

Original Article

Strategies And Efforts to Improve Teacher Engagement Through Strengthening Self-Efficacy, Interpersonal Communication, Organizational Culture and Job Satisfaction

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Abstract: *In order to feel content and devoted to working for his organization, teachers must be united with it. This is known as teacher engagement. Teachers must feel that they have a place and enjoy their work and the organization's conditions, not just physically but also emotionally, rationally, and normatively. Both the madrasah institution and the teachers' performance at work will benefit from optimal teacher engagement behavior. Because they are no longer fulfilling duties, teachers may devote all of their energy and time to their work with a sense of love for their institution and their work. For them, teaching has become a service in their lives. By investigating the effects of the variables of self-efficacy, interpersonal communication, organizational support, and work satisfaction, this study seeks to identify tactics and methods for raising teacher engagement. In order to find the best ways to boost teacher engagement, this study use the SITOREM approach for indicator analysis and the route analysis method to ascertain the relationship between the variables under investigation.*

Keywords: *Teacher Engagement, Self-Efficacy, Interpersonal Communication, Organizational Culture, Job Satisfaction, SITOREM Analysis.*

I. INTRODUCTION

In order to be a professional in the twenty-first century, education must change, particularly in terms of producing high-caliber educators who can improve student accomplishment, training, equity, and knowledge. The profession of teaching necessitates the interdependence and connectivity of skills, competencies, and diverse roles as a cohesive and cooperative whole, which is sometimes referred to as engagement. This definition serves as the foundation for initiatives to add a new idea—teacher engagement—to the government's current programs and tools for measuring teacher performance.

The current state of rapid development and advancement is pushing schools to be inventive and competitive in order to meet their objectives and preserve school continuity. Professional and high-performing human resources are essential for success. to achieve the objective of a trustworthy, capable, and professional human resources company. When it comes to managing a business, human resources are a valuable asset. All educators and educational personnel who have a direct role in carrying out the organization's mission and realizing its vision are considered human resources in this context. Teachers and other education personnel must perform well through competence, dependability, creativity, and competitiveness in order to meet these corporate goals.

The performance of their jobs and the madrasah institution will both benefit from optimal involvement of teachers behavior. Since they are no longer fulfilling duties, teachers devote all of their energy and time to their work with a profound sense of love for their institution and their work. The teaching profession has evolved into a service in his life.

The researcher used a "Likert" scale, with 5 representing the highest value and 1 representing the lowest, to administer a preliminary survey questionnaire to 30 respondents in 7 PGRI Vocational Schools in Bogor Regency in order to describe teacher engagement and strengthen the background of this study (5) Strongly Agree, (4) Agree, (3) Doubtful, (2) Disagree, (1) Strongly Disagree, then the following conclusions can be drawn:

1. According to the percentage of teachers who do not think that schools have a clear plan for enhancing career routes and self-development through training and activities, 42% of instructors struggle with career development.
2. The high percentage of instructors who have not made every effort to finish their work in accordance with the goals established and to maintain the highest possible standard of work quality indicates that 43% of teachers struggle with productivity issues.
3. As evidenced by the fact that 45% of instructors struggle with ownership, it is evident that they lack a workspace that can boost employee engagement.



4. 41% of teachers struggle with loyalty, as seen by the proportion of teachers who believe their motivation to work at this school does not align with its goals and that the school is insufficient to provide their basic needs, which makes them uncomfortable in their jobs.
5. Thirty-five percent of teachers struggle with vigor, as seen by the percentage of teachers who have not attempted to check and improve the outcomes of their job or to endure the challenges they encounter at work.
6. 36% of teachers struggle with dedication, as evidenced by the proportion of teachers who feel less excited about any work they are assigned and who have not been able to work with others to finish projects.
7. The percentage of instructors who are dissatisfied and like their profession, as well as those who are absorbed in their work and cause time to fly by, indicates that 45% of teachers struggle with absorption.

The aforementioned survey results indicate that there is a need to improve teacher involvement, hence methods and approaches to do so must be identified. Research on teacher involvement is intriguing since it is essential to accomplishing educational objectives.

By enhancing independent variables that positively impact teacher engagement, the research seeks to develop strategies and methodologies for enhancing teacher engagement. These factors include job satisfaction, company culture, interpersonal communication, and self-efficacy. The best option is then suggested to relevant parties, including education offices, school organizing organizations, principals, supervisors, and teachers.

A) Teacher Engagement

The teacher's contribution will always be maximized from 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 deservingly truly care about their jobs and the organizations they work for.

