Factors Affecting Teachers' Work Engagement: The Case of Private School Teachers in Jakarta Metropolitan, Indonesia

Factores que Afectan el Compromiso Laboral de los Docentes: El Caso de los Docentes de Escuelas Privadas en el Área Metropolitana de Yakarta, Indonesia

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KEYWORDS:

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ABSTRACT:

Previous studies found the phenomenon that the level of work engagement (WE) is deficient in various parts of the world, including in educational organizations. This research aims to analyze how perceived organizational support (POS) and servant leadership (SL) in schools affect teachers' WE. Additionally, this research also aims to examine the mediating role of meaningful work (MW). This research was conducted with a cross-sectional study design with the PLS-SEM method. The research data was obtained through a self-reported questionnaire from 176 school teachers in Jakarta and Bogor, Indonesia. The results revealed that MW is the strongest predictor with the highest effect on teachers' WE. In addition, POS is the strongest predictor of teachers' MW. However, the role of MW as a mediator in this study has a smaller effect than the direct relationship between POS and teachers' WE and between SL and teachers' WE. Therefore, schools need to provide maximum support to teachers and ensure that teachers can interpret their work and realize that their work has a positive contribution to have high work engagement.

DESCRIPTORES:

Trabajo significativo

Compromiso con el trabajo

Apoyo

Liderazgo

Profesor

RESUMEN:

Estudios previos han identificado el nivel de compromiso laboral (WE) deficiente en varias partes del mundo, incluso en organizaciones educativas. Esta investigación tiene como objetivo analizar cómo el apoyo organizacional percibido (POS) y el liderazgo de servicio (SL) en las escuelas afectan al compromiso laboral de los docentes. Además, esta investigación también tiene como objetivo examinar el papel mediador del trabajo significativo (MW). Esta investigación se realizó con un diseño de estudio transversal con el método PLS-SEM. Los datos de la investigación se obtuvieron a través de un cuestionario auto-administrado de 176 maestros de escuela en Yakarta y Bogor, Indonesia. Los resultados revelaron que MW es el predictor más fuerte con el efecto más alto en WE de los maestros. Además, el POS es el predictor más fuerte del MW de los docentes. Sin embargo, el papel de MW como mediador en este estudio tiene un efecto menor que la relación directa entre POS y WE de los docentes y entre SL y WE de los docentes. Por lo tanto, las escuelas deben brindar el máximo apoyo a los docentes y garantizar que los docentes puedan interpretar su trabajo y darse cuenta de que su trabajo tiene una contribución positiva para tener un alto compromiso laboral.

1. Introduction

One of the keys to the success of educational organizations depends on the effectiveness and efficiency of human resources management in the organization to achieve its goals, in this case, teachers. Teachers are assets in educational organizations that are very valuable because they play an important role in educational practice directly and are responsible for student learning achievements (Runhaar, 2017). Therefore, school management must ensure that schools have teachers who always work well and strive for organizational success.

Teachers' work engagement (WE) is an essential aspect of achieving the success of school organizations. WE is positive psychology experienced by a person, which is reflected in emotional, cognitive and physical involvement in carrying out work enthusiastically and with energy (Meng et al., 2022). Furthermore, employees who have high WE can manage positive energy and inspiration from various activities into useful resources at work (Bakker et al., 2020). Therefore, teachers' WE can be seen as an essential factor in improving the performance of teachers and the efficiency level of educational organizations, which are reflected by enthusiasm, dedication, and job absorption (Bakker et al., 2014).

Many researchers reveal that the level of work disengagement is a universal concern (Musenze et al., 2020). Hewitt (2012), in Total Reward Survey, explain that the number of employees who have high engagement is very low, which is less than a quarter of the global working population, and around 39% have medium work engagement. Meanwhile, according to the latest Global Workplace report, it was found that a large number of employees (up to 85%) are not engaged at work (Oehler & Adair, 2019). Therefore, educational organizations need to anticipate this challenge so that the level of teachers' engagement is high.

One aspect that affects WE is perceived organizational support (POS). Sudibjo and Manihuruk (2022) state that POS refers to an approach to organizational behavior that is a perception of how organizations value their members as important resources. Moreover, Chatzittofis and others (2021) explain that POS is employee perceptions of the organization concern for their physical, psychological, and well-being. Thus, when they receive appropriate support from the organization, employees will be more involved and retain a sense of belonging to the organization (Musenze et al., 2020).

