

**Increasing Engagement through Strengthening
Organizational Climate, Servant Leadership, Self-Efficacy,
and Job Satisfaction for Teachers of the Madrasah Ibtidaiyah
Foundation in West Jakarta**

Fachrurroji¹, Bibin Rubini², Sri Setyaningsih³

¹Student of the Doctoral Program of Education Management, Pakuan University
Bogor, Indonesia

^{2,3}Lecturer at Pakuan University, Bogor, Indonesia

Abstract

This study aims to produce strategies and ways to increase the Engagement of Permanent Teachers of Madrasah Ibtidaiyah in West Jakarta by strengthening the variables of Organizational Climate, Servant Leadership, and Self-Efficacy as exogenous variables and job satisfaction variables as intervening variables. Samples selected based on the Slovin formula from a population of 236 resulted in a total of 149 samples taken by stratified proportional random sampling in seven sub-districts. This study used a survey method with a path analysis approach and continued with SITOREM analysis. The results of this study can be concluded: 1). There is a direct positive influence of the organizational climate variable (x_1) on engagement (y) with a path coefficient value $\beta y_1 = 0.284$. 2). There is a direct positive influence of the servant leadership variable (x_2) on engagement (y) with the value of the path coefficient $\beta y_2 = 0.215$. 3). There is a direct positive influence of the self-efficacy variable (x_3) on engagement (y) with a path coefficient value $\beta y_3 = 0.202$. 4). There is a direct positive effect of job satisfaction (x_4) on engagement (y) with the value of the path coefficient $\beta y_4 = 0.289$. 5). There is a direct positive influence of the organizational climate variable (x_1) on job satisfaction (x_4) with the value of the path coefficient $\beta x_1 = 0.397$. 6). There is a direct positive influence of the servant leadership variable (x_2) on job satisfaction (x_4) with the value of the path coefficient $\beta x_2 = 0.306$. 7). There is a direct positive influence of the self-efficacy variable (x_3) on job satisfaction (x_4) with a path coefficient value $\beta x_3 = 0.288$. 8). There is an indirect positive influence of the organizational climate variable (x_1) on engagement (y) through job satisfaction (x_4) with a path coefficient value $\beta y_{x_1} = 0.113$. 9). There is an indirect positive influence of the servant leadership variable (x_2) on engagement (y) through job satisfaction (x_4) with a path coefficient value $\beta y_{x_2} = 0.066$. 10). There is an indirect positive influence of the self-efficacy variable (x_3) on engagement (y) through job satisfaction (x_4) with the value of the path coefficient $\beta y_{x_3} = 0.058$.

The results of the SITOREM analysis show that the indicators that are still weak and need to be improved are: 1). Supervision of superiors (Supervisor), 2). Promotion opportunities, 3). Challenging work, 4). Listening, 5). Strength, 6). Past Performance (things received), 7). Generality (mastery of the task at hand), 8). Vigor, 9). Enjoying Work (Absorption), 10). Career Development.

ISSN: 1533 - 9211

**CORRESPONDING
AUTHOR:**

Fachrurroji
ajjegani37@gmail.com

KEYWORDS:

Engagement,
Organizational Climate,
Servant Leadership, Self-
Efficacy and Job
Satisfaction

Received: 18 November 2023
Accepted: 12 December 2023
Published: 16 December 2023

TO CITE THIS ARTICLE:

Fachrurroji, Rubini, B.,
& Setyaningsih, S.
(2023). Increasing
Engagement through
Strengthening
Organizational
Climate, Servant
Leadership, Self-
Efficacy, and Job
Satisfaction for
Teachers of the
Madrasah Ibtidaiyah
Foundation in West
Jakarta. *Seybold
Report
Journal*, 18(10), 138-
161. [DOI: 10.5110/77.
1086](https://doi.org/10.5110/77.1086)

Introduction

Education is a determining factor in improving the quality of human resources. Progress in the field of education is a reflection of a country's progress. Through education, high-quality human resources can be produced. If the quality of education is good, it will produce good students too. In the Republic of Indonesia Law number 20 of 2003 concerning the National Education System article 3, it is explained that national education functions to develop abilities and shape the nation's character and civilization which is useful to educate the life of the nation, aiming to develop the potential of students to become people of faith and piety. to God Almighty, have noble morals, be healthy, capable, creative, exogenous, and become democratic and responsible citizens.

Teachers play an important role in efforts to educate the nation's life. Teachers are at the forefront of efforts to ensure that the education provided is of high quality. This is following Lubis (2022) said the success of education cannot be separated from the teacher's personality. In this context, teacher performance is an important thing to pay attention to to ensure that the educational process produces quality and well-behaved student output.

Theoretically, several organizational factors are predicted to be able to contribute to achieving higher performance, such as creating organizational commitment for employees through employee engagement or making employees attached to the organization, and creating good training programs to support the achievement of organizational goals. To improve the quality of education so that graduates can be produced following the demands of the law, education drivers are needed, especially teachers who have high competence, have job satisfaction with education, and have good performance. A good teacher is expected to have good competencies in education, including professional, pedagogical, social, and personality competencies.

Saks et al (2022) state that engagement can direct both individual performance outputs (for example the quality of a person's work and work experience) and organizational outputs such as the quality of a person's work and work experience, as well as organizational outcomes, including organizational growth and productivity. Employees who are actively involved in their organization tend to exceed organizational expectations, increase productivity, and have a high commitment to the organization (Noviardy & Aliya, 2020).

Likewise with school organizations, teacher engagement, apart from being an important factor in school organizations as mentioned above, teacher engagement also has a very important role in initiating changes that the school wants to carry out. Changes in school organization are very important given the demands of the times which are always moving dynamically, continuously, and competitively. School organizations are always faced with new problems and challenges that must be overcome. Optimal teacher engagement behavior has 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.

Teachers are the main factor and element that determines a student's success or failure in learning at the level of education he or she is attending. The teacher is the central role model in the teaching and learning process activities in the classroom so his duties and role greatly determine the level of success in students' learning. According to Law No. 14 of 2005 concerning teachers and lecturers, an educator certificate is formal proof of recognition given to teachers and lecturers as professionals and these teachers are given professional allowances by the government. Teachers who have received professional allowances certainly have better commitment than teachers who do not yet have an educator certificate following the provisions of Law No. 14 of 2005 concerning teachers and lecturers. This indicates that teachers who already have an educational certificate have better work commitment, dedication, and high enthusiasm in carrying out their obligations. According to research by Top Coach Indonesia, Research on Employee Engagement (part 1) published on June 18, 2021, states: 1). That 7 out of 10 employees have no sense of attachment to the

company. 2). Employees who have low engagement are 4 times more likely to quit their jobs than those who have high engagement.

Based on data and facts obtained through a preliminary survey conducted from 01 to 30 July 2022, using a questionnaire on 30 permanent madrasa teachers in the Municipality of West Jakarta, DKI Jakarta consisting of teachers from MI Al Falah, MI Da'il Khairaat, MI Assaudiyah, MI Miftahus Salam and MI Nurul Iman. Based on the results of the preliminary survey, it was found that the ownership of permanent teachers at Madrasah Ibtidaiyah in the Municipality of West Jakarta is still relatively low (52%). Ownership is one of the lowest indicators of engagement, this can be seen from the number of teachers who feel that they do not have a place of work that can increase work engagement. From the data above, in general, there are 42% of permanent teachers at madrasah ibtidaiyah have problems with engagement. Meanwhile, 58% of permanent teachers at Madrasah Ibtidaiyah can be said to have good engagement. Thus, it can be said that Madrasah Ibtidaiyah teachers in West Jakarta Municipality still need to be improved regarding Engagement.

Research by Suhendra et al (2021) used a correlational method on private junior high school teachers in Bogor City, proving that there is a positive relationship between teacher engagement and servant leadership, achievement motivation, and knowledge management. Research by Miawati et al. (2020), where researchers through an exploratory study at a multinational company in Jakarta, the results of this research illustrate that there is a gap between the engagement implementation program carried out by the company and the conditions felt by workers. Therefore, efforts need to be made to increase the effectiveness of implementing engagement, so that increasing engagement will bring growth to the company.

