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Optimization of Increasing Teacher Engagement through Strengthening Self-Efficacy, Interpersonal Communication, Organizational Culture and Job Satisfaction

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ABSTRACT

The unity of teachers with the organization where they work, where the teacher feels that he has an organization and enjoys the conditions of the organization and his work, not only physically but also rationally, emotionally and normatively, so that the teacher feels satisfied and loyal to work in his organization is called teacher engagement. Optimal teacher engagement behavior will have a positive impact on the performance of their work and the madrasah institution. With a sense of love for their work and institution, teachers in carrying out their work work without knowing the time and fully invest themselves and their energy because they are no longer carrying out obligations, but the teaching profession has become a service. in his life. The aim of this research is to find strategies and ways to increase teacher engagement by conducting research on the influence of the variables of self-efficacy, interpersonal communication, organizational support and job satisfaction. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to obtain optimal solutions to increase teacher engagement.

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

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1. INTRODUCTION

Fulfilling professionalism in the 21st century requires educational transformation, especially the development of quality teachers who are able to advance knowledge, training, equity and student achievement. Teaching is a profession that requires interconnection and interdependence between abilities, competencies and various roles as a complete and synergistic unit which is usually known as engagement. This description is the basis for efforts to complement the programs and instruments that have been carried out by the government so far in capturing teacher performance with a new concept, namely teacher engagement.

The rapid development and progress currently spurring schools to be able to compete and be innovative in order to maintain school continuity and achieve school goals. Achieving success requires human resources who are professional and have good performance. To realize the goal of a reliable, professional and competent human resources organization. Human resources are assets that play a very important role in running an organization. The human resources in question are all educators and educational staff who are directly related to implementing the mission and achieving the organization's vision. To achieve these organizational goals, teachers and education staff should have good performance through competence, reliability, innovation and competitiveness.

Optimal teacher engagement behavior will have a positive impact on the performance of their work and the madrasah institution. With a sense of love for their work and institution, teachers in carrying out their work work without knowing the time and fully invest themselves and their energy because they are no longer carrying out obligations, but the teaching profession has become a service. in his life.

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The description of teacher engagement is to strengthen the background of this research, so the researcher distributed a preliminary survey questionnaire to 30 respondents in 7 PGRI Vocational Schools in Bogor Regency using a "Likert" scale with a value of 5 as the highest and 1 as the lowest, with categories (5) Strongly Agree, (4) Agree, (3) Doubtful, (2) Disagree, (1) Strongly Disagree, then the following conclusions can be drawn:

1) There are 42% of teachers who have problems with career development, this can be seen from the number of teachers who do not believe that schools have clarity in improving career paths and self-development in activities and training.
2) There are 43% of teachers who have problems with concerns for productivity, this can be seen from the large number of teachers who have not tried their best to complete their work according to the targets set and have not tried to maintain the quality of their work as best as possible.
3) There are 45% of teachers who have problems with ownership, it can be seen that teachers feel that they do not have a place of work that can increase work engagement.
4) There are 41% of teachers who have problems with loyalty, this can be seen from the number of teachers who feel that their desire to work at this school is not in accordance with the school's needs and feel that the school is not sufficient for life's needs so they are not comfortable working.
5) There are 35% of teachers who have problems with vigor, this can be seen from the number of teachers who have not tried to survive the problems they face at work and have not tried to check and improve the results of their work.
6) There are 36% of teachers who have problems with dedication, this can be seen from the number of teachers who have not been able to collaborate with other people to complete tasks and feel less enthusiastic about any work they are given.
7) There are 45% of teachers who have problems with absorption, this can be seen from the number of teachers who are not happy and enjoy their work and are immersed in work which causes time to pass quickly when doing work.

The survey results above show that teacher engagement needs to be strengthened, so it is necessary to find strategies and ways to strengthen teacher engagement. Considering that teacher engagement is the key to achieving educational goals, teacher engagement is interesting to research.

The aim of the research is to produce strategies and methods for strengthening teacher engagement, namely by strengthening independent variables that have a positive effect on teacher engagement. These variables are self-efficacy, interpersonal communication, organizational culture, and job satisfaction. The optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school organizing institutions and education offices.

2. RESEARCH METHOD

As explained above, this research aims to find strategies and ways to increase teacher engagement through research on the strength of influence between teacher engagement as the dependent variable and self-efficacy, interpersonal communication, organizational culture and job satisfaction as independent variables. The research method used is a survey method with a path analysis test approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for increasing teacher engagement.