Another factor that influences WE is leadership in the organization, one of which is servant leadership (SL). SL characterize employee or member-centered leadership behavior through a service-to-people orientation so that subordinates can grow their potential and desire to engage in innovative work (Panaccio et al., 2014). SL is a leadership type that thoroughly seeks to build and engage members spiritually, relationally, ethically, and emotionally to empower members' potential (Eva et al., 2019). Besides these two factors, meaningful work (MW) is also believed to affect WE. MW is an assessment that the work is valuable and important to the individual (Michaelson et al., 2014). A study by Van Wingerden and Poell (2019) found that MW on teachers positively affects teachers' WE in schools.

Based on the background described regarding the importance of WE in organizations, including educational organizations, this research aims to analyze the effect of POS and SL on teachers' WE in the school context. Moreover, this research also aims to analyze the mediating role of the MW variable.

2. Theoretical framework

2.1. Relationship between perceived organizational support, meaningful work, and work engagement

Referring to Bakker and others (2008), WE means "a state of subjective well-being related to work that is positive, satisfying, and effectively motivating". Schaufeli and Bakker (2004) explain in general that WE is a positive state of mind reflected by (1) strength, (2) dedication, and (3) absorption. Dedication is a condition that shows individual enthusiasm and engagement, appreciation, and spirit in completing work and difficult tasks. Meanwhile, absorption is a condition that shows an individual is focused and immersed in work so that time seems to pass quickly (May et al., 2004). In the teaching profession, WE involves elements of job demand, job resources, personal resources, and professionalism (Kristiana et al., 2018). Employees with high WE will show high spirit, optimism, and eagerness to do work, where often they are so involved in work that they lose track of time (Bakker et al., 2008). A higher level of WE is believed to have loyalty towards the organization and high work motivation because the employees view their job as important (Ismail et al., 2019).

POS is the support provided by the organization in appreciating employee contributions and showing an attitude of concern for employee welfare by listening to, paying attention, supporting, treating them fairly, and, most importantly, creating favorable working conditions (Karatepe & Aga, 2016). Musenze and others (2020) conducted a study with a total population of 1,619 teachers from 132 schools in primary education in Uganda on teacher WE. The results show a strong positive effect of POS on WE. When employees receive support from the organization, they tend to repay back by showing a high level of engagement in the organization (Imran et al., 2020). Therefore, it is assumed that the POS received by teachers in schools has a positive effect on WE (POS→WE).

In addition to influencing WE, organizational support provided to employees is also found to affect the meaningfulness of work. MW has several characteristics that include conformity with the vision and mission of the organization, the work significance, good relationships with colleagues, and job confidence (Fouché et al., 2017). Research by Akgunduz and others (2018) has found that POS positively affects MW. When employees feel the support from the organization through self-empowerment, resources, and opportunities for career development, employees will feel that their work is meaningful. Previous research conducted by Van Wingerden and Poell (2019) showed that teachers who feel that their work is meaningful would encourage resilience with determination and flexibility. Therefore, it is assumed that POS received by teachers in schools has a positive effect on MW for teachers (POS→MW).

Van Wingerden and Poell (2019) conducted research involving 174 primary education teachers in the Netherlands and found that MW positively affects work engagement. When someone feels that their work has an important meaning and has a positive meaning for their personal growth, employees will have good WE (Van Wingerden & Van der Stoep, 2018). Furthermore, previous research also found that MW is positively associated with work outcomes as well as WE (Albrecht et al., 2021; Geldenhuys et al., 2014). Therefore, it is assumed that the MW perceived by the teacher has a positive effect on teachers' WE (MW→WE).

In the mediating role, Landells and Albrecht (2019) found that POS positively affects WE through MW. When employees receive support from the organization, they will

feel their work becomes more meaningful (Akgunduz et al., 2018) and, therefore, will reciprocate by showing a higher level of engagement in the organization (Albrecht et al., 2021). Therefore, in this research, it is assumed that POS received by teachers in schools positively affects teachers' WE through MW (POS➔MW➔WE). Therefore, this research hypothesis includes:

- H1: Perceived organizational support positively affects teacher work engagement. (POS➔WE)

- H2: Perceived organizational support positively affects the teachers' meaningful work. (POS➔MW)

- H3: Meaningful work positively affects teachers' work engagement. (MW➔WE)

- H4: Perceived organizational support positively affects teacher work engagement through teachers' meaningful work. (POS➔MW➔WE)

2.2. Relationship between servant leadership, meaningful work and work engagement

SL is a values-driven leadership style that is a lifelong journey which serve as a managerial tool by which leaders demonstrate their desire to serve their members (Roberts & Hernandez, 2019). A good leader is believed to be able to increase the effectiveness and efficiency of the school through sharing vision and values as well as being an example of ethical behavior to the school members (Mpungose & Ngwenya, 2017). Meanwhile, MW is defined as the perception that the work can fulfill self-fulfillment because of the important and significant contribution given to the organization (Bailey et al., 2019). Previous research conducted Cai et al. (2018) and Saleem and others (2020) found that SL positively affects meaningful work. When employees get good service from their leaders at work, employees will feel valued at work and encourage the creation of MW. Therefore, in this research, it is assumed that SL in schools positively affects teachers' MW (SL➔MW).