Wahyuingsih et al.'s research (2020) using a survey method with a correlation approach concluded that this research found efforts to increase teacher engagement in the Palembang City Akbid through personality development, self-efficacy, and job satisfaction. Research by Woodcock et al (2022) in the Teaching and Teacher Education Journal on Teacher Self-Efficacy and Inclusive Education Practices: Rethinking Teacher Engagement with Inclusive Practices stated that they examined the relationship between primary school teacher self-efficacy and inclusive education practices in New South Wales, Australia. Thematic analysis was used to examine and investigate qualitative data. Findings revealed that while teachers with high and low efficacy had similar conceptual understandings of inclusive education, their teaching practices differed. Telling teachers what inclusive education is may have only a limited impact on teachers' actual inclusive education practices. More support on how teachers can apply inclusive education concepts into practice may be needed so that their confidence in their ability to teach inclusively is fostered and supported.

These studies illustrate that engagement issues are currently a concern for researchers. Teacher engagement is a very important factor because the engagement carried out by teachers will determine teacher morale, teacher productivity, and the quality of education in the place where teachers teach and these activities can be assumed to be devotion because they are carried out with sincerity and love.

Literature Review

1. Engagement (Y)

The contribution of employees in every organization will always be maximized by each employee to achieve success. Every employee also needs to find their goals and job satisfaction in the organization. As a positive attitude that employees have towards the organization where they work, employee 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. Employees will be emotionally committed and committed to their organization to achieve organizational goals and values, and are motivated to contribute to the organization's success. This emotional commitment means employees truly care about their work and the organization they work for.

Zondo (2020) that engagement is the level of commitment and engagement that employees have

toward the organization and its values. With indicators; 1) perceived social support, namely a belief that an individual has that there is a source of support available when they need support in certain situations, 2) job characteristics, namely work conditions that can determine a person's suitability for a particular field of work which consists of a variety of skills required, procedures and clarity of tasks, level of importance, authority and responsibility as well as feedback from the tasks carried out, 3) value congruence, namely harmony between company values and employees' values, and 4) internal communication, namely communication that occurs within the organization. Mufarrikhah et al. (2020) define engagement as an attitude that depicts an individual being fully involved in their work, both emotionally and physically by showing enthusiastic, dedicated, and appreciative behavior in carrying out their work. The factors that cause engagement vary and are generally divided into two factors, namely internal and external. External factors that are considered to contribute are organizational citizenship behavior, organizational culture, and social support. Meanwhile, the internal factors are self-efficacy and self-esteem. Atthohiri and Wijayati (2021) stated that feelings of involvement include feelings of connectedness, commitment, loyalty, a sense of belonging to the company, a desire to contribute to the company, and a sense of pride in work and the company. This is measured through three factors: 1) enthusiasm, 2) dedication to work, and 3) level of involvement while working. These three aspects are considered a positive outlook on life and attitudes towards work relationships. As a result, employees who have high levels of engagement tend to experience positive feelings and satisfaction.

From the explanation of the theories above, it can be synthesized that engagement is an employee's unity with the organization where he works, where the employee feels that he belongs to the organization and enjoys the conditions of the organization and his work, not only physically but also rationally, emotionally and normatively so that the employee feels satisfied and loyal. work in the organization. The Engagement indicators are as follows; 1) career development, namely career development in the workplace, 2) concern for productivity, namely attention to high productivity that 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 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.

2. Organizational Climate (X_1)

Organizational climate is a person's perception of the quality of the organization's internal environment. This internal environment is relatively perceived by members of the organization and will then influence the behavior of these members. A good organizational climate will be created if the parties involved in the organization synergize with each other and work according to their respective main tasks and functions. If members of an organization have a good perception of the quality of the (internal) environment where they work, responsibility, loyalty, and seriousness in work will grow within the members of the organization. The sincerity in work shown by an individual will grow the individual's engagement with the organization. The better the organizational climate and conditions, the better a person's attachment to the organization. Therefore, it is reasonable to suspect that there is a relationship between organizational climate and a

person's engagement with the organization.

Scandura (2019) explains that organizational climate is the level of agreement in perceptions about the organization and the work environment among employees. With indicator A. Affective Aspect: 1). Participation, 2). Warmth, 3). Social rewards, and 4). Cooperation. B. Cognitive Aspect: 1). Growth, 2). Innovation, and 3). Intrinsic rewards. C. Instrumental Aspect: 1). Hierarchy, 2). Structure, 3). Extrinsic rewards and 4). Achievement (Scandura, 2019). Saleem et al (2021) stated that organizational climate is defined as a pattern of roles, attributes, attitudes, and feelings that describe life within the organization. This consists of several dimensions, namely: 1) Salary, which reflects the amount of wages provided by the organization to create a good organizational climate. 2) Career advancement, which includes career development for individuals who achieve organizational goals. 3) Reward satisfaction, refers to the emotional state of individuals in achieving their achievements from the organization. 4) Policies, namely decisions made by the company to create a conducive organizational climate. 5) Agreement, which is a form of agreement accepted by superiors and subordinates in the organization to run the organization optimally.

From the explanation of the theories above, it can be synthesized that Organizational Climate is the condition and atmosphere of the organizational environment that is perceived by members of the organization so that it influences employee work attitudes and behavior. The organizational climate indicators are: 1) Individual autonomy, refers to the freedom one has at work to unleash all one's potential, ideas, and creativity to work optimally without any psychological fear of punishment. 2) Participation, refers to employee participation in the process of setting goals and making decisions in the organization. 3). Challenging work refers to conditions where there are new and challenging work activities. 4) Leadership support, refers to Leadership patterns in managing and treating employees. 5) Communication, refers to the communication style between co-workers and superiors. 6) Management Policy, refers to systems and rules that make organizational governance comfortable for employees. 7) Integration, refers to the existence of trust and mutual coordination with both superiors and fellow teachers.

3. Servant Leadership (X_2)

In an organization, there must be a leader. Usually, a leader has their way of leading, and the Serving leadership style is one of them. Servant leadership, or servant leadership in English, is a leadership approach where the leader places service to others as the main priority. A leader who adheres to this approach focuses on helping, supporting, and meeting the needs of his or her team members or organization before thinking about their interests. Servant leadership often involves characteristics and principles such as empathy, listening well, providing support, motivating, and encouraging the personal and professional development of its team members. Leaders who embrace this approach strive to create an environment that supports the growth and well-being of individuals within the organization so that they can achieve their best potential. Service leadership typically contributes to the formation of an organizational culture that is inclusive, collaborative, and improvement-oriented. This approach was first described by Greenleaf in 1970 and has since become an important model in leadership theory and management practice.

Tran and Truong (2021) state that in servant leadership, leading others means providing direction and guidance, while serving means giving time, attention, and care to others. This can be described in seven dimensions, namely 1) Empowerment, 2) standing back, 3) forgiveness, 4) humility, 5) integrity, 6) accountability, and 7) courage. Wong (2019) explains that servant leadership is a leader who seeks to serve and support the growth of team members. It has ten dimensions: 1) listening, 2) empathy, 3) healing, 4) awareness, 5) persuasion, 6) conceptualization, 7) foresight, 8) stewardship, 9) growing people, and 10) building community.

From the explanation of the theories above, it can be synthesized that Servant Leadership is leader behavior that is based on the heart (sympathy, empathy) and responsibility to provide service, be a good listener,

direct and harmonize the team, build a mutually loving team, nurturing and hone. With indicators of servant leadership, namely: 1. humility, 2. compassion, 3. courage, 4. listening.

4. Self-Efficacy (X_3)

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 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. Setyaningsih and Sunaryo (2021) explain that self-efficacy is a person's belief in their ability to complete their tasks successfully. By dimensions; 1) confidence level, 2) generality, and 3) strength of faith.

Woodcock et al. (2022) define self-efficacy as an individual's belief in his ability to organize and carry out the steps necessary to achieve certain achievements. This can be broken down into the following dimensions: 1) Philosophical understanding of inclusive education: This includes teachers' ability to understand the philosophical aspects of the inclusive nature of their classrooms, such as creating classrooms that are fun, safe, and engaging for all students. 2) Broadly inclusive educational practices: Related to teachers' broad strategies for including and accommodating students in their classrooms, such as ensuring that all students can participate in the learning process. 3) Specific inclusive education practices: These include more specific teacher strategies that explain how students are involved and accommodated in their classrooms, such as adapting questions to suit individual needs.

