

TEACHER ENGAGEMENT IN MODERN EDUCATION: THE ROLE OF SERVANT LEADERSHIP, SELF-EFFICACY, AND WORK VALUES

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ABSTRACT

This study aims to analyze the effects of servant leadership, self-efficacy, and work values on teacher engagement and to compare teacher engagement between Civil Servant Teachers (ASN) in public senior high schools and Permanent Foundation Teachers (GTJ) in private senior high schools in Bogor Regency. The study employed a quantitative approach with an ex-post facto comparative causal design involving 255 teachers selected through multistage random area sampling and proportional random sampling. Data were collected using Likert-scale questionnaires and analyzed using descriptive statistics, Independent Sample t-test, simple and multiple linear regression, and SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis. The results revealed a significant difference in teacher engagement between ASN and GTJ teachers, with ASN teachers demonstrating higher levels of organizational attachment and commitment. Servant leadership, self-efficacy, and work values were found to have positive and significant effects on teacher engagement in both groups. Among ASN teachers, work values emerged as the strongest predictor of engagement, whereas self-efficacy showed the strongest influence among GTJ teachers. The SITOREM analysis further identified priority indicators requiring improvement, particularly emotional cues, independence, task challenge, and past performance success. In conclusion, teacher engagement is significantly influenced by leadership, psychological, and value-based factors, and strengthening self-efficacy, positive work values, and supportive servant leadership is essential for enhancing sustainable teacher engagement across different educational contexts.

Keywords: Self-Efficacy, Servant Leadership, Teacher Engagement, Work Values; Workplace Commitment

INTRODUCTION

Education is a strategic instrument for developing high-quality and competitive human resources. According to Law Number 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create learning conditions that enable students to actively develop their potential [1]. In this context, teachers play a central role in determining the quality of education and achieving national educational goals. Therefore, teacher engagement has become an increasingly important issue in modern education, particularly amid rapid technological change, increasing professional demands, and institutional competition among schools. Recent studies emphasized that engaged teachers tend to demonstrate stronger commitment, instructional effectiveness, resilience, and emotional well-being, which positively contribute to educational quality and student achievement [2], [3].

Teacher engagement refers to a positive psychological condition characterized by vigor, dedication, and absorption in work activities [4]. Teachers with high engagement tend to demonstrate stronger commitment, enthusiasm, and active participation in school development, while low engagement may reduce instructional quality, innovation, and organizational commitment [5]. Preliminary observations conducted in several senior high schools in Bogor Regency indicated that some teachers showed low enthusiasm, limited participation in school programs, and weak emotional attachment to their institutions. These conditions suggest that improving teacher engagement remains a significant challenge for educational management. Previous studies have identified leadership, psychological factors, and organizational values as

important determinants of teacher engagement. One leadership approach that is highly relevant in educational institutions is servant leadership, which emphasizes empathy, empowerment, and service to followers [6]. Research has shown that servant leadership positively influences teacher engagement by strengthening trust, organizational justice, communication, and emotional well-being within schools [7], [8], [9]. Recent educational studies further indicate that servant leadership creates supportive organizational climates that strengthen teachers' professional commitment and organizational attachment [2].

In addition to leadership, self-efficacy has been recognized as a key psychological factor influencing teacher engagement. Self-efficacy refers to an individual's belief in their capability to organize and execute actions required to achieve desired outcomes [10]. Teachers with high self-efficacy are generally more confident, resilient, and committed to achieving educational goals. Prior studies confirmed that self-efficacy positively contributes to teacher engagement and adaptability in challenging educational environments. Teachers with high self-efficacy tend to demonstrate greater persistence, resilience, and confidence in dealing with professional challenges and organizational demands [3], [11].

Work values also play an important role in shaping teacher engagement. Values reflect beliefs and principles that guide attitudes and behavior in the workplace [12]. In educational organizations, alignment between individual and organizational values can strengthen teachers' loyalty, commitment, and sense of belonging. Previous studies found that work values positively affect employee engagement and organizational attachment. Recent findings also revealed that alignment between personal and organizational values strengthens teachers' emotional commitment, loyalty, and organizational belonging within educational institutions [13], [14]. Although previous studies have examined servant leadership, self-efficacy, and teacher engagement separately, limited studies have simultaneously integrated leadership, psychological, and value-based perspectives in explaining teacher engagement, particularly in comparative research involving teachers from different employment systems [8], [9]. Moreover, comparative studies between Civil Servant Teachers (ASN) in public schools and Permanent Foundation Teachers (GTJ) in private schools remain scarce, especially within the Indonesian educational context. Differences in employment status, organizational climate, compensation systems, and career development opportunities may influence engagement patterns among teachers.

Therefore, this study contributes theoretically and empirically by integrating servant leadership, self-efficacy, and work values into a comprehensive model of teacher engagement and comparing their influence between ASN teachers in public senior high schools and GTJ teachers in private senior high schools in Bogor Regency. The study also extends recent discussions on teacher engagement within different organizational and employment contexts in contemporary education.