Research conducted Liu and others (2018), Yagil and Oren (2021) found that SL also affects WE. When leaders serve their employees lovingly, employee work engagement will be encouraged so that they will work extra to be more involved in their work. Moreover, research by Aboramadan and others (2020) also found that SL affected the WE of academic staff at 12 universities in Palestine. Canavesi and Minelli (2021) explain that leaders who serve their members can build trust because they have open communication, flexibility, and good relations between colleagues which encourage better WE. Therefore, it is suspected that SL in schools positively affects teachers' WE (SL➔WE).

SL is an effort to put aside the leader's personal interests and instead emphasizes investing in building good relationships with organizational members to increase commitment, loyalty, and trust (Canavesi & Minelli, 2021). The involvement of members by the servant leader in the work encourages an increase in the usefulness of employees' work because meaningful work emphasizes the role of freedom, autonomy, and dignity (Yeoman, 2014), which is then believed to have an effect on WE as the results of research by Van Wingerden and Poell (2019). Previous research conducted by Jihye & Kim (2017) found that SL positively affects WE with MW mediation. Therefore, it is suspected that SL in schools has a positive effect on teachers' WE through MW (SL➔MW➔WE). Therefore, this research hypothesis includes:

- H5: Servant leadership positively affects teachers' work engagement. (SL→WE)

- H6: Servant leadership positively affects teachers' meaningful work. (SL→MW)

- H7: Servant leadership positively affects teachers' work engagement through their meaningful work. (SL→MW→WE)

3. Methods

This study was carried out with a quantitative approach using a cross-sectional design, and the analysis was carried out using the PLS-SEM method. PLS-SEM method was chosen based on its suitability for examining non-parametric data such as data from the entire population, so there is no need to test classical assumptions (Hair et al., 2014). PLS-SEM was also used by reason of it fits the research objective: studying latent variables, variables that cannot be observed directly (Bartholomew et al., 2011).

This study measures four latent variables consisting of endogenous and exogenous variables. The endogenous variable is work engagement, while perceived organizational support and servant leadership are exogenous variables. Moreover, the meaningful work variable acts both as an endogenous and exogenous variable because this variable is a mediator. These four variables are theories of organizational behavior that have been established and discussed in various works of literature.

The subjects in this study consisted of two schools, namely Regina Pacis School, Jakarta and Regina Pacis School, Bogor. This study used a census sample technique where research data were taken from the entire population data (Lavrakas, 2008). The number of samples and population of this research was the sum number of teachers in the two schools from kindergarten to senior high school, as many as 183 teachers. However, the rate of return of the questionnaire was only 96.2%, namely 176 respondents.

The research was conducted by distributing research instrument which is online questionnaire to teachers via school email. The type of questionnaire used is closed-ended, with a Likert scale ranging from 1 to 5, in which one represents strongly disagree, and five represents strongly agree. The questionnaire's content consists of two parts, namely general demographic questions to determine the respondents' profile and statement items related to research variables. Statement items related to variables were made by referring to the theory of each variable, which was then tested for statistical validity with the provisions of the loading factor value > 0.7 and AVE > 0.5 (Hair et al., 2014). In distributing the questionnaires, participants were provided with sufficient information about the purpose of the research and that all data obtained were kept confidential. This study also obtained research permission from the principal and informed consent of the individual participants' willingness.

Measurement of research variables are as follows:

- Work engagement was measured with seven items. The items were divided into four indicators: excited at work, dedicated in work, showing fun in work until dissolved in work, and attaching importance to work (Schaufeli & Salanova, 2010). The sample items include "I am passionate about work every day" and "I feel enthusiastic when doing work." The Cronbach alpha of this variable is 0.910.

- Perceived organizational support was measured with nine items. The items were divided into four indicators: fair organization, support from superiors, rewards, work atmosphere (Eisenberger & Stinglhamber, 2011; Karatepe & Aga, 2016; Kurtessis et al., 2015; Rhoades & Eisenberger, 2002). The sample items include "When I encounter problems at work, my supervisor is willing to help" and "As a teacher, I get guidance from my superiors to improve my skills." The Cronbach alpha of this variable is 0.930.