From the explanation of the theories put forward by Zondo (2020), Mufarrikhah et al. (2020), Atthohiri & Wijayati (2021) Diana & Frianto (2021) Firnanda & Wijayati (2021) Alkasim & Prahara (2019) Dhumal et al. (2021) Yano et al. (2021), Agarwal & Mewafarosh (2021) Ridgely et al. (2020), Nienaber (2019), Ababneh (2021), and Pincus (2022) can synthesize that engagement is the unity of employees with 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, 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.

B) Self-Efficacy

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), Woodcock et al. (2022), Sunardi et al. (2019), Wijayanti & Supartha (2019), Myhre et al. (2020), Tanjung et al. (2020), Darmawan (2021), Zagoto (2019), Mukti & Tentama (2019), Lesmana (2019), Lestari et al. (2020), can be summarized as Self-Efficacy is an individual's belief that he is able to 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.

C) Interpersonal Communication

The process of creating and analyzing verbal and nonverbal communications between two or more individuals is known as interpersonal communication. Usually, interpersonal communication takes place between two individuals. Several persons engage in all aspects of communication, but not all of them are directly involved in many exchanges. A transactional manner of communication that is typically human and involves mutually beneficial interpersonal communication is typically used for handling relationships.

According to the explanation of the theories proposed by Julia T. Wood (2013), Richard & Turner (2008), Braithwaite & Schrodt (2014), Lane, S. D. (2016), and Julia T. Wood (2008). Mark V. Redmond, Susan J. Beebe, and Steven A. Beebe. (2020), Adler, R. B., et al., (2020), Amit Kumar Singh, (2014: 36), John M. Ivancevich, Robert Konopaske and Michael T. Matteson, (2008: p. 361), John R. Schermerhorn, et al., (2007), and Cangara (2006) can be summarized as follows: Interpersonal communication is the exchange of verbal and nonverbal messages between two or more people that has a reciprocal impact on behavior, both positively and negatively. 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.

D) Organizational Culture

Every organization has a vision, purpose, and goal that are accomplished by a program or activity that involves the business, its employees, and its leadership. This corporate culture contributes to giving leaders and members guidance on how to act and act at work.

From the explanation of the theories put forward by Robbins, S. P., & Judge, T. (2018), Schein, E. H. (2017), Denison (1995), J.L. Gibson, J.M. Ivancevich, J.M. Donnelly, Jr., R. Konopaske. (2012: 31-32), Balaji, M. S., Jiang, Y., Singh, G., & Jha, S. (2020: 1-11), Bauer, T. and Erdogan, B., (2012: 79), Jennifer M. George & Gareth R. Jones. (2012: 502-503), Joseph, O. O., & Kibera, F. (2019). Haryono, S. (2013), Zahriyah, Umi Wita. et al. (2015), Ganyang, Machmed 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 in order to shape the character of employees in their daily attitudes and behavior in carrying out their respective duties and functions in order to achieve organizational goals. The indicators of organizational culture are as follows: 1) innovation in work, 2) oriented 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.

E) Job satisfaction

To fulfill government organizations' objectives through programs and activities that align with their duties and responsibilities, which call for personnel. According to human nature, however, workers must have a job in order to earn enough money to sustain themselves. A high level of job satisfaction among employees can undoubtedly boost their individual performance.

From the explanation of the theories put forward by Kreitner, Robert and Angelo Kinicki. (2008), Adler, R. B., et al., (2020). Colquitt, J.A., Lepine, J.A. and Wesson, M.J. (2009), Spector, P.E. (2011), Hasibuan, Malayu S.P., (2009), Martoyo, Susilo (2012), Mathis, R.L. & J.H. Jackson, (2006), Badriyah, Mila, (2015), Kim, H. J., Tavitiyaman, P., & Kim, W. G. (2009: 369 – 390), Gibson, James L, John M. Ivancevich and James H. Donnelly, Jr (2016), Robbin and Judge, (2017: 249), 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.

F) SITOREM Analysis

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 (Soewarto Hardhienata, 2017).

In the context of Correlational 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".

A priority order of indicators that must be maintained and those that must be improved right away can be created by

determining the strength of the relationship between the research variables and the weight of each indicator of the independent variable that contributes the most. The average score for each indicator of every variable studied is used to calculate the analysis of research outcome values for each indicator. From the perspective of the research participants, the average score for each indication describes the real state of these indicators.