RESEARCH METHODS

This study employed a quantitative approach with an ex-post facto comparative causal design. The study aimed to analyze the influence of servant leadership, self-efficacy, and work values on teacher engagement and to compare the engagement levels between Civil Servant Teachers (ASN) in public senior high schools and Permanent Foundation Teachers (GTJ) in private senior high schools accredited "A" in Bogor Regency. The ex-post facto design was selected because the study examined

causal relationships among variables without manipulating the research conditions. The accessible population consisted of 374 teachers, including 203 ASN teachers and 171 GTY teachers. The sample was determined using the Slovin formula with a 5% margin of error, resulting in 255 respondents comprising 135 ASN teachers and 120 GTY teachers. Sampling was conducted using Multistage Random Area Sampling and Proportional Random Sampling to ensure proportional representation from each school category.

Data were collected using closed-ended questionnaires with a five-point Likert scale. The research instruments measured four variables: servant leadership, self-efficacy, work values, and teacher engagement. Servant leadership was measured through seven indicators: healing, empowering, stewardship, listening, empathic action, persuasion, and ethical behavior. Self-efficacy included task challenge, task completion success level, vicarious experience, emotional cues, verbal persuasion, optimism, and past performance success. Work values were measured using indicators of happiness, success, comfortable life, honesty, responsibility, hard work, and independence. Teacher engagement consisted of vigor, dedication, absorption, concern for career development, concern for productivity, ownership, and loyalty.

Prior to data collection, the instruments were tested on 30 respondents outside the research sample to evaluate validity and reliability. Instrument validity was assessed using Corrected Item–Total Correlation (Pearson Product Moment), while reliability was measured using Cronbach's Alpha. The results indicated that all research instruments were valid and highly reliable, with Cronbach's Alpha coefficients exceeding 0.90 for all variables. Data analysis was conducted using descriptive and inferential statistics. Prerequisite tests included normality testing using the Kolmogorov–Smirnov test, homogeneity testing using Fisher's F-test, and linearity testing. Hypothesis testing employed the Independent Sample t-test to examine differences in teacher engagement between ASN and GTY teachers. Meanwhile, simple and multiple linear regression analyses were used to analyze the partial and simultaneous effects of servant leadership, self-efficacy, and work values on teacher engagement.

In addition, this study applied SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis to identify priority areas for improvement and development. SITOREM analysis integrates statistical findings with expert judgment to classify indicators into two categories: indicators that should be improved and indicators that should be maintained or developed. The analysis considered several aspects, including importance, cost, benefit, and urgency. Indicators with low empirical scores but high importance were prioritized for improvement, while indicators with high scores and strong relevance were recommended to be maintained and further strengthened.

The SITOREM results showed that among ASN teachers, the priority indicators requiring improvement included independence, success, comfortable life, emotional cues, vicarious experience, persuasion, dedication, productivity concern, vigor, and absorption. Meanwhile, indicators recommended to be maintained included honesty, responsibility, happiness, hard work, optimism, task challenge, verbal persuasion, and listening. For GTY teachers, the priority indicators for improvement included emotional cues, task challenge, vicarious experience, past performance success, honesty, happiness, success, comfortable life, independence, and empathic action. Indicators recommended to be maintained included optimism, verbal persuasion,

responsibility, hard work, listening, stewardship, concern for career development, and ownership. T

RESULTS RESEARCH AND DISCUSSION

This section presents the results of descriptive, prerequisite, and inferential statistical analyses conducted to examine the influence of servant leadership, self-efficacy, and work values on teacher engagement among ASN teachers in public senior high schools and GTY teachers in private senior high schools. Descriptive statistical analysis showed that ASN teachers in public senior high schools had higher mean scores than GTY teachers in private senior high schools across all variables, including servant leadership, self-efficacy, work values, and teacher engagement. ASN teachers reported higher perceptions of leadership support, stronger confidence in their professional abilities, and stronger alignment with organizational values. These findings suggest that differences in institutional systems and employment status may contribute to variations in teacher engagement between the two groups. Next, a normality test was carried out with the following results.

Table 1.
Normality Test

No	Variable	SMA Negeri	SMA Swasta	Summary
1	Servant leadership	5.905	9,410	Normally Distributed
2	Self Efficacy	5.8049	2.470	Normally Distributed
3	Values	5.191	2,877	Normally Distributed
4	Engagement	2.028	3,996	Normally Distributed

The prerequisite tests confirmed that the data met the assumptions for inferential analysis. The normality test indicated that all variables were normally distributed, while homogeneity testing showed that the variances between groups were homogeneous. In addition, the linearity test confirmed that servant leadership, self-efficacy, and work values had significant linear relationships with teacher engagement in both groups. The hypothesis testing results demonstrated a significant difference in teacher engagement between ASN teachers and GTY teachers. The t-test results showed that ASN teachers had significantly higher engagement levels than GTY teachers. More specifically, ASN teachers showed stronger scores in absorption, ownership, loyalty, and concern for career development. These findings indicate that ASN teachers tend to develop deeper psychological attachment and organizational commitment toward their schools. This difference can be critically interpreted from several organizational and socio-professional perspectives.