- Servant leadership was measured with nine items. The items were divided into five indicators: manifesting faith, paying attention to the needs of subordinates, maintaining the truth, supporting, appreciating and trusting subordinates, being unifying and encouraging (Chiniara & Bentein, 2016; Eva et al., 2019; Spears, 2010; Susila et al., 2017). The sample items include "My leader can do real work for the good of his members" and "My leader trusts me to be creative in carrying out my tasks." The Cronbach alpha of this variable is 0.954.

- Meaningful work was measured with 10 items. The items were divided into four indicators-perceiving work positively, considering work valuable, having the ability to grow self-motivation, and behaving positively (Amabile & Pratt, 2016; Fouché et al., 2017; Tu & Lu, 2012). The sample items include "I understand that my work makes a positive difference in the world" and "I understand how work plays a role in giving meaning to my life". The Cronbach alpha of this variable is 0.940.

Data collection was carried out through an online questionnaire distributed by the principal of Regina Pacis High School Jakarta and Bogor through messages in the school's WhatsApp group. The questionnaires were only distributed once, but a reminder was given once when the collection time was almost over. The questionnaire data collection period is 6 - 12 May 2021.

Descriptive statistics analyzed the research data to calculate the percentage of respondents' demographics and the mean and standard deviation of the questionnaire items. Besides that, the data were also analyzed inferentially by following the PLS-SEM rules using the SmartPLS-SEM 3.0 software. Data analysis with PLS-SEM is divided into two parts: the measurement model (outer model) and the structural model (inner model) (Hair et al., 2014). The outer model was intended to test the convergent and discriminant validity. In more specific, convergent validity focuses on testing the validity of the questionnaire items through loading factors and Average variance extract (AVE) and reliability through Cronbach's alpha, composite reliability (Hair et al., 2014). Meanwhile, discriminant validity ensures that all exogenous variables are different constructs (Hair et al., 2014). The inner Model was intended to analyze the relationship between constructs by looking at the data multicollinearity (VIF), the determinant coefficient of R, and testing the hypothesis with path analysis (Hair et al., 2014).

4. Results

4.1. Respondent profiles

Respondents in this study were all teachers at Regina Pacis School Jakarta and Bogor with respondent profiles, namely: age, gender, length of work, work unit, last education, and marital status, which are presented in Table 1 below.

Table 1

Respondent Profiles

Profile	Description	Number	Percentage
Age	< 31 years old	64	36%
	31 - 40 years old	45	56 %
	41 - 50 years old	24	14%
	> 50 years old	43	24%
Sex	Male	47	27%
	Female	129	73%
Length of work	< 1 yar	5	3%
	1 -5 years	44	25%
	5 - 10 years	23	13%
	> 10 years	104	59%
Department	Kindergarten	19	11%
	Elementary School	83	47%
	Junior High School	42	24%
	Senior High School	32	18%
Educational background	Senior High School	10	6%
	Diploma	2	1%
	Bachelor degree	154	87%
	Master degree	10	6%

The outer model test is done by calculating the data validity shown in the loading factor with threshold > 0.7 and AVE with threshold > 0.5 (Hair et al., 2014). The outer model test also calculated the data reliability with Cronbach alpha and composite reliability with a threshold of 0.7 (Hair et al., 2014). Based on the results of data analysis, it was concluded that the research data was valid with the loading factor value between 0.718-0.881. Moreover, the AVE value of all constructs is above 0.5. The research data has good reliability because it has a value above 0.7 for all constructs. Details of the results of the convergent validity are presented in Table 2.

Table 2

Convergent validity test result

Construct	Mean	SD	Loading Factor	AVE	Cronbach α	Composite Reliability
Work Engagement				0.650	0.910	0.928
I am excited to go to work.	4.426	0.644	0.832			
I am excited at work every day.	4.432	0.609	0.790			
I feel enthusiastic when doing work.	4.369	0.626	0.815			
I am ready to pour my heart out to work.	4.222	0.724	0.742			
I realize that the work I do is very meaningful.	4.562	0.590	0.807			
I realize that the work I do has a purpose.	4.602	0.585	0.837			
I feel my own happiness when I am working.	4.562	0.609	0.815			
Perceived organizational support				0.643	0.930	0.942