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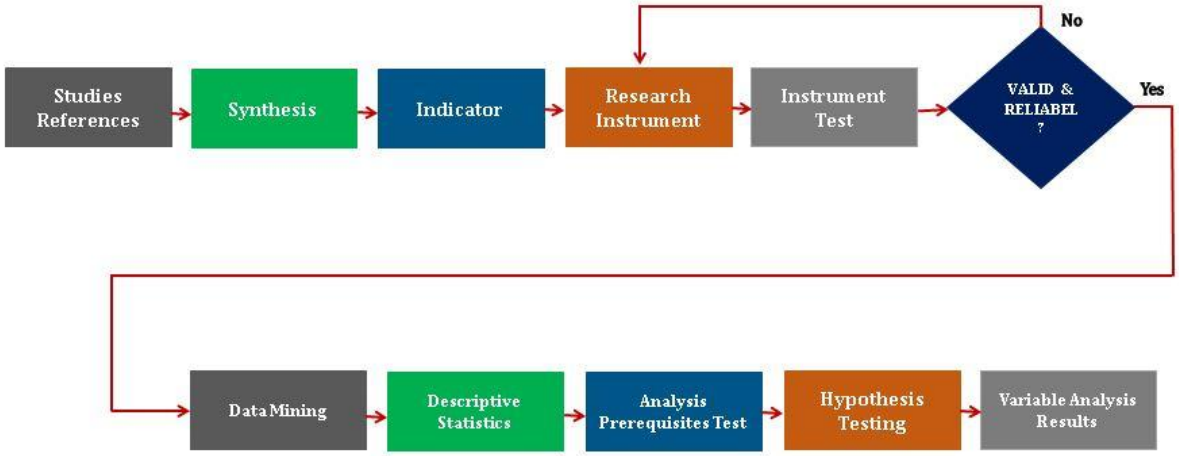


Fig 1. The Average Value of Concept Understanding Ability

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

Data collection in this research used research instruments in the form of questionnaires which were distributed to teachers as research respondents. The research instrument items are derived from the research indicators whose conditions will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using the Pearson Product Moment technique, while for the reliability test a calculation was used using the Cronbach's Alpha formula. After the data is collected, homogeneity tests, normality tests, linearity tests, simple correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing are then carried out.

Next, indicator analysis was carried out using the SITOREM method from Hardhienata to determine the priority order for improving indicators as a recommendation to related parties as a result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order for handling indicators resulting from expert assessments, and (3) the indicator value obtained from data calculations obtained from the answers of research respondents.

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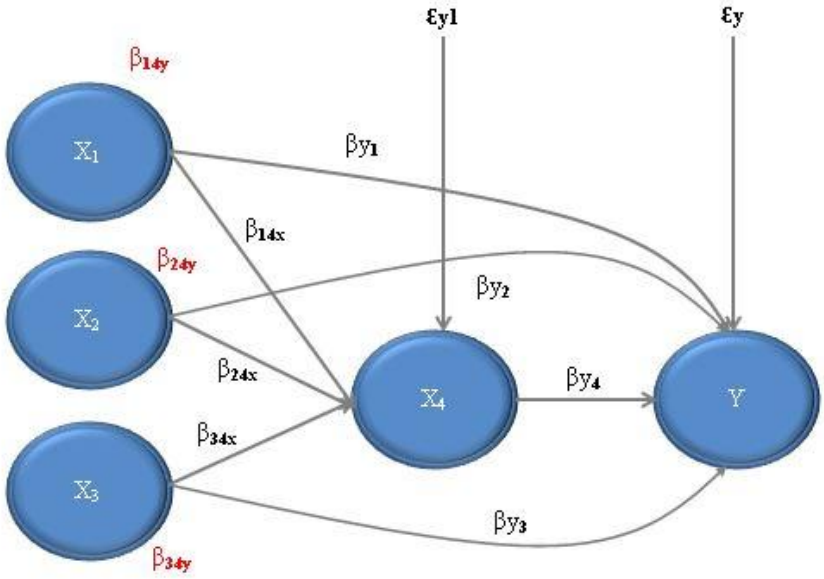