II. METHODS

By examining the degree to which self-efficacy, interpersonal communication, organizational culture, and job satisfaction are independent variables and teacher engagement is the dependent variable, this study seeks to identify methods and approaches to improve teacher engagement. The SITOREM method for indicator analysis and a survey approach with a route analysis test methodology to evaluate statistical hypotheses are the research methods utilized to identify the best ways to boost teacher engagement.

With a total of 289 instructors, the study focused on foundation permanent teachers (GTY) at PGRI Vocational High Schools (SMK) in Bogor Regency. A sample of 168 teachers was selected using the Slovin formula, which was adapted from Umar.

Teachers who participated in the study were given questionnaires to complete as research tools in order to collect data. The research indicators whose conditions will be investigated are the source of the research instrument pieces. The validity and reliability of the research instrument were assessed before it was given to respondents. The reliability test was calculated using the Cronbach's Alpha formula, and the validity test was conducted using the Pearson Product Moment approach. Following the collection of data, tests for homogeneity, normality, linearity, simple correlation, coefficient of determination, partial correlation, and statistical hypothesis testing are conducted.

Following this research, indicator analysis was conducted utilizing Hardhienata's SITOREM method to ascertain the priority order for upgrading indicators as a recommendation to associated parties. SITOREM employs three factors to determine the priority order for processing indicators, notably; (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.

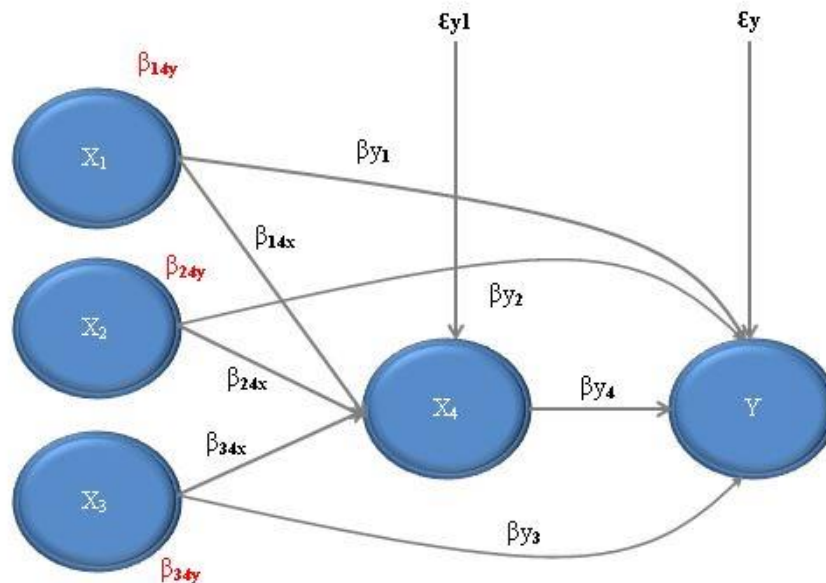


Figure 1. Research Constellation

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

- 1) β_{y1} : Direct influence of Self-Efficacy (X_1) on Teacher Engagement (Y).
- 2) β_{y2} : Direct influence of Interpersonal Communication (X_2) on Teacher Engagement (Y).
- 3) β_{y3} : Direct influence of Organizational Culture (X_3) on Teacher Engagement (Y).

- 4) β_{y_4} : Direct influence of Job Satisfaction (X_4) on Teacher Engagement (Y).
- 5) β_{14X} : Direct influence of Self-Efficacy (X_1) on Job Satisfaction (X_4).
- 6) β_{24X} : Direct influence of Interpersonal Communication (X_2) Job Satisfaction (X_4).
- 7) β_{34X} : Direct influence of organizational culture (X_3) on job satisfaction (X_4)
- 8) β_{14Y} : Indirect influence of Self-Efficacy (X_1) on Teacher Engagement (Y) through Job Satisfaction (X_4).
- 9) β_{24Y} : Indirect influence of Interpersonal Communication (X_2) on Teacher Engagement (Y) through Job Satisfaction (X_4).
- 10) β_{34Y} : Indirect influence of Organizational Culture (X_3) on Teacher Engagement (Y) through Job Satisfaction (X_4).