Sunardi et al (2019) explain that self-efficacy is an individual's belief in his or her potential in facing certain challenges or tasks. There are four dimensions used to measure self-efficacy: 1) experience, 2) work behavior, 3) encouragement, and 4) work enthusiasm. Wijayanti and supartha (2019) state that self-efficacy is an individual's belief in their ability to complete a given task. This includes three main aspects, namely 1) the ability to think creatively, 2) active involvement in completing tasks, and 3) achieving results with an adequate level of job satisfaction. Darmawan (2019) defines self-efficacy as the result of actions chosen by an individual that influence the way individuals carry out their current tasks, and can influence the achievement of tasks in the future. The indicators used in this research include (1) level or magnitude; (2) generality; and (3) strength.

From the explanation of the theories above, it can be summarized that 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, 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.

5. Job Satisfaction (X_4)

In general, organizations want their employees to feel happy in the work environment. So that employees are comfortable, loyal, and do not leave the organization. From the employee's perspective, it can be assumed that this feeling of happiness has a quite good impact. Job satisfaction is a form of attitude of feeling satisfied and happy with one's current job. This feeling of satisfaction is obtained because the company can meet employee needs well, such as achieving work goals, dynamics of the work environment, and other aspects that support employees at work. This feeling of satisfaction with work

can be reflected through several changes in attitudes such as high levels of morale, discipline, motivation, productivity, achievement, and work performance.

Job satisfaction is a person's level of pleasure obtained through evaluating work or experience while working. Job satisfaction is also identified with a pleasant emotional attitude and love of work. Job satisfaction is a reflection of what we think and feel about the work we have done. For members of an organization, a sense of happiness will be achieved if work carried out seriously and with high responsibility has an impact on achieving organizational goals. Job satisfaction will be created if individuals receive good work results, treatment, placement, and working atmosphere. In other words, job satisfaction will be achieved if individuals feel their needs are met through their work. Individuals can achieve true job satisfaction when what they do has a direct impact on improving the organization. This can only be done if organizational members have a strong attachment to their organization. Therefore, it is reasonable to suspect that there is a relationship between job satisfaction and engagement. Setyaningsih and Sunaryo (2021) define job satisfaction as an individual's emotional condition that arises from their assessment of their work and their experiences at work. With dimensions 1) Salary. 2. Promotion. 3. Management supervision. 4. Job itself. 5. Relationship with co-workers. Nugroho et al (2020) stated that job satisfaction is one of the factors that can influence performance, and its relationship has a moderate level of correlation with performance. This can be seen from several indicator factors, 1) salary, 2) promotion opportunities, 3) interactions with co-workers, 4) relationships with superiors, and 5) characteristics of the job itself.

From the explanation of the theories above, it can be synthesized that Job Satisfaction is an individual's attitude or emotional response (feelings) towards various aspects of work based on the results of a comparison between reality and expectations. With indicators of job satisfaction, namely; 1) Financial rewards (salary, wages, honorarium), which are related to the salary, wages, or honorarium received. 2) Job conditions, which include the skills required to carry out specific tasks. 3) Promotion opportunities, which involve opportunities to develop your career while working. 4) Supervision by superiors, namely the level of supervision and guidance provided by superiors regarding work. 5) Relationships with coworkers, which include interactions with coworkers and superiors in the work environment. The higher the indicators are met according to expectations, the higher the job satisfaction.

RESEARCH METHODS

The research was carried out at West Jakarta Private Madrasah, in 2022, according to data from the Madrasah Education section of the West Jakarta City Ministry of Religion, there were 113 private Madrasah Ibtidaiyah with a total of 236 permanent teachers certified in madrasah ibtidaiyah spread across 7 sub-districts.

This research uses a quantitative research approach with a survey method to test and reveal the strength of the causal relationship between variables based on observations of the consequences that occur, by separating the direct and indirect influence of a causal variable (exogenous variable) on the effect variable (endogenous variable). Quantitative research is used to obtain data that occurred in the past or present, related to beliefs, characteristics, opinions, behavior, variable relationships, and testing hypotheses on sociological and psychological variables from samples taken from certain populations. Data collection techniques are carried out through observation (interviews or questionnaires), where research results tend to be generalized (Sugiyono, 2019).

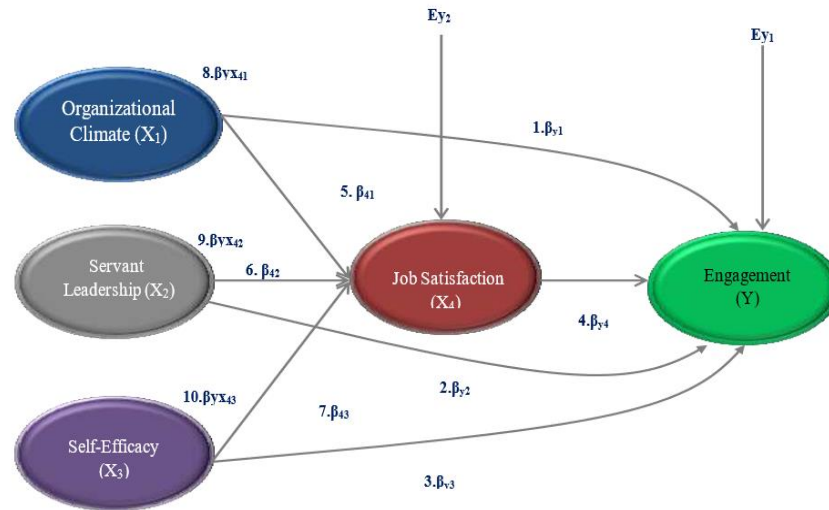


Figure 1. Research Desain

The endogenous/endogenous variable in this research is Engagement (Y), while the exogenous variables are Organizational Climate (X_1), Servant Leadership (X_2), Self-Efficacy (X_3), and Job Satisfaction (X_4) as intervening variables. According to Sugiyono (2019), exogenous variables are stimulus, predictor, and antecedent variables, which influence or cause the change or emergence of the endogenous variable. The endogenous variable is the output, criterion, or consequent variable, which is influenced or becomes a consequence due to the existence of the exogenous variable. An intervening variable is an intervening variable that theoretically influences the relationship between the exogenous variable and the endogenous variable into a relationship that is indirect and cannot be observed and measured. Based on data from the Madrasah Education Section of the West Jakarta Ministry of Religion Office in 2022, it was found that the population of this study was 236 certified permanent Madrasah Ibtidaiyah teachers.

The determined population is permanent foundation teachers who have been certified educators at Madrasah Ibtidaiyah West Jakarta City, with a total population of 236 teachers. The sample was determined using stratified proportional random sampling based on the distribution of the population (Permanent Foundation Teachers who have been certified educators) in each District of the Municipality of West Jakarta and the determination of representative madrasahs per sub-district. The number of samples to be taken in this research was carried out using the Slovin method formula (Setyaningsih, 2021), with a calculation result of 149 respondents.

This research used a combination research method between Quantitative Research and SITOREM Analysis. The flow of this combined research methodology uses a quantitative research flow which is analyzed using SITOREM analysis. As revealed by Hardhienata (2017), for operations research in education management, we need to add the scientific identification theory mentioned above with a statistical model and steps to obtain an optimal solution. Identification theory mentioned above with statistical models and steps to get the optimal solution).