Fig. 2 Research Constellation

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

βy1 : Direct influence of Self-Efficacy (X1) on Teacher Engagement (Y).
βy2 : Direct influence of Interpersonal Communication (X2) on Teacher Engagement (Y).
βy3 : Direct influence of Organizational Culture (X3) on Teacher Engagement (Y).
βy4 : Direct influence of Job Satisfaction (X4) on Teacher Engagement (Y).
β14x : Direct influence of Self-Efficacy (X1) on Job Satisfaction (X4).
β24x : Direct influence of Interpersonal Communication (X2) Job Satisfaction (X4).
β34x : Direct influence of organizational culture (X3) on job satisfaction (X4)
β14y : Indirect influence of Self-Efficacy (X1) on Teacher Engagement (Y) through Job Satisfaction (X4).
β24y : Indirect influence of Interpersonal Communication (X2) on Teacher Engagement (Y) through Job Satisfaction (X4).
β34y : Indirect influence of Organizational Culture (X3) on Teacher Engagement (Y) through Job Satisfaction (X4).

3. RESULTS AND DISCUSSION

A. Descriptive Statistics

Based on the results of the analysis of statistical descriptions for research variables, symptoms of central data can be revealed as listed in the following table:

Table 1. Summary of Statistical Description of Research Variables

Description	Self Efficacy (X_1)	Interpersonal Communication (X_2)	Organization Culture (X_3)	Job Satisfaction (X_4)	Teacher Engagement (Y)
Mean	126.75	126.28	122.91	122.80	121.05
Standard Error	1.75046	1.25326	1.19771	1.77186	1.21728

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Description	Self Efficacy (X_1)	Interpersonal Communication (X_2)	Organization Culture (X_3)	Job Satisfaction (X_4)	Teacher Engagement (Y)
Median	134	130	126.5	130	124
Mode	150	136	130	149	121
Stand Deviation	24.001	17.1838	16.4221	24.2945	16.6906
Sample Variance	576.049	295.284	269.687	590.223	278.575
Kurtosis	1.64903	0.85695	1.64832	0.5498	0.58266
Skewness	-1.4904	-1.0468	-1.3927	-0.7772	-0.9844
Range	101	77	81	101	70
Minimum Score	52	75	64	59	74
Maximum Score	153	152	145	160	144

B. Normality Test

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

Table 2. Estimated Standard Error Normality Test

Estimate Error	n	L_{count}	L_{table}		Decision
			α = 0,05	α = 0,01	
$y - \hat{Y}_1$	168	0.015	0.065	0.075	Normality
$y - \hat{Y}_2$	168	0.014	0.065	0.075	Normality
$y - \hat{Y}_3$	168	0.010	0.065	0.075	Normality
$y - \hat{Y}_4$	168	0.015	0.065	0.075	Normality
$X_4 - X_1$	168	0.013	0.065	0.075	Normality
$X_4 - X_2$	168	0.016	0.065	0.075	Normality
$X_4 - X_3$	168	0.014	0.065	0.075	Normality
Normal distribution requirements : $L_{count} < L_{table}$					

C. Homogeneity Test

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

Table 3. Summary of Data Variance Homogeneity Test

Grouping	X^2_{count}	X^2_{table} α = 0,05	Decision
y on the basis of X_1	4912.17	6132.59	Homogeneity
y on the basis of X_2	3787.16	7288.01	Homogeneity
y on the basis of X_3	3823.33	7288.01	Homogeneity
y on the basis of X_4	4592.84	6132.59	Homogeneity
X_4 on the basis of X_1	4469.28	7288.01	Homogeneity
X_4 on the basis of X_2	4613.17	8451.28	Homogeneity
X_4 on the basis of X_3	3710.50	6313.26	Homogeneity
Homogeneous population requirement $\chi^2_{count} < \chi^2_{table}$			

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D. Regression Model Test

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

Table 4. Regression Model

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

E. Regression Model Significance Test

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

Table 5. Summary of Regression Model Significance Test Results (F Test)

Relationship Model Between Variables	Sig	α	Significance Test Results
y over x1	$0{,}000^b$	0,005	Significant
y over x2	$0{,}000^b$	0,005	Significant
y over x3	$0{,}000^b$	0,005	Significant
y over x4	$0{,}000^b$	0,005	Significant
x4 over x1	$0{,}000^b$	0,005	Significant
x4 over x2	$0{,}000^b$	0,005	Significant
x4 over x3	$0{,}000^b$	0,005	Significant
y over x1 through x4	$0{,}000^b$	0,005	Significant
y over x2 through x4	$0{,}000^b$	0,005	Significant
y over x3 through x4	$0{,}000^b$	0,005	Significant
Significant Terms : Sig < α			