As a teacher, I am treated with respect.	4.210	0.720	0.745		
Schools give every teacher the opportunity to express opinions.	4.006	0.843	0.759		
My supervisor is sensitive to complaints from subordinates/teachers.	3.756	0.925	0.808		
When I encounter problems at work, my leader is willing to help.	4.051	0.778	0.862		
My leader is willing to help me when I need special help.	4.011	0.783	0.868		
As a teacher, I get guidance from my superiors so that my abilities can improve.	3.983	0.808	0.859		
The school appreciates my contribution.	3.960	0.764	0.818		
My leader appreciates me completing the task.	4.176	0.672	0.764		
The working atmosphere at the school is supportive and fun.	4.256	0.713	0.718		
Servant leadership				0.730	9.54	0.961
My leader is able to build hope that behind all events there is a lesson from the Divine.	4.148	0.791	0.848		
My leader is able to do real work for the good of his members.	3.858	0.864	0.881		
My leader plays an active role in realizing the unity of its members.	3.972	0.849	0.858		
In the process of making decisions, my leader supports his members to stick to the principle of truth.	3.994	0.869	0.850		
My leader tries to do the task in the right way even though it requires fighting spirit.	4.028	0.882	0.862		
When I fail, my leaders lift my spirits.	4.017	0.794	0.855		
When I experience success, my leader compliments me.	4.011	0.805	0.851		
My leader trusts me to be creative in carrying out my duties.	4.136	0.771	0.842		
My leader dares to make changes for the betterment of the school.	4.051	0.848	0.843		
Meaningful work				0.649	9.40	0.949
I understand that my work makes a positive difference in the world.	4.494	0.593	0.754		
I have a good understanding of what makes my work meaningful.	4.347	0.602	0.763		
I understand how work plays a role in giving meaning to my life.	4.386	0.611	0.818		

I have found a job that fits what I want.	4.278	0.705	0.833
The work I do is in accordance with the principles of my life.	4.256	0.637	0.791
The work I do fosters a lot of positive things in me.	4.500	0.584	0.847
I don't give up easily when I face difficulties at work.	4.273	0.678	0.751
My work plays a role in the development of my personality.	4.500	0.603	0.821
My work helps to understand more about my character.	4.409	0.624	0.835
My work teaches me to have patience in dealing with obstacles at work.	4.449	0.664	0.835

In the outer model test, the determinant validity test was also carried out. Discriminant validity states that the measuring instrument on the construct is not highly correlated (Hair et al., 2014). It can be evaluated using a comparison of the square root of the AVE per variable, which must be higher than the correlation between variables in the model. According to the results of data analysis, it was found that all construct of this study was not highly correlated because the AVE square root value of each construct was higher than the correlation between other variables. Details of the discriminant validity test results are presented in Table 3.

Table 3
Discriminant validity test results

	Meaningful Work	Perceived Org. Support	Servant Leadership	Work Engagement
Meaningful work	0.806			
Perceived org. supp.	0.552	0.802		
Servant leadership	0.506	0.711	0.854	
Work engagement	0.750	0.702	0.627	0.806

4.2. Inner model

The first inner model test is done by doing a multicollinearity test. The multicollinearity test was conducted to analyze the relationship between exogenous variables assessed by the VIF (Variance Inflation Factor) value with a rule of thumb <5 (Hair et al., 2014). According to the VIF value in Table 4, the overall VIF value is below 5.00. Thus, there is no multicollinearity in the relationship between exogenous variables.

Table 4
Multicollinearity test results

	Meaningful Work	Work Engagement
Meaningful Work		1.495
Perceived Organizational Support	2.021	2.247
Servant Leadership	2.021	2.101

The next test is the model suitability test by determining the coefficient of determination through the R-square value. R-square is used to determine the value of the effect of exogenous variables on endogenous variables. In this study, there are two endogenous variables, namely Meaningful Work and Work Engagement. Based on the results of data analysis, it was found that the perceived organizational support felt by

teachers and servant leadership variables explained the meaningful work variable by 33.1%, and the rest was influenced by other variables not examined in this study. While the work engagement variable is explained by the POS, SL, and MW variables of 69.1%, and the rest is influenced by other variables not examined in this study. This percentage is very high, meaning that this research model is good for describing conditions in the population being studied. Details of the determinant coefficient test results are presented in Table 5.

Table 5

Coefficient determinant test results

Variable	R-Squared
Meaningful Work	0.331
Work Engagement	0.691

The last test on the inner model is hypothesis testing. Hypothesis testing in this study was conducted by analyzing the path coefficients of each hypothesis. Based on the path analysis test results, it is concluded that all hypotheses are supported because they have a positive value > 0. Details of the hypothesis testing are presented in Table 6.

