

The Influence of Servant Leadership, Self-Efficacy, and Work Values on Teacher Engagement in Modern Education

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Abstract

This study aims to analyze the influence of servant leadership, self-efficacy, and values on teacher engagement among public senior high school teachers with civil servant (ASN) status and private senior high school teachers with permanent foundation teacher (GTY) status in Bogor Regency. This research employed a quantitative approach using an ex-post facto and causal comparative design. The sample consisted of 255 teachers selected through multistage random sampling. Data were collected using questionnaires and analyzed using descriptive statistics, regression analysis, comparative analysis, and SITOREM analysis. The results showed that servant leadership, self-efficacy, and values had positive and significant effects on teacher engagement in both groups. Values emerged as the strongest predictor among ASN teachers, while self-efficacy was the dominant variable among GTY teachers. The findings also revealed differences in engagement characteristics between public and private school teachers, indicating that institutional context and employment status influence teachers' psychological attachment and professional commitment. This study concludes that strengthening leadership practices, teachers' self-efficacy, and organizational values is essential for improving teacher engagement and educational effectiveness.

ARTICLE HISTORY

Received : 20 February 2026

Revised : 30 March 2026

Accepted : 25 April 2026

KEYWORDS

Self-Efficacy; Servant Leadership; Sitorem Analysis; Teacher Engagement; Values.

PUBLISHER'S NOTE

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Introduction

Education plays a fundamental role in developing human resources and strengthening national competitiveness. In Indonesia, education is not only oriented toward academic achievement but also toward the development of character, morality, creativity, and social responsibility as mandated in the Indonesian National Education System Law No. 20 of 2003. Within senior high schools, these expectations place teachers at the centre of institutional quality because teacher engagement determines how consistently teachers translate policy goals into instructional practice, professional collaboration, and school improvement. Within this context, teachers hold a strategic position because they directly influence learning quality, students' character formation, and overall educational effectiveness (Republik Indonesia 2003; Republik Indonesia 2010). Consequently, improving teacher performance, organizational commitment, and professional engagement has become a major concern in educational management and school sustainability (Greenleaf, R. K. 1977).

One important factor contributing to educational effectiveness is teacher engagement. Teacher engagement refers to a positive psychological state characterized by vigor, dedication, and absorption in work activities. Following the work-engagement framework of Schaufeli, Bakker, and Salanova (2006), these dimensions describe teachers' energy, meaningful involvement, and concentration in professional tasks, while loyalty and ownership represent organizational attachment that is particularly relevant in school management research. Engaged teachers

demonstrate strong enthusiasm, emotional attachment, persistence, and willingness to contribute beyond formal responsibilities. In educational institutions, engagement is reflected through teachers' commitment to instructional quality, participation in organizational activities, concern for professional development, productivity orientation, loyalty, and sense of ownership toward the institution. High teacher engagement contributes positively to instructional innovation, organizational effectiveness, school competitiveness, and long-term institutional sustainability. Conversely, low engagement may reduce productivity, weaken commitment, and negatively affect educational quality. Klassen and Kim (2021) emphasized that engaged teachers tend to demonstrate stronger commitment, higher instructional effectiveness, and greater emotional attachment toward educational institutions.

The issue of teacher engagement has become increasingly important in Indonesia, particularly in the context of growing competition among educational institutions. In Bogor Regency, the number of private senior high schools increased from 145 schools in 2021 to 171 schools in 2023, while the number of public senior high schools remained relatively unchanged. This local institutional growth illustrates why teacher engagement needs to be examined not only as an individual psychological construct but also as a school-management issue linked to institutional competitiveness. This condition intensifies competition among schools in attracting students and maintaining educational quality. As educational institutions face increasingly competitive environments, schools are required to strengthen organizational performance, teacher professionalism, and institutional commitment. Under such conditions, teacher engagement becomes a critical factor influencing organizational sustainability and educational competitiveness.