F. Linearity Test

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

Table 6. Summary of Regression Model Linearity Test Results (t Test)

Relationship Model Between Variables	Sig	α	Significance Test Results
y over x1	0,000	0,005	Linear
y over x2	0,000	0,005	Linear
y over x3	0,000	0,005	Linear
y over x4	0,000	0,005	Linear

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Relationship Model Between Variables	Sig	α	Significance Test Results
x4 over x1	0,000	0,005	Linear
x4 over x2	0,000	0,005	Linear
x4 over x3	0,000	0,005	Linear
y over x1 through x4	0,000	0,005	Linear
y over x2 through x4	0,000	0,005	Linear
y over x3 through x4	0,000	0,005	Linear
Linear Terms : Sig < α			

G. Multicollinearity Test

Multicollinearity testing aims to determine whether the regression model found any correlation between independent variables or independent variables. Testing uses the Spearman Test. The effect of this multicollinearity is that it causes high variability in the sample. This means that the standard error is large, as a result, when the coefficient is tested, tcount will be a smaller value than ttable. The overall calculation results of the multicollinearity test are as follows:

Table 7. Summary of Multicollinearity Test

Independent Variable	Tolerance	VIF	Precondition	Conclusion
Self Efficacy (X_1)	0.505	4.408	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Interpersonal Communication (X_2)	0.612	5.803	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Organization Culture (X_3)	0.542	4.449	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Job Satisfaction (X_4)	0.603	4.934	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity

H. Heteroscedasticity Test

In this research, to test whether there is heteroscedasticity using the Glejser test where if the significant value is <0.05 then heteroscedasticity occurs, if on the contrary the significance value is ≥ 0.05 then homoscedasticity occurs. The overall calculation results of the heteroscedasticity test in this study can be seen in the summary in the following table:

Table 8. Summary of Heteroscedacity Test

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Independent Variable	Sig.	α	Prasyarat	Kesimpulan
Self Efficacy (X_1)	0,001	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Interpersonal Communication (X_2)	0,002	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Organization Culture (X_3)	0,001	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Job Satisfaction (X_4)	0,001	0,05	H_0 : sig < 0,05 then there is no heteroscedasticity. H_1 : sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity

Path Analysis Test

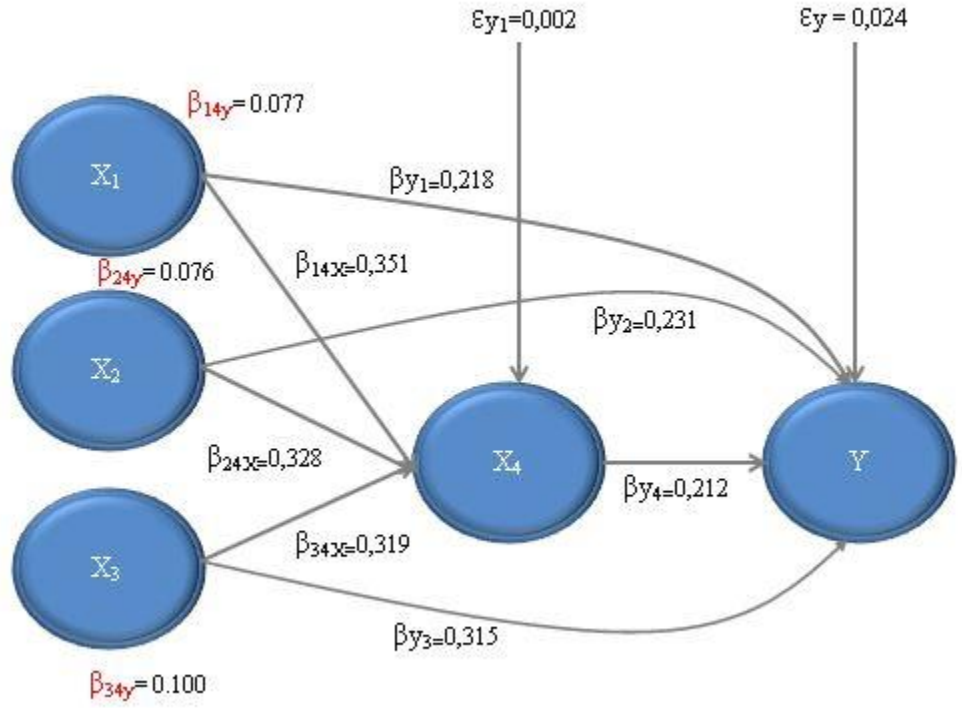


Fig. 3 Research Constellation

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

The influence between the independent variable and the dependent variable when viewed from path analysis, then this relationship is a functional relationship where Professional Commitment (Y) is formed as a result of the functioning of Adversity Intelligence (X1), Interpersonal Communication (X2), Task Interdependence (X3) and Job Satisfaction (X4). Discussion of research results can be described as follows:

Table 9. Research Hypothesis

Hypothesis	Path	Statistic Test	Decision	Conclusion
Self-Efficacy (X1) on Teacher Engagement (Y)	0.302	$H_0 : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Interpersonal Communication (X2) on Teacher Engagement (Y)	0.281	$H_0 : \beta_{y2} \leq 0$ $H_1 : \beta_{y2} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Organizational Culture (X3) on Teacher Engagement (Y)	0.205	$H_0 : \beta_{y3} \leq 0$ $H_1 : \beta_{y3} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Job Satisfaction (X4) on Teacher Engagement (Y)	0.210	$H_0 : \beta_{y4} \leq 0$ $H_1 : \beta_{y4} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Self-Efficacy (X1) on Job Satisfaction (X4)	0.344	$H_0 : \beta_{14y} \leq 0$ $H_1 : \beta_{14y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Interpersonal Communication (X2) on Job Satisfaction (X4)	0.328	$H_0 : \beta_{24y} \leq 0$ $H_1 : \beta_{24y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Organizational Culture (X3) on Job Satisfaction (X4)	0.327	$H_0 : \beta_{34y} \leq 0$ $H_1 : \beta_{34y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Self-Efficacy (X1) on Teacher Engagement (Y) through Job Satisfaction (X4)	0.104	$H_0 : \beta_{14y} \leq 0$ $H_1 : \beta_{14y} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence
Interpersonal Communication (X2) on Teacher Engagement (Y) through Job Satisfaction (X4)	0.092	$H_0 : \beta_{24y} \leq 0$ $H_1 : \beta_{24y} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence
Organizational Culture (X3) on Teacher Engagement (Y) through Job Satisfaction (X4)	0.067	$H_0 : \beta_{34y} \leq 0$ $H_1 : \beta_{34y} > 0$	H_0 is rejected H_1 is accepted	Indirect Positive Influence

I. Indirect Effect Test

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The results of the indirect influence test are as follows:

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Table 10. Research Hypothesis

Indirect Influence	Z_{Count}	Z_{table}	Decision	Conclusion
Self-Efficacy (X1) on Teacher Engagement (Y) through Job Satisfaction (X4)	3.560	1,966	H_0 is rejected H_1 is accepted	proven to mediate
Interpersonal Communication (X2) on Teacher Engagement (Y) through Job Satisfaction (X4)	4,512	1,966	H_0 is rejected H_1 is accepted	proven to mediate
Organizational Culture (X3) on Teacher Engagement (Y) through Job Satisfaction (X4)	3,628	1,966	H_0 is rejected H_1 is accepted	proven to mediate

J. Optimal Solution for Reducing Teacher Work Stress

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for reducing teacher work stress as follows:

