Y) through Job Satisfaction (X_4)	0.067	$H_0: \beta_{34y} \leq 0$ $H_1: \beta_{34y} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence



The influence between the independent variable and the dependent variable when viewed from path analysis, then this relationship is a functional relationship where Professional Commitment (Y) is formed as a result of the functioning of Adversity Intelligence (X1), Interpersonal Communication (X2), Task Interdependence (X3) and Job Satisfaction (X4).

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The results of the indirect influence test are as follows:

Table 10 – Research Hypothesis

Indirect Influence	Z-count	Z-table	Decision	Conclusion
Self-Efficacy (X1) on Teacher Engagement (Y) through Job Satisfaction (X4)	3.560	1,966	H ₀ is rejected H ₁ is accepted	proven to mediate
Interpersonal Communication (X2) on Teacher Engagement (Y) through Job Satisfaction (X4)	4,512	1,966	H ₀ is rejected H ₁ is accepted	proven to mediate
Organizational Culture (X3) on Teacher Engagement (Y) through Job Satisfaction (X4)	3,628	1,966	H ₀ is rejected H ₁ is accepted	proven to mediate

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for reducing teacher work stress as follows:

Table 11 – SITOREM Analysis

Self Efficacy ($\beta y1 = 0,218$) (rank. III)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Emotional Cues	1 st	Magnitude (26.67%)	4.12
2	Generality	2 nd	Generality (25.07%)	4.10
3	Magnitude	3 rd	Strength (24.88%)	4.00
4	Past Performance	4 th	Past Performance (23.38%)	3.88
5	Strength	5 th	Vicarious Experience (21.38%)	3.90
6	Verbal Persuasion	6 th	Verbal Persuasion (16.25%)	3.87
7	Vicarious Experience	7 th	Emotional Cues (16.21%)	4.02
Interpersonal Communication ($\beta y2 = 0,231$) (rank. II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Be positive towards yourself and others	1 st	Openness to receiving input from others (26.67%)	4.14
2	The ability to understand other people	2 nd	Ability to understand other people (25.07%)	4.02
3	Ability to interpret every word, sentence, information, and behavior of other people.	3 rd	Providing support to others (24.88%)	4.02
4	Openness to receiving input from others,	4 th	Be positive towards yourself and others (23.38%)	3.94
5	Provide support to others	5 th	Providing views, thoughts, and ideas for organizational progress (21.38%)	3.96
6	Providing views, thoughts, and ideas for the progress of the organization	6 th	Ability to interpret every word, sentence, information, and behavior of other people. (18.28%)	3.87
Organization Culture ($\beta y3 = 0,315$) (rank. I)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Adaptation to changes.	1 st	Innovation at work (21.45%)	4.05
2	Oriented to work results	2 nd	Oriented to work results (20.24%)	4.07
3	Team oriented	3 rd	Team-oriented (19.78%)	4.11
4	Innovation at work	4 th	Empowerment of human resources in the organization (19.64%)	3.93
5	Consistent with the rules that have been set	5 th	Consistent with established rules (16.45%)	3.97
6	Empowerment of human resources in organizations	6 th	Adaptation to changes. (15.67%)	3.93



