

Optimization of Increasing 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 in carrying out their work 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 his life. The aim of this research is to find strategies and ways to increase teacher engagement by conducting research on the influence of the variables of self-efficacy, interpersonal communication, organizational support and job satisfaction. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to obtain optimal solutions to increase teacher engagement.

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



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1. INTRODUCTION

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 spurring schools to be able to compete and be innovative in order 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 in carrying out their work 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 his life.

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:

- 1) 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.
- 2) There are 43% of teachers who 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.
- 3) 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.
- 4) There are 41% of teachers who 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.
- 5) 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.
- 6) 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.
- 7) 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.

2. RESEARCH METHOD

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.

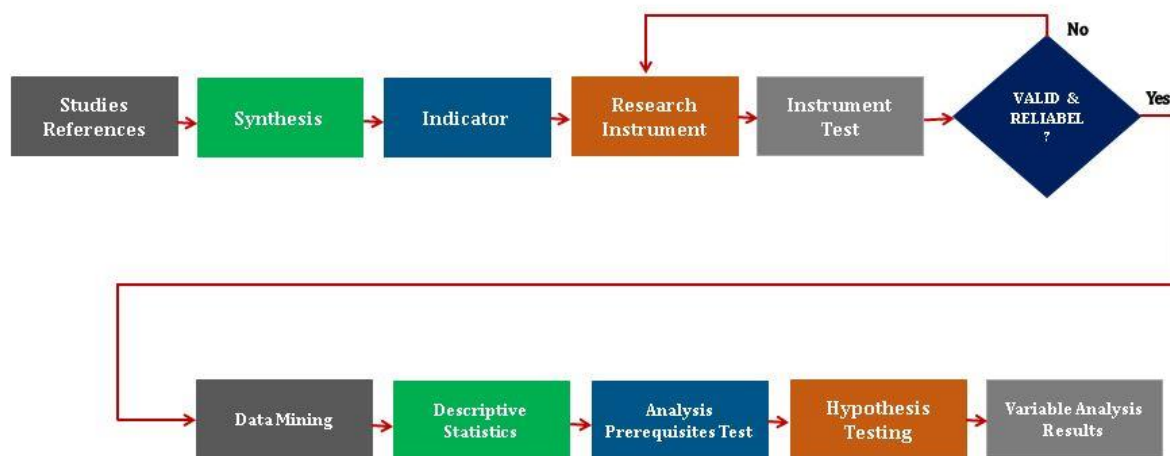


Fig 1. The Average Value of Concept Understanding Ability

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

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 the 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.

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.



X ₁ : Self Efficacy	X ₄ : Job Satisfaction
X ₂ : Interpersonal Communication	Y : Teacher Engagement
X ₃ : Organization Culture	

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).

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 the following table:

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

Description	Self Efficacy (X ₁)	Interpersonal Communication (X ₂)	Organization Culture (X ₃)	Job Satisfaction (X ₄)	Teacher Engagement (Y)
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

B. Normality Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

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 : $L_{count} < L_{table}$

C. Homogeneity Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 3. Summary of Data Variance Homogeneity Test

Grouping	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
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 $\chi^2_{count} < \chi^2_{table}$

D. Regression Model Test

The overall calculation results of the regression model in this research can be seen in the summary in the following table:

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

E. 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 the following table:

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 : $\text{Sig} < \alpha$

F. Linearity Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

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

Relationship Model Between Variables	Sig	α	Significance Test Results
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			

G. 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 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	H_0 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	H_0 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	H_0 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	H_0 accepted There is no multicollinearity

H. 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 the following table:

Table 8. Summary of Heteroscedacity Test

Independent Variable	Sig.	α	Prasyarat	Kesimpulan
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

Path Analysis Test

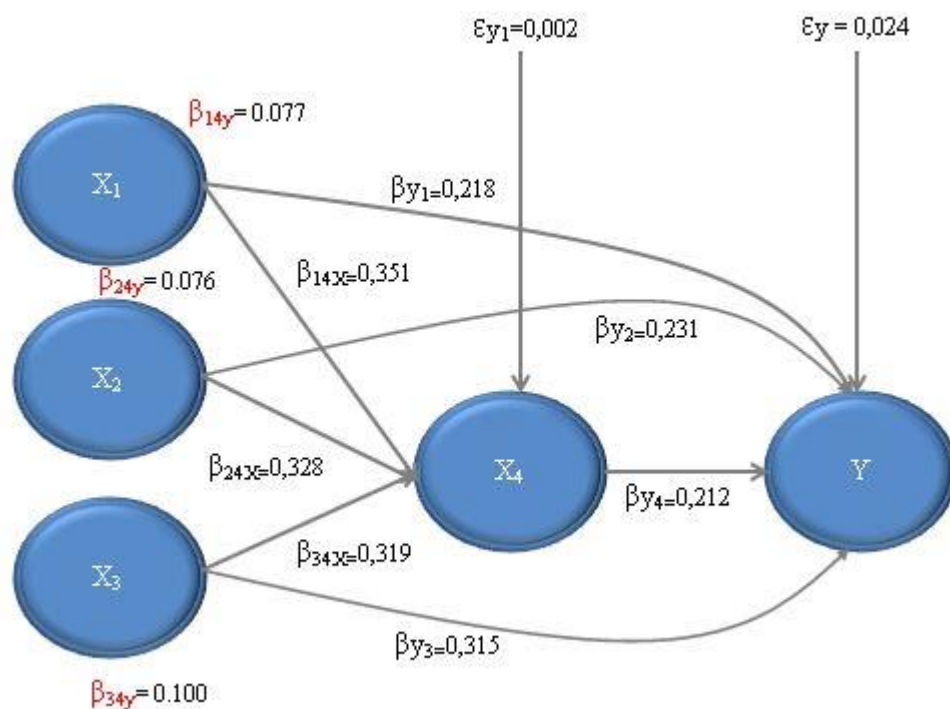


Fig. 3 Research Constellation

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

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). Discussion of research results can be described as follows:

Table 9. Research Hypothesis

Hypothesis	Path	Statistic Test	Decision	Conclusion
Self-Efficacy (X1) 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 (X2) 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 (X3) 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 (X4) 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 (X1) on Job Satisfaction (X4)	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 (X2) on Job Satisfaction (X4)	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 (X3) on Job Satisfaction (X4)	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 (X1) on Teacher Engagement (Y) through Job Satisfaction (X4)	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 (X2) on Teacher Engagement (Y) through Job Satisfaction (X4)	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 (X3) on Teacher Engagement (Y) through Job Satisfaction (X4)	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 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

J. Optimal Solution for Reducing Teacher Work Stress

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 ($\beta_1 = 0,218$) (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 ($\beta_2 = 0,231$) (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 other people. (18.28%)	3.87

Organization Culture ($\beta_3 = 0,315$) (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
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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		Indicator 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 other people.	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 |
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4. CONCLUSION

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

- a. Increasing Teacher Engagement can be done by using variable development strategies that have a positive effect on Teacher Engagement.
- b. 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.
- c. The way to increase teacher engagement is to improve indicators that are still weak and maintain good indicators for each research variable.

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