III. RESULT AND DISCUSSION

A) Descriptive Statistics

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

Table 1. Summary of Statistical Description of Research Variables Statistik deskriptif

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

a. Normality test

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

Table 2. Estimated Standard Error Normality Test

Estimate Error	n	L_{count}	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 : $L_{count} < L_{table}$					

b. Homogeneity Test

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

Table 3. Summary of Data Variance Homogeneity Test

Pengelompokan	X^2_{count}	X^2_{table}	Decision
		$\alpha = 0,05$	
y on the basis of X_1	4912.17	6132.59	Homogeneity
y on the basis of X_2	3787.16	7288.01	Homogeneity
y on the basis of X_3	3823.33	7288.01	Homogeneity
y on the basis of X_4	4592.84	6132.59	Homogeneity
X_4 on the basis of X_1	4469.28	7288.01	Homogeneity

Pengelompokan	X^2_{count}	X^2_{table}	Decision
		$\alpha = 0,05$	
X ₄ on the basis of X ₂	4613.17	8451.28	Homogeneity
X ₄ on the basis of X ₃	3710.50	6313.26	Homogeneity
Homogeneous population requirement $\chi^2_{\text{count}} < \chi^2_{\text{table}}$			

c. Regression Model Test

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

Table 4. Regression Model

Relationship Model Between Variables	Regression Models	Significance Test Results
y over x1	$\hat{y} = 62,423 + 0,447X_2$	Significant
y over x2	$\hat{y} = 72,122 + 0,382X_3$	Significant
y over x3	$\hat{y} = 48,717 + 0,581X_4$	Significant
y over x4	$\hat{y} = 58,693 + 0,533X_3$	Significant
x4 over x1	$\hat{y} = 39,508 + 0,645X_1$	Significant
x4 over x2	$\hat{y} = 39,508 + 0,645X_1$	Significant
x4 over x3	$\hat{y} = 54,744 + 0,523X_2$	Significant
y over x1 through x4	$\hat{y} = 51,45 + 0,34X_2 + 0,20X_4$	Significant
y over x2 through x4	$\hat{y} = 46,77 + 0,30X_2 + 0,26X_5$	Significant
y over x3 through x4	$\hat{y} = 34,12 + 0,37X_1 + 0,33X_4$	Significant

d. Regression Model Significance Test

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

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			

e. Linearity Test

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

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			

f. Multicollinearity Test

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, tcount will be a smaller value than ttable. The overall calculation results of the multicollinearity in Table 7.

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

g. Heteroscedasticity Test

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 Table 8.

Table 8. Summary of Heteroscedasticity Test

Independent Variable	Sig.	α	Prerequisite	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.	Ho 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.	Ho 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.	Ho 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.	Ho accepted There is no heteroscedasticity

h. Path Analysis Test

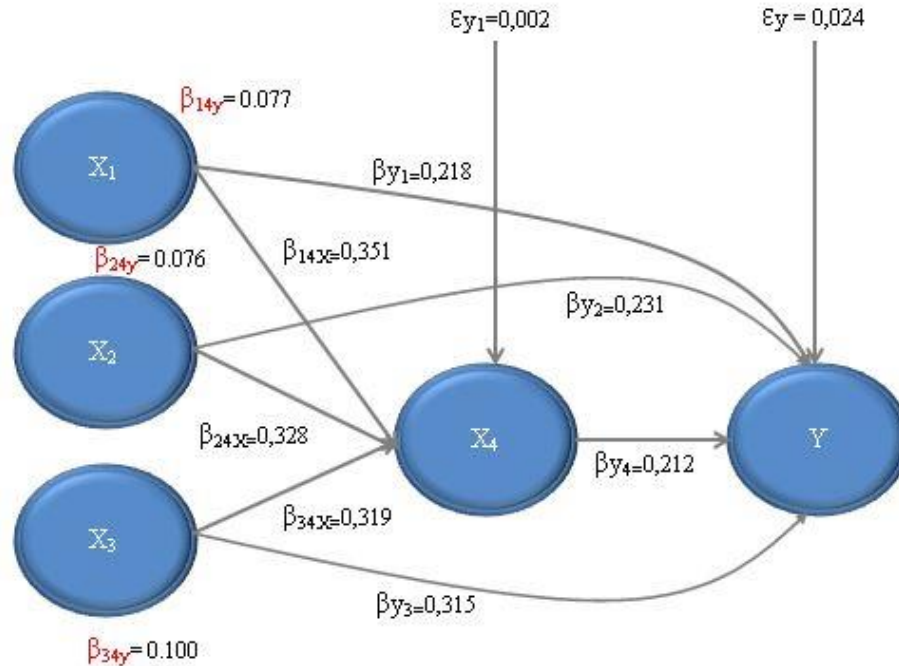


Figure 2. Research Constellation

X₁ : Self Efficacy
 X₂ : Interpersonal Communication
 X₃ : Organization Culture
 X₄ : Job Satisfaction
 Y : Teacher Engagement

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 discussion of research results can be described in Table 9.