Table 11 Continue

Job Satisfaction ($\beta y_4 = 0,212$) (rank. IV)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Work relationships with friends and leaders,	1 st	Income earned (16.95%)	3.96
2	Security in carrying out tasks,	2 nd	Career advancement opportunities at work (16.36%)	4.11
3	Career advancement opportunities at work,	3 rd	Work relationships with friends and leaders (14.31%)	3.97
4	Opportunity for creativity at work.	4 th	Quality control of work by leadership (13.78%)	4.03
5	Quality control of work by the leadership,	5 th	Security in carrying out tasks (13.73%)	3.92
6	Earned income,	6 th	Opportunities for creativity at work (13.72%)	4.02
Teacher Engagement				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Strong affection for the profession and the organization	1 st	Strong affection for the profession and organization (18.48%)	4.12
2	Teachers' moral obligation to remain in their organization	2 nd	Have strong motivation to stay in their job (17.93%)	4.05
3	Lack of alternative professions	3 rd	Selfless and devoted in carrying out their duties (16.77%)	3.85
4	Has obligations in his work	4 th	Individual assessment of the cost of living if they leave their job (16.77%)	3.96
5	Has a strong motivation to stay in his job	5 th	Lack of alternative professions (15.59%)	3.94
6	Maintaining stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession	6 th	Have obligations in their work (14.78%)	3.95
7	An individual's assessment of the cost of living if he leaves his job	7 th	Maintaining stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession (14.62%)	4.02
8	Selfless and devoted in carrying out his duties	8 th	Teachers' moral obligation to remain in their organization (14.60%)	4.01
SITOREM ANALYSIS RESULT				
Priority order of indicator to be Strengthened			Indicators remain to be maintained	
1 st	Empowerment of human resources in organizations		Innovation at work	
2 nd	Consistent with the rules that have been set		Oriented to work results	
3 rd	Adaptation to changes.		Team oriented	
4 th	Be positive towards yourself and others		Openness to receiving input from other people	
5 th	Providing views, thoughts, and ideas for the progress of the organization		Ability to understand other people	
6 th	Ability to interpret every word, sentence, information, and behavior of other people.		Provide support to others	
7 th	Past Performance		Magnitude	
8 th	Vicarious Experience		Generality	
9 th	Verbal Persuasion		Strength	
10 th	Earned income		Emotional Cues	
11 th	Work relationships with friends and leaders		Opportunities for career advancement at work	
12 th	Security in carrying out tasks		Control of the quality of work by the leadership	
13 th	Selfless and devoted in carrying out his duties		Opportunity for creativity at work	
14 th	An individual's assessment of the cost of living if he leaves his job		Strong affection for the profession and the organization	
15 th	Lack of alternative professions		Have strong motivation to stay in his job	
16 th	Has obligations in his work		Maintain stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession.	
			Teachers' moral obligation to remain in their organization	



CONCLUSION

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. Increasing Teacher Engagement can be done by using variable development strategies that have a positive effect on Teacher Engagement;
2. Variables that have a positive influence on Teacher Engagement are Self-Efficacy, Interpersonal Communication, Organizational Culture, and Job Satisfaction. This was proven from the results of variable analysis using the Path Analysis method;
3. The way to increase teacher engagement is to improve indicators that are still weak and maintain good indicators for each research variable.

Based on the research conclusions above, the following implications can be drawn from this research:

1. If Teacher Engagement is to be increased, it is necessary to strengthen Self-Efficacy, Interpersonal Communication, and Organizational Culture as exogenous variables with Job Satisfaction as an intervening variable;
2. If self-efficacy is to be developed, it is necessary to improve indicators that are still weak, namely, Past Performance, Vicarious Experience, and Verbal Persuasion, as well as maintaining or developing indicators of magnitude, Generality, Strength, and Emotional Cues;
3. If Interpersonal Communication is to be developed, it is necessary to improve indicators that are still weak, namely, Behaving positively towards yourself and others, Providing views, thoughts, and suggestions for the progress of the organization, and Ability to interpret every word, sentence, information, and behavior of other people, as well as maintaining or developing indicators: Openness to receiving input from others, ability to understand others, and providing support to others;
4. If Organizational Culture is to be developed, it is necessary to improve the indicators that are still weak, namely: Empowering human resources in the organization, Consistent with the rules that have been established and adapting to changes and maintaining or developing indicators: Innovation in work, Oriented to work results and Team oriented;
5. If Job Satisfaction is to be increased, it is necessary to improve indicators that are still weak, namely Income earned, Work relationships with friends and leaders and Security in carrying out tasks, as well as maintaining or developing indicators as opportunities for career advancement at work, Quality control of work by leaders and opportunity for creativity at work.

Suggestions or recommendations that can be given to related parties are as follows:

1. School principals need to strengthen teacher engagement by strengthening self-efficacy, interpersonal communication, organizational culture, and job satisfaction. By improving: Selflessness and devotion in carrying out their duties, Individual assessment of the cost of living if they leave their job, Lack of other professional alternatives, and Having obligations in their work;
2. The Ministry of Education, Culture, Research and Technology (Kemdikbudristek) and school organizing institutions need to develop teachers in strengthening teacher engagement by providing appropriate direction to strengthen self-efficacy, interpersonal communication, organizational culture, and job satisfaction in accordance with the results of this research.

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