RESEARCH RESULT

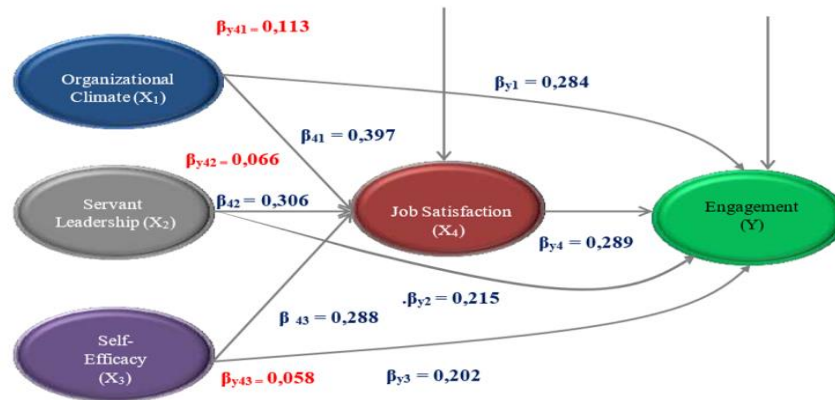


Figure 2. Research Result

1) Statistical Mathematical Model

Based on the constellation of influences between variables, a statistical mathematical model is produced as follows:

a. Substructural Equations 1

$$\hat{y} = \beta y_1 + \beta y_2 + \beta y_3 + \beta y_4 + \varepsilon_{y1}$$

$$\hat{y} = 0,284x_1 + 0,215x_2 + 0,202x_3 + 0,289x_4 + \varepsilon_{y1}$$

b. Substructural Equations 2

$$\hat{y} = \beta y_1 + \beta y_2 + \beta y_3 + \varepsilon_{y2}$$

$$\hat{y} = 0,397y_1 + 0,306y_2 + 0,288y_3 + \varepsilon_{y2}$$

2) Test the significance of the indirect effect

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the exogenous variable and the endogenous variable. The magnitude of the influence of the intervening variables is determined by the following analysis:

a) Test the indirect effect of the Organizational Climate variable (X1) on the Engagement variable (Y) through the Job Satisfaction variable (X4)

CALCULATION OF THE MEDIATION EFFECT CAN BE DONE USING THE SOBEL TEST USING THE COEFFICIENTS FROM THE REGRESSION EQUATION CONTAINED IN THE TABLE BELOW:

TABLE 1. REGRESSION OF THE ORGANIZATIONAL CLIMATE VARIABLE (X1) ON THE JOB SATISFACTION VARIABLE (X4)

Variable Endogenous	Variable Exogenous	Regression Coefficients (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Job Satisfaction (X4)	Organizational Climate (X1)	0,871	0,047	18.605	0.000

DATA SOURCE: PROCESSED, 2023

Table 2. Regression of the Organizational Climate variable (X1) on the Engagement variable (Y) through Job Satisfaction (X4)

Variable Endogenous	Variable Exogenous	Regression Coefficients (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Engagement (Y)	Organizational Climate (X ₁)	0.365	0.071	5.160	0.000
	Job Satisfaction (X ₄)	0.542	0.063	8.538	0.000

DATA SOURCE: PROCESSED, 2023

Based on the calculation of the regression coefficients, $a = 0.871$ and $b = 0.365$ are obtained, with $SEa = 0.047$ and $SEb = 0.071$. The image of the indirect influence of Organizational Climate (X1) on Engagement (Y) through Job Satisfaction (X4), is presented as follows:

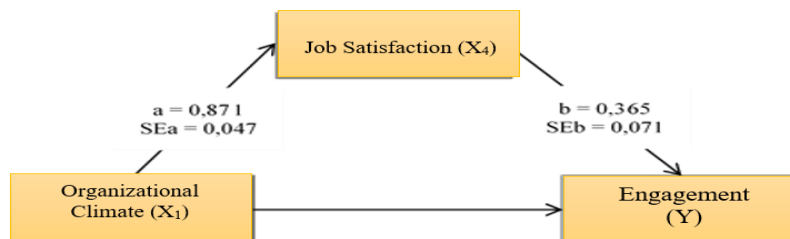


FIGURE 3. DIAGRAM OF THE INDIRECT INFLUENCE OF ORGANIZATIONAL CLIMATE (X1)

The magnitude of the mediation effect can be calculated using the Sobel Test Calculator for the Significance of Mediation tool, based on the coefficient values of the regression equation. The calculations are as in the picture below:

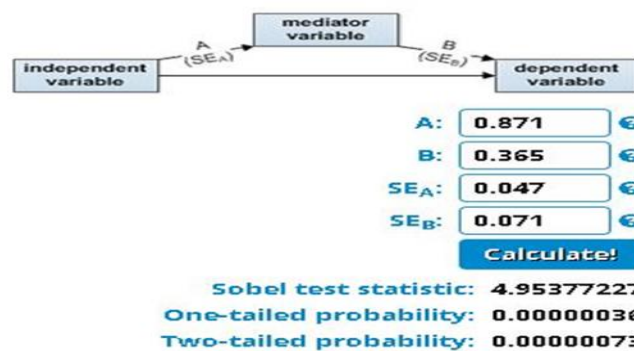


FIGURE 4. SOBEL TEST OF ORGANIZATIONAL CLIMATE (X1) ON ENGAGEMENT (Y)

The obtained Z-count value ($4.954 > Z$ -table value (1.96)), with a significance level of $\alpha = 5\%$. If we look at the probability value (significance) of the t-statistical test for the Organizational Climate variable (sig), it is $0.00 < \alpha = 0.05$. So H_0 is rejected and H_1 is accepted, this shows that Job Satisfaction (X4) can mediate Organizational Climate (X1) on Engagement (Y).

TABLE 3. SOBEL TEST RESULTS OF ORGANIZATIONAL CLIMATE (X1) ON ENGAGEMENT (Y) THROUGH JOB SATISFACTION (X4)

Indirect	Z _{-count}	Z _{-table}	Decision	Conclusion
Organizational Climate (X ₁) on Engagement (Y) through Job Satisfaction (X ₄)	4,954	1,966	H0 is rejected. H1 is accepted	There is a significant positive indirect effect of Organizational Climate (X ₁) on Engagement (Y) through Job Satisfaction (X ₄)

DATA SOURCE: PROCESSED, 2023

b) Test the indirect effect of the Servant Leadership variable (X2) on the Engagement variable (Y) through the Job Satisfaction variable (X4)

Calculation of the mediation effect can be done using the Sobel test, the coefficients from the regression equation contained in the table below:

TABLE 4. REGRESSION OF THE SERVANT LEADERSHIP VARIABLE (X2) ON THE ENGAGEMENT VARIABLE (Y)

Variable Endogenous	Variable Exogenous	Regression Coefficients (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Job Satisfaction (X ₄)	Servant Leadership (X ₂)	0,638	0,037	17,121	0.000

DATA SOURCE: PROCESSED, 2023

TABLE 5. REGRESSION OF THE SERVANT LEADERSHIP VARIABLE (X2) ON THE ENGAGEMENT VARIABLE (Y) THROUGH THE JOB SATISFACTION VARIABLE (X4)

Variable Endogenous	Variable Exogenous	Regression Coefficients (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Engagement (Y)	Servant Leadership (X ₂)	0.237	0.051	4.629	0.000
	Job Satisfaction (X ₄)	0.585	0.061	9.586	0.000

DATA SOURCE: PROCESSED, 2023

Based on the calculation of the regression coefficients, $a = 0.638$ and $b = 0.237$ are obtained, with $SEa = 0.037$ and $SEb = 0.051$. The image of the indirect influence of Servant Leadership (X2) on Engagement (Y) through Job Satisfaction (X4), is presented as follows:

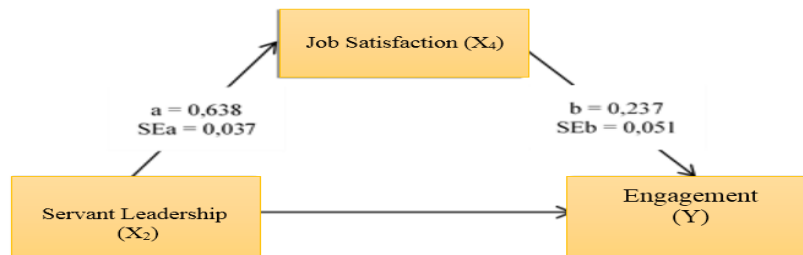


FIGURE 5. DIAGRAM OF THE INDIRECT INFLUENCE OF SERVANT LEADERSHIP (X2) ON ENGAGEMENT (Y) THROUGH JOB SATISFACTION (X4)

The magnitude of the mediation effect can be calculated using the Sobel test using the Sobel Test Calculator for the Significance of Mediation tool, based on the coefficient values of the regression equation. The calculations are as in the picture below: Obtained Z-count value (4.487) > Z-table value (1.96), with a significance level of $\alpha = 5\%$. If you look at the probability value (significance) of the t-statistical test for the Servant Leadership (sig) variable, it is $0.00 < \alpha = 0.05$. So H_0 is rejected and H_1 is accepted, this shows that Job Satisfaction (X4) can mediate Servant Leadership (X2) on Engagement (Y).