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

i. Indirect Effect Test

The indirect effect test is used to test the effectiveness of the intervening variable, which mediates the independent and dependent variables. 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

B) Optimal Solution for Reducing Teacher Work Stress

As previously mentioned, the best way to lessen teacher work stress can be summarized as follows based on the findings of statistical hypothesis testing, indicator priority determination, and indicator value calculation.

Table 11. SITOREM Analysis

Self Efficacy ($\beta y1 = 0,218$) (rangk.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 ($\beta y2 = 0,231$) (rangk.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 others. (18.28%)	3.87
Organization Culture ($\beta y3 = 0,315$) (rangk.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
Job Satisfaction ($\beta y4 = 0,212$) (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	1.	Innovation at work	
2 nd	Consistent with the rules that have been set	2.	Oriented to work results	
3 rd	Adaptation to changes.	3.	Team oriented	
4 th	Be positive towards yourself and others	4.	Openness to receiving input from other people	
5 th	Providing views, thoughts and ideas for the progress of the organization	5.	Ability to understand other people	
6 th	Ability to interpret every word, sentence, information and behavior of others.	6.	Provide support to others.	
7 th	Past Performance	7.	Magnitude	
8 th	Vicarious Experience	8.	Generality	
9 th	Verbal Persuasion	9.	Strength	
10 th	Earned income	10.	Emotional Cues	
11 th	Work relationships with friends and leaders	11.	Opportunities for career advancement at work	
12 th	Security in carrying out tasks	12.	Control of the quality of work by the leadership	
13 th	Selfless and devoted in carrying out his duties	13.	Opportunity for creativity at work	
14 th	An individual's assessment of the cost of living if he leaves his job	14.	Strong affection for the profession and the organization	
15 th	Lack of alternative professions	15.	Have strong motivation to stay in his job	
16 th	Has obligations in his work	16.	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.	
		17.	Teachers' moral obligation to remain in their organization	

IV. CONCLUSION, IMPLICATIONS AND SUGGESTIONS

The following conclusions can be drawn from the analysis's findings, the discussion of research findings, and the tested hypotheses:

1. Using variable development strategies that positively impact teacher engagement is one way to increase teacher engagement.
2. Self-efficacy, interpersonal communication, organizational culture, and job satisfaction are factors that positively impact teacher engagement. The outcomes of variable analysis utilizing the Path Analysis approach demonstrated this.
3. Improving weak indicators and maintaining strong indicators for each research variable are the ways to raise teacher engagement.

The following inferences can be made about this study based on the above research findings:

1. Self-efficacy, interpersonal communication, and organizational culture must be strengthened as exogenous variables, with job satisfaction acting as an intervening variable if teacher engagement is to rise.
2. Magnitude, Generality, Strength, and Emotional Cues are indicators that must be maintained or improved if self-efficacy is to be created. These indicators include Past Performance, Vicarious Experience, and Verbal Persuasion.
3. In order to develop interpersonal communication, it is necessary to strengthen indicators that are currently lacking, such as acting positively toward others and yourself, offering opinions, ideas, and suggestions for the organization's advancement, and having the ability to understand every word, sentence, and piece of information.
4. In order to develop interpersonal communication, it is essential to strengthen indicators that are still lacking, such as: exhibiting positive behavior toward others and yourself; offering opinions, ideas, and suggestions for the organization's advancement; and having the ability to decipher every word, sentence, piece of information, and behavior of others. Additionally, it is necessary to maintain or develop indicators such as being receptive to feedback from others, understanding others, and offering assistance to others.
5. Improving the currently lacking indicators is essential if organizational culture is to be formed. These include: empowering the organization's people resources, Respecting the established guidelines, adjusting to changes, and preserving or creating indicators: innovative in the workplace, results-oriented, and team-oriented.
6. To improve job satisfaction, it is necessary to strengthen indicators currently lacking, such as income earned, relationships with coworkers and leaders, and security in completing tasks. Additionally, indicators such as opportunities for career advancement, leadership quality control, and creativity at work must be maintained or developed.

The following recommendations or suggestions can be made to the relevant parties:

1. School principals must improve work satisfaction, interpersonal communication, organizational culture, and self-efficacy in order to increase teacher engagement. by being more selfless and dedicated in their work, evaluating the expense of living on their own if they quit their job, having no other professional options, and having work-related responsibilities.
2. In line with the findings of this study, the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) and school organizing organizations must help teachers improve their engagement by giving them the right guidance to improve their self-efficacy, interpersonal communication, organizational culture, and job satisfaction.

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