Table 6

Hypothesis testing

Hypothesis	Path	Path Coeff.	Decision
H1	POS positively effect WE (POS →WE)	0.325	Supported
H2	POS positively effect MW (POS → MW)	0.388	Supported
H3	MW positively effect WE (MW → WE)	0.497	Supported
H4	POS positively effect MW through WE (POS → MW → WE)	0.193	Supported
H5	SL positively effect WE (SL → WE)	0.144	Supported
H6	SL positively effect MW (SL → MW)	0.230	Supported
H7	SL positively effect MW through WE (SL → MW → WE)	0..115	Supported

According to the path analysis results obtained, the research model is presented in Figure 1. This research model shows that the R2 value on meaningful work is above 0.25 and WE above 0.5, so it can be concluded that this research model is good (Hair et al., 2014). In addition, all the arrows of the exogenous variables, which are POS, SL, and MW, have positive values on the endogenous variable, namely WE. Likewise, the arrows point to MW as an endogenous variable from POS and SL having positive values. So, it can be concluded that all hypotheses are supported.

Based on the research model found in this study, two structural equation models can be provided. The structural equation is presented as follows:

$$Meaningful\ work = 0.338POS + 0.230SL + 0.668e$$

$$Work\ engagement = 0.325POS + 0.144SL + 0.497MW + 0.309e$$

In the structural equation of the meaningful work variable, it can be concluded that every improvement effort made by schools on POS will increase MW by 0.338, and improvements in SL will increase MW by 0.230. While the value of 0.668 is an error value referring to other variables that are not examined in this study. In the structural equation of WE, it can be concluded that the improvement efforts made by schools in POS will increase WE by 0.325, improvements in SL will increase WE by 0.144, and improvements in MW will increase WE by 0.497. While the value of 0.309 is an error value referring to other variables that are not examined in this study.

Figure 1
Research model
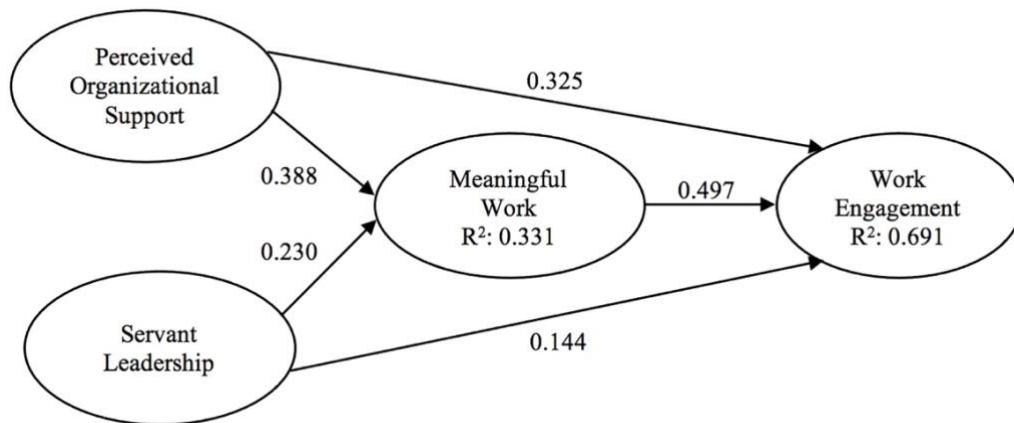
5. Discussion

5.1. Perceived organizational support positively affects teachers' work engagement

The results showed that POS experienced by teachers in schools had a positive effect on teachers' WE by 0.325. This result is in line with research conducted by Musenze and others (2020) which states that there is a strong positive relationship between the level of POS and WE. The results of this study are also supported by research conducted by Stefanidis and Strogilos (2021), which shows that the higher levels of support from coworkers and supervisors positively affect employee WE levels.

Teachers at Regina Pacis schools in Jakarta and Bogor, Indonesia, feel the support from the organization, whereas teachers feel they are treated with respect. Moreover, teachers in carrying out their duties get help from superiors when experiencing problems. Support in the form of respect and work assistance is included in support of socio-emotional resources (Chatzittofis et al., 2021), which are very meaningful for teachers. The support that teachers get from this organization makes teachers feel excited to work every day at school (Saks, 2006). The teachers also feel enthusiastic about carrying out their duties at school.

Teachers also have a positive perception of the school because of the support given because the school appreciates the teachers' contribution through their work. It then has an impact on teacher engagement in school activities. When teachers receive support from the organization, they tend to reciprocate by showing a positive level of engagement in the organization (Imran et al., 2020), in the context of this study, the school.