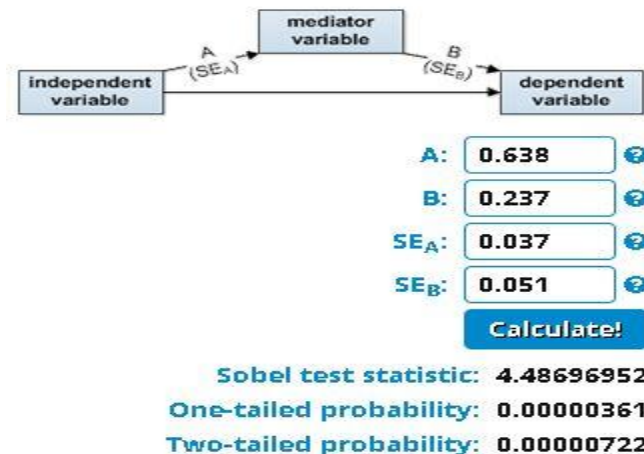


FIGURE 6. SOBEL TEST OF SERVANT LEADERSHIP (X2) ON ENGAGEMENT (Y) THROUGH JOB SATISFACTION (X4)

TABLE 6. SOBEL TEST RESULTS OF SERVANT LEADERSHIP (X2) ON ENGAGEMENT (Y) THROUGH JOB SATISFACTION (X4)

Indirect Effect	Z _{-count}	Z _{-table}	Decision	Conclusion
-----------------	---------------------	---------------------	----------	------------

Servant Leadership (X2) to Engagement (Y) through Job Satisfaction (X4)	4,487	1,966	H0 is rejected. H1 is accepted	There is a positive influence and significant indirect effect from Servant Leadership (X2) on Engagement (Y) through Job Satisfaction (X4)
---	-------	-------	--------------------------------	--

DATA SOURCE: PROCESSED, 2023

c) Test the indirect effect of the Self-Efficacy variable (X3) on the Engagement variable (Y) through the Job Satisfaction variable (X4)

Calculation of the mediation effect can be done using the Sobel test, the coefficients from the regression equation contained in the table below:

TABLE 7. REGRESSION OF THE SELF-EFFICACY VARIABLE (X3) ON THE JOB SATISFACTION VARIABLE (X4)

Variable Endogenous	Variable Exogenous	Regression Coefficients (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Job Satisfaction (X4)	Self-Efficacy (X3)	0,852	0,045	18,956	0.000

DATA SOURCE: PROCESSED, 2023

TABLE 8. REGRESSION OF THE SELF-EFFICACY VARIABLE (X3) ON THE ENGAGEMENT VARIABLE (Y) THROUGH THE JOB SATISFACTION VARIABLE (X4)

Variable Endogenous	Variable Exogenous	Regression Coefficients (Unstandardized Coefficients)		t	Sig.
		B	Std.Error		
Engagement (Y)	Self-Efficacy (X3)	0.365	0.070	5.232	0.000
	Job Satisfaction (X4)	0.532	0.064	8.253	0.000

DATA SOURCE: PROCESSED, 2023

Based on the calculation of the regression coefficients, it is obtained that $a = 0.852$ and $b = 0.365$, with $SEa = 0.064$ and $SEb = 0.070$. The image of the indirect influence of Self-Efficacy (X3) on Engagement (Y) through Job Satisfaction (X4), is presented as follows:

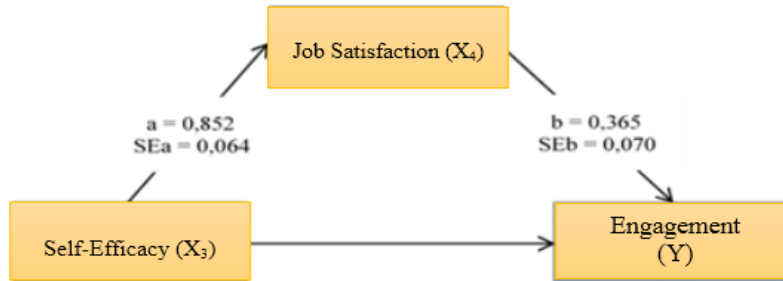


Figure 7. Diagram of the indirect influence of Self-Efficacy (X3) on Engagement (Y) through Job Satisfaction (X4)

The magnitude of the mediation effect can be calculated using the Sobel test using the Sobel Test Calculator for the Significance of Mediation tool, based on the coefficient values of the regression equation. The calculations are as in the picture below:

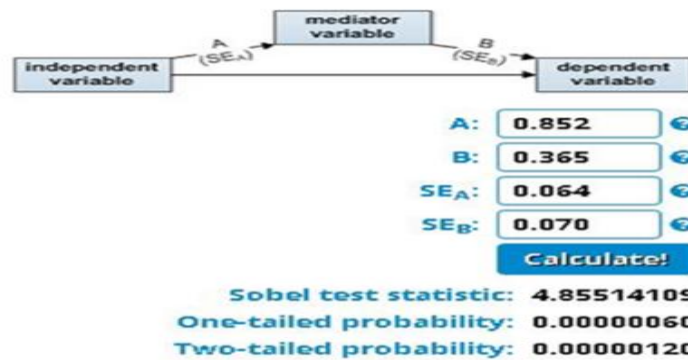


Figure 8 Sobel Test of Self-Efficacy (X3) on Engagement (Y)

The obtained Z-count value (4.855) > Z-table value (1.96), with a significance level of $\alpha = 5\%$. And if you look at the probability value (significance) of the t-statistical test for the Self-Efficacy (sig) variable, it is $0.00 < \alpha = 0.05$. So H0 is rejected and H1 is accepted, this shows that Job Satisfaction (X4) can mediate Self-Efficacy (X3) on Engagement (Y).

TABLE 9. SOBEL TEST RESULTS OF SELF-EFFICACY (X3) ON ENGAGEMENT (Y) THROUGH JOB SATISFACTION (X4)

Indirect Effect	Z _{count}	Z _{table}	Decision	Conclusion
Self-Efficacy (X3) to Engagement (Y) through Job Satisfaction (X4)	4,855	1,966	H0 is rejected. H1 is accepted	There is a positive influence and significant indirect effect of Self-Efficacy (X3) on Engagement (Y) through Job Satisfaction (X4)

DATA SOURCE: PROCESSED, 2023

TABLE 10 SUMMARY OF INDIRECT EFFECTS TESTS (SOBEL TEST)

No.	Indirect Effect	Z _{-count}	Z _{-table}	Decision	Conclusion
1.	Organizational Climate (X1) on Engagement (Y) Through Job Satisfaction (X4)	4,954	1,966	H0 is rejected	proven to mediate
2.	Servant Leadership (X2) to Engagement (Y) Through Job Satisfaction (X4)	4,487	1,966	H1 is accepted	proven to mediate
3.	Self-Efficacy (X3) on Engagement (Y) Through Job Satisfaction (X4)	4,855	1,966	H0 is rejected	proven to mediate

DATA SOURCE: PROCESSED, 2023

Hypothesis Testing

After the structural model analysis has been carried out, the calculation results obtained are used to test the hypothesis to determine the direct and indirect effects between variables. The proposed hypothesis is concluded by calculating the path coefficient value and significance for each path studied. The results of the decisions regarding all proposed hypotheses can be explained as follows:

1) Direct positive influence of Organizational Climate (X1) on Engagement (Y)

From the calculation results, the path coefficient value (β_{y1}) = 0.284, with t-count = 5.023, while t-table at the real level $\alpha = 0.05$, t-table = 1.655, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the Organizational Climate variable (X1) on Engagement (Y), meaning that the stronger Organizational Climate (X1) will increase the Engagement (Y) of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.

2) Positive direct influence of Servant Leadership (X2) on Engagement (Y)

From the calculation results, the path coefficient value (β_{y2}) = 0.215, with t-count = 11.206, while t-table at the real level $\alpha = 0.05$, t-table = 1.655, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of the Serving Leadership variable (X2) on Engagement (Y), meaning that the stronger the Serving Leadership (X2) will increase the Engagement (Y) of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.

3) Direct positive influence of Self-Efficacy (X3) on Engagement (Y)

From the calculation results, the path coefficient value (β_{y3}) = 0.202, with t-count = 6.833, while t-table at the real level $\alpha = 0.05$, t-table = 1.655, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of the Self-Efficacy variable (X3) on Engagement (Y), meaning that stronger Self-Efficacy (X3) will increase the Engagement (Y) of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.