ASN teachers generally benefit from greater job security, clearer promotion systems, stable salaries, and long-term career pathways provided by the government. Such conditions may strengthen teachers' sense of stability, belonging, and emotional

attachment to the organization. In contrast, GTY teachers in private schools often face greater uncertainty regarding compensation, workload, and career advancement opportunities. These conditions may reduce long-term organizational attachment despite teachers maintaining professional dedication in instructional activities. Interestingly, the indicators of vigor and dedication did not differ significantly between ASN and GTY teachers. This finding suggests that both groups maintain relatively similar levels of enthusiasm and professional commitment toward teaching activities. In other words, private school teachers may continue to demonstrate strong intrinsic motivation and professional responsibility despite facing more limited organizational support. However, differences emerged in aspects related to organizational attachment, such as loyalty, ownership, and career development. This indicates that structural and institutional factors may play a stronger role in shaping long-term engagement than intrinsic motivation alone.

The regression analysis further revealed that servant leadership, self-efficacy, and work values positively and significantly influenced teacher engagement in both groups. Among ASN teachers, work values emerged as the strongest predictor, followed by self-efficacy and servant leadership. Meanwhile, among GTY teachers, self-efficacy showed the strongest influence on engagement. These findings indicate that psychological resources play a particularly important role for teachers working in less secure organizational environments. The stronger effect of self-efficacy among GTY teachers can be interpreted as evidence that private school teachers rely more heavily on personal confidence and internal motivation to sustain their engagement. In situations where external organizational support may be less stable, teachers with high self-efficacy are more likely to remain resilient, adaptive, and committed to their professional responsibilities. This finding supports Bandura's social cognitive theory, which emphasizes that individuals with stronger beliefs in their capabilities tend to demonstrate greater persistence and involvement in work-related activities.

Work values also demonstrated substantial influence on teacher engagement in both groups. Teachers who perceive congruence between personal and organizational values tend to develop stronger emotional attachment and organizational commitment. However, the role of work values appeared slightly stronger among ASN teachers, possibly because public school systems provide clearer institutional norms, organizational identity, and professional recognition that reinforce value alignment. Servant leadership was found to positively influence teacher engagement in both groups, although its contribution was relatively lower compared to self-efficacy and work values. This finding indicates that supportive leadership practices remain important, but leadership alone may not be sufficient to strengthen engagement without adequate psychological and organizational support systems. Teachers are more likely to develop strong engagement when leadership support is accompanied by professional confidence, fair organizational systems, and meaningful work values.

The SITOREM analysis provided additional practical implications by identifying priority indicators requiring improvement. Among ASN teachers, indicators such as independence, emotional cues, and absorption were identified as areas needing enhancement. Meanwhile, among GTY teachers, emotional cues, task challenge, and past performance success emerged as priority areas. These findings indicate that interventions to improve engagement should not only focus on organizational leadership but also strengthen teachers' psychological resilience and professional confidence. The findings of this study have important implications for educational

management. Public and private schools should strengthen teacher engagement through supportive leadership, professional development programs, mentoring systems, and organizational cultures that reinforce positive work values. For private schools in particular, improving career development opportunities, recognition systems, and institutional support may help reduce disparities in organizational attachment between GTY and ASN teachers.

This study has several limitations. First, the research was limited to accredited “A” senior high schools in Bogor Regency, which may limit the generalizability of the findings. Second, this study only examined servant leadership, self-efficacy, and work values as predictors of engagement. Other potentially important factors, such as organizational culture, compensation, workload, and job satisfaction, were not included. Future studies are therefore recommended to examine broader institutional and psychological variables across different educational contexts.

CONCLUSION

This study demonstrates that servant leadership, self-efficacy, and work values significantly contribute to teacher engagement among both Civil Servant Teachers (ASN) in public senior high schools and Permanent Foundation Teachers (GTY) in private senior high schools in Bogor Regency. The findings reveal a significant difference in teacher engagement between the two groups, with ASN teachers exhibiting higher levels of organizational attachment, loyalty, ownership, and concern for career development than GTY teachers. Regression analysis indicates that all three independent variables positively and significantly influence teacher engagement, although their relative contributions differ across employment contexts. Work values emerged as the strongest predictor of teacher engagement among ASN teachers, whereas self-efficacy had the greatest influence among GTY teachers, highlighting the importance of psychological resources in less secure organizational environments. Furthermore, the SITOREM analysis identified emotional cues, independence, task challenge, and past performance success as priority indicators for improvement, while positive work values, responsibility, optimism, and supportive leadership should be maintained. Overall, the findings confirm that sustainable teacher engagement is fostered through the integration of supportive servant leadership, strong self-efficacy, and positive work values, which together strengthen teachers’ commitment, professional involvement, and organizational attachment across different educational settings.

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