5.2. Perceived organizational support positively affects teachers' meaningful work

The results showed that POS experienced by teachers in schools had a positive effect on the MW of teachers by 0.388. The results of this study are in accordance with research conducted by Akgunduz and others (2018) explaining that POS has a positive effect on the meaning of work and employee creativity.

Schools provide opportunities for every teacher to express opinions. It shows that schools provide support for teachers to provide input for school progress in achieving

educational and organizational goals, which gives the perception that their work has significance (Fouché et al., 2017). This support makes teachers feel that their work as educators means bringing about positive change in the world. Teachers also feel that superiors are willing to help teachers when they need special assistance on the job. This support helps teachers better understand their work and not give up easily when faced with difficulties at work (Van Wingerden & Poell, 2019). Perceived organizational support felt by teachers shows that if the organization pays attention to the needs of teachers, appreciates their contributions, and pays attention to their interests, they will experience MW, which will later be beneficial to the organization (Engin-Demir, 2009; Ibrahim et al., 2016).

5.3. Meaningful work positively affects teachers' work engagement

The study results show that the MW perceived by the teacher has a positive effect on teachers' WE of 0.497. These results support the findings of previous research by Van Wingerden and Poell (2019) involving primary education teachers in the Netherlands who found a positive influence between MW and WE. This result also supports the view of Albrecht and others (2021) that MW is positively related to work outcomes such as WE. When the teacher feels that his job as an educator has a significant meaning and has a positive meaning for personal growth, the teacher will have a high WE.

The teachers in this study have a good understanding of what makes their work meaningful. They view that the teaching profession is a job they really want and is meaningful in growing many positive things in teachers. Fouché and others (2017) explained that the experience influences the resilience of a teacher that the work is meaningful. Teachers who view their work as meaningful will also have a positive meaning to their personal growth at work so that it has an impact on better WE (Van Wingerden & Van der Stoep, 2018). It will also foster motivation from within the teacher to generate positive reactions to continue developing themselves and carrying out innovative activities. Teachers who are more innovative and creative will increase their engagement in school activities and positively impact schools.

5.4. Perceived organizational support positively affects teachers' work engagement through meaningful work

The results show that POS received by teachers in schools positively affects teachers' WE through MW, amounting to 0.193. The results of this study are in line with research by Landells and Albrecht (2019) that POS has a positive effect on WE through mediation teachers' MW. However, this result is not greater than the direct effect of POS on MW.

Schools that provide adequate support for teachers to carry out their duties and provide opportunities for teachers to carry out self-development will foster a positive perception of teachers towards schools. The teachers feel that they receive guidance from their superiors at school so that their ability to carry out teaching and pastoral tasks increases. Thus, teachers will have confidence that the school fully supports their tasks and cares about their self-development. Teachers who get support from schools will have confidence that their work has a positive meaning for teacher self-development (Akgunduz et al., 2018). It will then increase the teacher's confidence in the school and increase the morale and enthusiasm for work, physical, cognitive, and emotional engagement of teachers in carrying out their duties at school.

The support provided by the school will make teachers feel confident that the school appreciates the work autonomy they have, the competencies they contribute to the organization, and the impact on the meaningfulness of the work (Maan et al., 2020). As a result, when teachers receive support from organizations, they tend to reciprocate by showing higher levels of engagement at work (Cropanzano & Mitchell, 2005). In addition, research by Christophersen and others (2015) found that engaged teachers show beneficial behaviors to other teacher co-workers that can benefit the organization.

5.5. Servant leadership in schools positively affects teachers' work engagement

The results show that SL in schools positively affect teachers' WE by 0.144. This result is in line with the findings of previous research by Liu and others (2018) which found that SL also affects WE. When leaders in schools serve with love for their teachers, the teachers' WE will increase to work extra to be more involved in their work. Additionally, the research by Aboramadan and others (2020) also found that SL at universities affects the WE of academic staff in Palestine.

The teachers in this study had a positive perception of SL in schools. The teachers feel that leaders in schools are focused on serving teachers in their daily roles as educators, which is in accordance with Roberts and Hernandez (2019). Leaders in schools play an active role in realizing the unity of teachers in schools. Additionally, the leader also gives confidence to teachers to be creative in carrying out their duties as teachers and pastoral care activities. It shows that the teacher has a good view of the leader, which is seen through the habits and principles held by the leader, and then this creates a positive impression from the teacher about the leader in his school. The service provided by leaders in schools is a model that will inspire teachers to engage in work (Babcock-Roberson & Strickland, 2010; Zhu et al., 2009).