4) Positive direct influence of Job Satisfaction (X4) on Engagement (Y)

From the calculation results, the path coefficient value (β_{y4}) = 0.289, with t-count = 6.961, while t-table at the real level $\alpha = 0.05$, t-table = 1.655, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of the Job Satisfaction variable (X4) on Engagement (Y), meaning

that stronger Job Satisfaction (X4) will increase the Engagement (Y) of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.

5) Direct positive influence of organizational climate (X1) on job satisfaction (X4)

From the calculation results, the path coefficient value (β_{x1}) = 0.397, with t-count = 1.820, while t-table at the real level $\alpha = 0.05$, t-table = 1.655, so t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of the Organizational Climate variable (X1) on Job Satisfaction (X4), meaning that a stronger Organizational Climate (X1) will increase the Job Satisfaction (X4) of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.

6) Positive direct influence of Servant Leadership (X2) on Job Satisfaction (X4)

From the results of calculating the indirect effect, the path coefficient value (β_{x2}) = 0.306, with t-count = 7.404, while t-table at the real level $\alpha = 0.05$, t-table = 1.655, then t-count > t-table, then Ho is rejected and H1 is accepted. Thus, there is a positive direct influence between the variable Serving Leadership (X2) on Job Satisfaction (X4), meaning that the stronger the Serving Leadership (X2) will increase the Job Satisfaction (X4) of Permanent Teachers of the Madrasah Ibtidaiyah Foundation in West Jakarta.

7) Positive direct influence of Self-Efficacy (X3) on Job Satisfaction (Y)

From the calculation results, the path coefficient value (β_{x3}) = 0.288, with t-count = 3.334, while t-table at the real level $\alpha = 0.05$, t-table = 1.655, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of the Self-Efficacy variable (X3) on Job Satisfaction (X4), meaning that stronger Self-Efficacy (X3) will increase the Job Satisfaction (X4) of Permanent Teachers of the Madrasah Ibtidaiyah Foundation in West Jakarta.

8) Positive indirect influence of Organizational Climate (X1) on Engagement (Y) through Job Satisfaction (X4)

From the results of calculating the indirect effect, the path coefficient value (β_{xy1}) = 0.113, with t-count = 4.794, while t-table at the real level $\alpha = 0.05$, t-table = 1.655, then t-count > t-table, then Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence of the Organizational Climate variable (X1) on Engagement (Y) through Job Satisfaction (X4), meaning that the stronger Organizational Climate (X1) will increase Engagement (Y) through increased Job Satisfaction (X4) of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.

9) Positive indirect influence of Servant Leadership (X2) on Engagement (Y) through Job Satisfaction (X4)

From the results of calculating the indirect effect, the path coefficient value (β_{xy2}) = 0.066, with t-count = 7.171, while t-table at the real level $\alpha = 0.05$, t-table = 1.655, then t-count > t-table, then Ho is rejected and H1 is accepted. Thus, there is an indirect positive influence of the Serving Leadership variable (X2) on Engagement (Y) through Job Satisfaction (X4), meaning that the stronger Serving Leadership (X2) will increase Engagement (Y) through Job Satisfaction (X4) of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.

10) Positive indirect influence of Self-Efficacy (X3) on Engagement (Y) through Job Satisfaction (X4)

From the results of calculating the indirect effect, the path coefficient value (β_{xy3}) = 0.058, with tcount = 5.763, while ttable at the real level $\alpha = 0.05$, ttable = 1.655, then t-count > ttable, then Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence of the Self-Efficacy variable (X3) on Engagement (Y) through Job Satisfaction (X4), meaning that stronger Self-Efficacy (X3) will increase Engagement (Y)

through Job Satisfaction (X4) of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.

The direct and indirect influence on Engagement (Y) is presented in the following table:

TABLE 11. DIRECT AND INDIRECT EFFECTS ON ENGAGEMENT (Y)

Variable	Effect		Conclusion
	Direct	Indirect	
Organizational Climate (X1)	0,284	(0,284)(0,397) = 0,113	Direct Effect (0,284) > Indirect Effect (0,113)
Servant Leadership (X2)	0,215	(0,215)(0,306) = 0,066	Direct Effect (0,215) > Indirect Effect (0,066)
Self-Efficacy (X3)	0,202	(0,202)(0,288) = 0,058	Direct Effect (0,202) > Indirect Effect (0,058)
Job Satisfaction (X4)	0,289		

DATA SOURCE: PROCESSED, 2023

Based on Table 11, can be explained that Engagement (Y) has a direct effect on Organizational Climate (X1) of 28.4%, an indirect effect through Job Satisfaction (X4) of 11.3%, with a total effect of 39.7%. Engagement (Y) has a direct effect on Servant Leadership (X2) of 21.5%, an indirect effect through Job Satisfaction (X4) of 6.6%, with a total effect of 28.1%, and Engagement (Y) has a direct effect on Self-Efficacy (X3) of 20.2% has an indirect effect through Job Satisfaction (X4) of 5.8% with a total effect of 26%. Based on the comparison of the magnitude of the direct influence and indirect influence in the table, it can be concluded as follows:

- a) Because the direct influence of Organizational Climate (X1) on Engagement (Y) is greater than the indirect influence of Organizational Climate (X1) on Engagement (Y) through Job Satisfaction (X4), it can be concluded that Job Satisfaction (X4) is not functioning effectively as an intervening variable between Organizational Climate (X1) and Engagement (Y).
- b) Because the direct influence of Serving Leadership (X2) on Engagement (Y) is greater than the indirect influence of Serving Leadership (X2) on Engagement (Y) through Job Satisfaction (X4), it can be concluded that Job Satisfaction (X4) is not functioning effectively as an intervening variable between Servant Leadership (X2) and Engagement (Y).
- c) Because the direct influence of Self-Efficacy (X3) on Engagement (Y) is compared to the indirect influence of Self-Efficacy (X3) on Engagement (Y) through Job Satisfaction (X4), it can be concluded that Job Satisfaction (X4) does not function effectively as a variable intervening between Self-Efficacy (X3) and Engagement (Y).

THE DIRECT AND INDIRECT EFFECTS ON JOB SATISFACTION (X4) ARE PRESENTED IN THE FOLLOWING TABLE:

TABLE 12. DIRECT AND INDIRECT EFFECTS ON JOB SATISFACTION (X4)

Variable	Effect		Total Effect
	Direct	Indirect	
Organizational Climate (X1)	0,397	-	0,397
Servant Leadership (X2)	0,306	-	0,306
Self-Efficacy (X3)	0,288	-	0,288

DATA SOURCE: PROCESSED, 2023

Based on Table 12, it can be explained that Organizational Climate (X1) has a direct effect on Job Satisfaction (X4) of 39.7%. The direct influence of Servant Leadership (X2) on Job Satisfaction (X4) is 30.6% and the direct influence of Self-Efficacy (X3) on Job Satisfaction (X4) is 28.8%.

SITOREM Analysis

In the context of this research, apart from using Path Analysis, S analysis is also used. Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM), is a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of education management. (S. Hardhienata, 2017). SITOREM analysis is carried out by identifying and analyzing three things, namely: a) Identifying the strength of influence between the exogenous variable and the endogenous variable; b) Analysis of the value of research results for each research variable indicator, and c) Analysis of the weight of each indicator for each research variable based on the criteria "Cost, Benefit, Urgency and Importance."