Table 11. SITOREM Analysis

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
Self-efficacy(βy1 = 0,218) (rangk.III)				
1	Emotional Cues	1st	Magnitude (26.67%)	4.12
2	Generality	2nd	Generality (25.07%)	4.10
3	Magnitude	3rd	Strength (24.88%)	4.00
4	Past Performance	4th	Past Performance (23.38%)	3.88
5	Strength	5th	Vicarious Experience (21.38%)	3.90
6	Verbal Persuasion	6th	Verbal Persuasion (16.25%)	3.87
7	Vicarious Experience	7th	Emotional Cues (16.21%)	4.02
Interpersonal Communication (βy2 = 0,231) (rangk.II)				
	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Be positive towards yourself and others	1st	Openness to receiving input from others (26.67%)	4.14
2	The ability to understand other people	2nd	Ability to understand other people (25.07%)	4.02
3	Ability to interpret every word, sentence, information and behavior of other people.	3rd	Providing support to others (24.88%)	4.02
4	Openness to receiving input from others,	4th	Be positive towards yourself and others (23.38%)	3.94
5	Provide support to others	5th	Providing views, thoughts and ideas for organizational progress (21.38%)	3.96
6	Providing views, thoughts and ideas for the progress of the organization	6th	Ability to interpret every word, sentence, information and behavior of other people. (18.28%)	3.87
Organization Culture (βy3 = 0,315) (rangk.I)				
	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Adaptation to changes.	1st	Innovation at work (21.45%)	4.05
2	Oriented to work results	2nd	Oriented to work results (20.24%)	4.07
3	Team oriented	3rd	Team oriented (19.78%)	4.11
4	Innovation at work	4th	Empowerment of human resources in the organization (19.64%)	3.93
5	Consistent with the rules that have been set	5th	Consistent with established rules (16.45%)	3.97

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6	Empowerment of human resources in organizations	6th	Adaptation to changes. (15.67%)	3.93

Job Satisfaction (βy4 = 0,212) (rank.IV)

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Work relationships with friends and leaders,	1st	Income earned (16.95%)	3.96
2	Security in carrying out tasks,	2nd	Career advancement opportunities at work (16.36%)	4.11
3	Career advancement opportunities at work,	3rd	Work relationships with friends and leaders (14.31%)	3.97
4	Opportunity for creativity at work.	4th	Quality control of work by leadership (13.78%)	4.03
5	Quality control of work by the leadership,	5th	Security in carrying out tasks (13.73%)	3.92
6	Earned income,	6th	Opportunities for creativity at work (13.72%)	4.02

Teacher Engagement

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Strong affection for the profession and the organization	1st	Strong affection for the profession and organization (18.48%)	4.12
2	Teachers' moral obligation to remain in their organization	2nd	Have strong motivation to stay in their job (17.93%)	4.05
3	Lack of alternative professions	3rd	Selfless and devoted in carrying out their duties (16.77%)	3.85
4	Has obligations in his work	4th	Individual assessment of the cost of living if they leave their job (16.77%)	3.96
5	Has a strong motivation to stay in his job	5th	Lack of alternative professions (15.59%)	3.94
6	Maintaining stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession	6th	Have obligations in their work (14.78%)	3.95
7	An individual's assessment of the cost of living if he leaves his job	7th	Maintaining stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession (14. 62%)	4.02
8	Selfless and devoted in carrying out his duties	8th	Teachers' moral obligation to remain in their organization (14.60%)	4.01

SITOREM ANALYSIS RESULT

	Priority order of indicator to be Strengthened		**Indicator remain to be maintained**
1st	Empowerment of human resources in organizations	1.	Innovation at work
2nd	Consistent with the rules that have been set	2.	Oriented to work results
3rd	Adaptation to changes.	3.	Team oriented
4th	Be positive towards yourself and others	4.	Openness to receiving input from other people
5th	Providing views, thoughts and ideas for the progress of the organization	5.	Ability to understand other people
6th	Ability to interpret every word, sentence, information and behavior of other people.	6.	Provide support to others
7th	Past Performance	7.	Magnitude
8th	Vicarious Experience	8.	Generality
9th	Verbal Persuasion	9.	Strength
10th	Earned income	10.	Emotional Cues
11th	Work relationships with friends and leaders	11.	Opportunities for career advancement at work
12th	Security in carrying out tasks	12.	Control of the quality of work by the leadership

13th	Selfless and devoted in carrying out his duties	13.	Opportunity for creativity at work
14th	An individual's assessment of the cost of living if he leaves his job	14.	Strong affection for the profession and the organization
15th	Lack of alternative professions	15.	Have strong motivation to stay in his job
16th	Has obligations in his work	16.	Maintain stability/togetherness between the morals of society and the profession as well as a sense of responsibility to uphold the values of the profession
		17.	Teachers' moral obligation to remain in their organization

4. CONCLUSION

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

a. Increasing Teacher Engagement can be done by using variable development strategies that have a positive effect on Teacher Engagement.
b. Variables that have a positive influence on Teacher Engagement are Self-Efficacy, Interpersonal Communication, Organizational Culture and Job Satisfaction. This was proven from the results of variable analysis using the Path Analysis method.
c. The way to increase teacher engagement is to improve indicators that are still weak and maintain good indicators for each research variable.

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