SL implemented in schools encourage teachers to be more engaged in work. According to Panaccio and others (2014), the purpose of SL is for employees to develop abilities and have the desire to engage in work innovatively. SL is leadership that emphasizes service by prioritizing subordinates and paying attention to subordinates consistently. The implementation of SL is carried out with leaders who focus on service to employees and have an attitude of serving others. The better SL in schools, the WE of teachers also increases in various school activities and also increases the ability and creativity of teachers in carrying out their duties (Canavesi & Minelli, 2021).

5.6. Servant leadership in schools positively affects the teachers' meaningful work

The results showed that SL in schools had a positive effect on the MW of teachers by 0.230. This result is in line with previous research findings by Cai and others (2018), Saleem and others (2020) who found that SL positively affects MW. When employees get good service from their leaders at work, employees will feel valued at work and encourage the creation of MW.

SL in schools gives meaning to teachers in schools. Servant leaders always show concern for their members. The teachers feel that they get an award in the form of praise from the leader for the work achieved. Additionally, the teachers in this study believe that in the process of decisions making, leaders always encourage them to be involved by also setting an example that is in line with the vision and mission (Mpungose & Ngwenya, 2017). Compliments and invitations to have the right

principles provide important and valuable meaning for teachers in carrying out their work.

According to Liden and others (2015), SL shows that leaders really care about members and listen to them. The teachers perceive that the leaders in the school make a real effort for the good of the members. It is in line with Canavesi and Minelli (2021) who explain that servant leaders also take a genuine interest in the lives of their members and even put personal interests aside to prioritize the progress of members. This kind of servant leadership is very much needed in the school environment to build a deeper meaning of work for educators, education staff, and students.

5.7. Servant leadership in schools positively affects teachers' work engagement through meaningful work

The results showed that SL in schools positively affected teachers' WE through MW of 0.115. The study results are in line with the research of Jihye and Kim (2017), which explained that SL influenced WE through MW. However, the results of this media are not greater than the direct influence of SL on WE.

Servant leaders focus on giving service to their members with various kinds of actions. The form of this service is in the form of attention and assistance from the leader for the welfare of members. It is supported by Greenleaf (2010), who explains that SL emphasizes increasing service to others, increasing a sense of community, sharing power in decision making, and a holistic approach to work. The teachers also agreed on this matter which was reflected in the item, "My leader gave me the confidence to be creative in carrying out the task."

Better SL in schools, such as paying attention to the needs of teachers in teaching, providing opportunities for self-development, always maintaining communication with teachers, will increase the positive belief of each teacher that the work done has a positive meaning for the self-development of each teacher (Cai et al., 2018). It will increase the trust and loyalty of teachers to the school, which will also affect teacher engagement in every school activity. Servant leadership that is oriented towards devoting itself to assisting teachers in exploiting their creative potential (Williams et al., 2017), engenders a sense of meaning in work, helps teachers pursue their work goals, and engage in rewarding activities (Martela & Pessi, 2018).

6. Conclusions

Based on the presentation of the results and discussion of this research, it is concluded that all hypotheses of this study are supported. POS, SL, and MW were found to positively affect teachers' WE. The teachers in this study felt that the support provided by the organization in carrying out their work as education provided more meaning. SL in schools is also a role model and inspiration for teachers in carrying out their roles as educators who have noble duties and positively impact the surrounding environment. The support that teachers get and the leadership that serves encourage teachers to be more enthusiastic and engaged in work.

This study has several managerial implications for Regina Pacis Schools in Jakarta and Bogor in decision making. Schools need to make efforts to increase exogenous variables in order to increase teachers' WE. To increase POS, schools need to provide full support to teachers in carrying out their roles. It can be in the form of tangible support, such as the provision and improvement of teaching infrastructure or support for training and seminars and funding for further studies for teachers. To improve the

MW of teachers, schools need to continuously motivate and facilitate each teacher to increase reflection to interpret work; for example, by regularly praying together, mass, annual recollections and retreats, and training related to teacher abilities can also be held. In order to continue to improve the quality of SL in schools, school leaders need to be encouraged to be more sensitive to the needs of teachers and be responsive to the needs that are needed. Schools can form guided mentoring groups for teachers to become a forum for discussion. By increasing MW and SL, it is hoped that teachers' WE will also increase.

This study uses a population survey, so the results of this study cannot be generalized to a larger population. Therefore, it is recommended for further research to be conducted to research with a larger scope using samples so that the research results can be generalized. The study results of the mediating relationship did not succeed in increasing the effect of the exogenous variable on the endogenous. Therefore, for further research, it is recommended to examine other mediating variables that might increase the effect of exogenous variables on endogenous ones.

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