TABLE 13. DETERMINATION OF SITOREM ANALYSIS RESULTS

ORGANIZATIONAL CLIMATE ($\beta_{y1} = 0,284$)(Rank.II)				
Indicator is in TInitial condition		Indicator after Expert weighting		Indicator Value (Iv)
1	Autonomy at work	1 st	Leadership support (16.05%)	4.42
2	Participation in retrieval	2 nd	Management policy (14.45%)	4.38
3	Decision	3 rd	Autonomy at work (14.43%)	4.07
4	Challenging work	4 th	Challenging work (13.92%)	3.64
5	Leadership support	5 th	Communication (openness) (13.89%)	4.37
6	Communication (openness)	6 th	Integration (trust and coordination)	4.36
7	Management policy	7 th	Participation in decision making (13.89%)	4.07
SERVING LEADERSHIP ($\beta_{y2} = 0,215$)(Rank.III)				
Indicator is in REInitial condition		Indicator after Expert weighting		Indicator Value (Iv)

1	Humility	1 st	Listening (25.71%)	3.71
2	Compassion	2 nd	Humility (23.61%)	4.2
3	Courage	3 rd	Courage (25.39%)	4.08
4	Listening	4 th	Compassion (25.29%)	4.19
SELF EFFICACY ($\beta y3 = 0,202$) (Rank.IV)				
The indicator is in the Initial condition		Indicator after Expert weighting		Indicator Value (Iv)
1	Magnitude (task difficulty)	1 st	Strength (steadiness of one's beliefs) (15.72%)	3.74
2	Generality (mastery of the task being done)	2 nd	Verbal Persuasion	4.33
3	Strength (steadiness of one's beliefs)	3 rd	Communication (14.66%)	3.58
4	Past Performance (things received)	4 th	Past Performance (things received) (14.66%)	4.29
5	Vicarious Experience (symbolic model)	5 th	Emotional Cues (emotional attitudes) (14.13%)	4.20
6	Verbal Persuasion (communication)	6 th	Magnitude (task difficulty) (14.13%)	3.55
7	Emotional Cues (emotional attitudes)	7 th	Generality (mastery of the task being done) (13.61%)	4.30
JOB SATISFACTION ($\beta y4 = 0,289$) (Rank. I)				
The indicator is in the Initial condition		Indicator after Expert weighting		Indicator Value (Iv)
1	Pay	1 st	Supervisor (21.11%)	3.73
2	Job	2 nd	Pay (20.44%)	4.33
3	Promotion opportunities	3 rd	Promotion opportunities (20.44%)	3.72
4	Supervisor	4 th	Co-Workers (19.70%)	4.30
5	Co-Workers	5 th	Job (18.31%)	4.46
ENGAGEMENT (Y)				
The indicator is in the Initial condition		Indicator after Expert weighting		Indicator Value (Iv)
1	Career Development	1 st	Ownership (16.06%)	4.41
2	Concern forProductivity	2 nd	Concern forProductivity (14.53%)	4.43
3	Ownership	3 rd	Loyalty (14.45%)	4.39
4	Loyalty	4 th	Vigor (13.99%)	3.99
5	Vigor	5 th	Dedication (13.95%)	4.42
6	Dedication	6 th	Absorption (13.53%)	3.90

7	Absorption	7 th	Development (13.49%)	3.97
SITOREM ANALYSIS RESULTS				
Priority order of indicators to be repaired		Indicators to be maintained		
1 st	Supervisor (21.11%)(3.73)	1	Pay (20.44%)(4.33)	
2 nd	Promotion opportunities (20.44%)(3.72)	2	Co-Workers (19.70%)(4.30)	
3 rd	Challenging work (13.92%)(3.64)	3	Job (18.31%)(4.46)	
4 th	Listening (25.71%)(3.71)	4	Leadership support (16.05%)(4.42)	
5 th	Strength (upper stability)	5	Management policy (14.45%)(4.38)	
6 th	Confidence (15.72%)(3.74)	6	Autonomy at work (14.43%)(4.07)	
7 th	Past Performance (things that	7	Communication (openness) (13.89%)(4.37)	
8 th	Accepted (14.66%)(3.58)	8	Integration (trust and coordination) (13.89%)(4.36)	
9 th	Generality (mastery of the task	9	Participation in decision-making (13.36%)(4.07)	
10 th	Career Development (13.49%)(3.97)	10	Humility (23.61%)(4.20)	
		11	Courage (25.39%)(4.08)	
		12	Compassion (25.29%)(4.19)	
		13	Verbal Persuasion (14.66%)(4.33)	
		14	Emotional Cues (14.13%)(4.29)	
		15	Magnitude (14.13%)(4.20)	
		16	Vicarious Experience (13.09%)(4.30)	
		17	Ownership (16.06%)(4.41)	
		18	Concern for Productivity (14.53%)(4.43)	
		19	Loyalty (14.45%)(4.39)	
		20	Dedication (13.95%)(4.42)	

Source: Processed, 2023

Conclusion

Based on the results of quantitative research through the results of data processing, statistical calculations, hypothesis testing, and discussion of research results which were then continued with SITOREM analysis, thus finding strategies and ways to increase the Engagement of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in the Municipality of West Jakarta by strengthening the Organizational Climate, Service Leadership, Self-Efficacy and Job Satisfaction, through identification of the strength of the relationship between research variables and research variable indicators that need to be improved and maintained. So the following conclusions can be drawn:

1. There is a direct positive influence of the Organizational Climate variable (X1) on Engagement (Y) with a path coefficient value $\beta_{y1} = 0.284$, meaning that the stronger the Organizational Climate (X1) will increase Engagement (Y). Thus, the higher the level of Organizational Climate, the Engagement of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta will increase.
2. There is a direct positive influence of the Servant Leadership variable (X2) on Engagement (Y) with a path coefficient value $\beta_{y2} = 0.215$, meaning that the stronger the Servant Leadership (X2) will

increase Engagement (Y). Thus, the higher the level of Service Leadership, the Engagement of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta will increase.

3. There is a direct positive influence of the Self-Efficacy variable (X3) on Engagement (Y) with a path coefficient value $\beta_{y3} = 0.202$, meaning that the stronger the Self-Efficacy (X3) will increase engagement (Y). Thus, the higher the level of Self-Efficacy, the Engagement of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta will increase.
4. There is a direct positive influence of Job Satisfaction (X4) on Engagement (Y) with a path coefficient value $\beta_{y4} = 0.289$, meaning that stronger Job Satisfaction (X4) will increase Engagement (Y). Thus, the higher the level of Job Satisfaction, the Engagement of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta will increase.
5. There is a direct positive influence of the Organizational Climate variable (X1) on Job Satisfaction (X4) with a path coefficient value $\beta_{x1} = 0.397$, meaning that the stronger the Organizational Climate (X1) will increase Job Satisfaction (X4). Thus, the higher the level of Organizational Climate, the higher the Job Satisfaction of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.
6. There is a direct positive influence of the Servant Leadership variable (X2) on Job Satisfaction (X4) with a path coefficient value $\beta_{x2} = 0.306$, meaning that the stronger the Servant Leadership (X2) will increase Job Satisfaction (X4). Thus, the higher the level of Servant Leadership, the higher the Job Satisfaction of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.
7. There is a direct positive influence of the Self-Efficacy variable (X3) on Job Satisfaction (X4) with a path coefficient value $\beta_{x3} = 0.288$, meaning that the stronger the Self-Efficacy (X3) will increase Job Satisfaction (X4). Thus, the higher the level of Self-Efficacy, the higher the Job Satisfaction of Permanent Teachers at the Madrasah Ibtidaiyah Foundation in West Jakarta.
8. There is an indirect positive influence of the Organizational Climate variable (X1) on Engagement (Y) through Job Satisfaction (X4) with a path coefficient value $\beta_{xy1} = 0.113$, meaning that the stronger the Organizational Climate (X1) will increase Engagement (Y) through increased Satisfaction Work (X4) as a Permanent Teacher at the Madrasah Ibtidaiyah Foundation in West Jakarta.
9. There is an indirect positive influence of the Servant Leadership variable (X2) on Engagement (Y) through Job Satisfaction (X4) with a path coefficient value $\beta_{zy2} = 0.066$, meaning that the stronger the Servant Leadership (X2) will increase Engagement (Y) through Job Satisfaction (X4) at the Permanent Teacher of the Madrasah Ibtidaiyah Foundation in West Jakarta.
10. There is an indirect positive influence of the Self-Efficacy variable (X3) on Engagement (Y) through Job Satisfaction (X4) with a path coefficient value $\beta_{zy3} = 0.058$, meaning that the stronger the Self-Efficacy (X3) will increase Engagement (Y) through Job Satisfaction (X4) at the Permanent Teacher of the Madrasah Ibtidaiyah Foundation in West Jakarta.

Implications

Strong teacher engagement with the madrasah organization will have an impact on achieving the vision, mission, and goals of the madrasah. Through high engagement, teachers will wholeheartedly realize the vision, mission, and goals of the madrasah and will create a conducive madrasah atmosphere and climate. An atmosphere like this will have an impact on improving the quality of learning and ultimately will also have an impact on improving the quality of madrasah ibtidaiyah graduates.

Based on research results, teacher engagement can continue to be improved through strengthening organizational climate, servant leadership, self-efficacy, and job satisfaction. Both individually and together. Therefore, efforts are needed to increase teacher engagement by strengthening organizational climate, servant leadership, self-efficacy, and job satisfaction. In this regard, the implications that can be put forward based on the results of this research are as follows:

1. Efforts to increase teacher engagement through strengthening the organizational climate, namely by improving weak organizational climate indicators, namely: 1). leadership support; 2). management policy; 3). autonomy in work; 4) communication (openness); 5) integration (trust and coordination); 6) participation in decision-making.
2. Efforts to increase teacher engagement through strengthening servant leadership, namely by improving weak servant leadership indicators, namely: 1). humility (humble), 2). courage; 3) compassion.
3. Efforts to increase teacher engagement through strengthening self-efficacy, namely by improving weak self-efficacy indicators, namely: 1). strength (steadiness of one's beliefs); 2). past performance (things received); and 3). generality (mastery of the task being carried out); as well as maintaining or developing indicators: 1). verbal persuasion (communication); 2). emotional cues (emotional attitudes); 3). magnitude (task difficulty); and 4). vicarious experience (symbolic model).
4. Efforts to increase teacher engagement through strengthening job satisfaction, namely by improving weak job satisfaction indicators, namely: 1). Supervision of superiors (supervisor); and 2). Promotion opportunities; as well as maintaining or developing indicators: 1). Salary, wages, honorarium (pay); 2) colleagues (co-workers); and 3) working conditions (job).

Suggestion

1. Increasing the Engagement of Permanent Teachers at the Madrasah Ibtidaiyah Foundation can be done by strengthening the Organizational Climate, Service Leadership, Self-Efficacy, and Job Satisfaction.
2. Strengthening the Engagement of Permanent Teachers at the Madrasah Ibtidaiyah Foundation by motivating teachers to be enthusiastic in carrying out their obligations as teachers, and making the teacher's work not only about getting material but also as a noble activity to educate the nation's children which is worth worshipping. Teachers always enjoy their work so that they are late and don't become bored load and continue to improve their careers by continuing to practice something new.
3. Strengthening the Organizational Climate can be done by continuing to provide opportunities for teachers with challenging work, referring to conditions where there are new and challenging work activities.
4. Strengthening Serving Leadership by increasing the following indicators:
 - a. For the listening of madrasah heads to increase, it is hoped that madrasah heads can proactively open up space for two-way discussions to jointly realize the vision, mission, and goals gradually by continuing to carry out the cycle of the education system in madrasahs to find an effective pattern towards success in achieving quality student learning outcomes.
 - b. Madrasah heads are expected to develop a culture of compassion, compassion, and compassion in their madrasah so that all stakeholders in the Madrasah environment are enthusiastic and comfortable so that they can create a quality Madrasah.
 - c. So that attention to teachers can be met optimally, it is hoped that Madrasah heads can be sensitive and responsive to problems, as well as be fair and wise in making decisions so that they can help provide the best solutions for their Madrasah organization.
5. Strengthening Self-Efficacy using teachers motivating themselves to feel capable and confident in the efforts taken to complete tasks, motivating them to continue learning and quickly understand something new related to learning developments, and trying to master and understand the tasks to be carried out.
6. Strengthening Job Satisfaction using teachers feeling appreciated for their work progress, namely by supervision that provides solutions and teachers feel they have an equal opportunity to hold positions in Madrasah.

COMPETING INTERESTS

The authors have no competing interests to declare.

Author's Affiliation

Fachruroji¹, Bibin Rubini², Sri Setyaningsih³

¹Student of the Doctoral Program of Education Management, Pakuan University Bogor, Indonesia

^{2,3}Lecturer at Pakuan University, Bogor, Indonesia

COPYRIGHT:

© 2023 The Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC-BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. See <http://creativecommons.org/licenses/by/4.0/>. *Seybold Report* is a peer-reviewed journal published by Seybold_Publications.

HOW TO CITE THIS ARTICLE:

Fachruroji, Rubini, B., & Setyaningsih, S. (2023). Increasing Engagement through Strengthening Organizational Climate, Servant Leadership, Self-Efficacy, and Job Satisfaction for Teachers of the Madrasah Ibtidaiyah Foundation in West Jakarta. *Seybold Report Journal*, 18(10), 138-161. DOI: [10.5110/77.1086](https://doi.org/10.5110/77.1086)

REFERENCES

- Atthohiri, N. A., & Wijayati, D. T. (2021). Pengaruh Employee Engagement terhadap Kepuasan Kerja dengan Work Life Balance sebagai Variabel Intervening. *Jurnal Ilmu Manajemen*, 9(3), 1092–1100. <https://doi.org/10.26740/jim.v9n3.p1092-1100>
- Lubis, N. S. (2022). Pembentukan Akhlak Siswa di Madrasah: Kontribusi Lingkungan Sekolah, Kompetensi Guru, dan Mutu Pendidikan. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(1), 137–156. [https://doi.org/10.25299/al-thariqah.2022.vol7\(1\).8847](https://doi.org/10.25299/al-thariqah.2022.vol7(1).8847)
- Hardhienata, S. (2017). The Development of Scientific Identification Theory to Conduct Operation Research in Education Management, *IOP Conf. Series: Materials Science and Engineering*. doi : 10.1088/1757-899X/166/1/012007
- Mufarrikah, J. L., Yuniardi, M. S., & Syakarofath, N. A. (2020). Peran Perceived Organizational Support Terhadap Work Engagement Karyawan. *Gadjah Mada Journal of Psychology (GamaJoP)*, 6(2), 151–164. <https://doi.org/10.22146/gamajop.56396>
- Noviardy, A., & Aliya, S. (2020). Pengaruh Employee Engagement dan Komitmen Organisasi Terhadap Kinerja Karyawan di Bidang Perkebunan Kelapa Sawit (Studi Empiris Pada PT. Suryabumi Agrolanggeng, Sumatera Selatan). *Journal Management*, 19(3), 258–272.
- Saks, A. M., Gruman, J. A., & Zhang, Q. (2022). Organization engagement: a review and comparison to job engagement. *Journal of Organizational Effectiveness: People and Performance*, 9(1), 20–49. <https://doi.org/10.1108/JOEPP-12-2020-0253>
- Scandura, T. . (2019). *Essentials of Organizational Behavior*. Sage Publications.
- Setyaningsih, S. (2021). *Penguatan Sumber Daya Manajemen Pendidikan Melalui Analisis Jalur (Path Analysis) & Metode SITOREM*.
- Setyaningsih, S., & Sunaryo, W. (2021). Optimizing transformational leadership strengthens, self-efficacy, and job satisfaction to increase teacher commitment. *International Journal of Instruction*, 14(4), 427–438. <https://doi.org/10.29333/iji.2021.14425a>
- Suhendra, Rubini, B., & Sunaryo, W. (2021). Peningkatan Engagement Melalui Penguatan Kepemimpinan Melayani, Motivasi Berprestasi, Dan Knowledge Management (Studi Empiris Menggunakan Analisis Korelasional dan SITOREM pada Guru SMP Swasta di Kota Bogor). *Journal Psychology and Education*, 6.
- Sugiyono. (2019). *Metode Penelitian: Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sunardi, S., Sunaryo, W., & Laihad, G. H. (2019). Peningkatan Keinovatifan Melalui Pengembangan Kepemimpinan Transformasional Dan Efikasi Diri. *Jurnal Manajemen Pendidikan*, 7(1), 740–747.
- Tran, T. K. P., & Truong, T. T. (2021). Impact of Servant Leadership on Public Service Motivation of Civil Servants: Empirical Evidence from Vietnam. *Journal of Asian Finance, Economics and Business*, 8(4), 1057–1066. <https://doi.org/10.13106/jafeb.2021.vol8.no4.1057>
- Wahyuingsih, J. W., Notosudjono, D., Sunaryo, W., & Abidin, Z. (2020). Improved Engagement with Personality, Self-Efficacy, and Job Satisfaction Development. *The Mattingley Publishing Co., Inc.*, 83(23461), 23461–23472.
- Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). *Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices*. *Teaching and Teacher Education*, 117, 103802. <https://doi.org/10.1016/j.tate.2022.103802>
- Zondo, R. W. D. (2020). The influence of employee engagement on labor productivity in an automotive assembly organization in South Africa. *South African Journal of Economic and Management Sciences*, 23(1), 1–9. <https://doi.org/10.4102/sajems.v23i1.3043>