Preliminary observations and interviews conducted with several principals of public and private senior high schools in Bogor Regency revealed various engagement-related problems among teachers. Several teachers demonstrated low enthusiasm in teaching activities, weak dedication to professional responsibilities, limited participation in professional development programs, and low concern toward organizational conditions. Some teachers were also found to teach in multiple schools or engage in additional occupations, reducing their emotional attachment and concentration toward their primary institution. Preliminary survey findings further indicated that engagement problems were relatively more dominant among GTY teachers in private schools than among ASN teachers in public schools, particularly in dimensions such as absorption, loyalty, ownership, and concern for career development. These findings indicate that teacher engagement remains a significant issue requiring further investigation.

Theoretically, teacher engagement may be influenced by organizational, psychological, and personal factors. Bakker and Demerouti (2023), through the Job Demands–Resources (JD-R) theory, explained that supportive organizational resources significantly enhance employee engagement, motivation, and performance, particularly in professional service organizations such as schools. Among the organizational factors, servant leadership has attracted considerable attention in recent educational and organizational research. Servant leadership emphasizes leaders' commitment to serving, empowering, supporting, and developing subordinates through ethical and human-centered leadership practices. Eva et al. (2019) argued that servant leadership creates positive organizational climates characterized by trust, collaboration, and employee empowerment, which ultimately strengthen organizational attachment and engagement. In educational contexts, supportive leadership behaviors encourage teachers to feel valued, respected, and psychologically supported in

carrying out professional responsibilities. Empirical findings by Karatepe, Rezapouraghdam, and Hassannia (2022) further confirmed that servant leadership positively affects employee engagement by fostering emotional support, empowerment, and organizational trust.

In addition to leadership factors, self-efficacy has been widely recognized as an important psychological determinant of work engagement. Self-efficacy refers to individuals' beliefs regarding their capability to organize and execute actions required to achieve desired outcomes. According to Zee and Koomen (2021), teachers with high self-efficacy are more likely to demonstrate resilience, persistence, confidence, and active involvement in classroom activities and organizational responsibilities. Similarly, Fathi, Derakhshan, and Torabi (2023) found that teacher self-efficacy significantly influenced work engagement through increased psychological well-being and professional confidence. Teachers who believe in their professional capabilities tend to show higher levels of enthusiasm, dedication, and persistence when facing occupational challenges.

Another important factor influencing engagement is work values. Work values represent individuals' beliefs, principles, and expectations regarding meaningful work, achievement, responsibility, and organizational commitment. Employees whose personal values align with organizational goals tend to demonstrate stronger emotional attachment and higher work involvement. Lyons and Kuron (2022) explained that work values shape employee attitudes, motivation, and organizational behavior across different professional environments. Likewise, Twenge et al. (2021) reported that generational differences in work values significantly influence workplace commitment, motivation, and engagement. In educational organizations, alignment between teachers' personal values and institutional goals may strengthen organizational loyalty, professional responsibility, and commitment toward educational quality.

Several empirical studies have specifically examined the relationship between servant leadership, self-efficacy, work values, and employee engagement. Fachrurroji et al. (2023) found that servant leadership and self-efficacy positively and significantly influenced teacher engagement among Madrasah Ibtidaiyah teachers in West Jakarta. Dianarini, Sunaryo, and Wulandari (2022) also reported that servant leadership strengthened employee engagement through supportive and empowering leadership behaviors. In addition, Na-Nan et al. (2021) demonstrated that self-efficacy had a strong positive effect on employee engagement in the Thai manufacturing industry. Studies conducted by Duong and Phan (2024) and Kang et al. (2020) further confirmed that personal and organizational values significantly contributed to employees' psychological attachment and work commitment across organizational settings. However, these studies have not sufficiently explained whether the same predictors operate differently among teachers working under distinct public and private school employment systems.

Despite the growing body of literature on employee engagement, several important limitations remain unresolved. Contextually, most previous studies focused on general organizational settings or examined engagement within a single institutional context without comparing public and private school teachers. Consequently, limited empirical evidence explains how differences in employment systems, welfare structures, organizational culture, and career security influence teacher engagement. In Indonesia, ASN teachers in public schools and GTY teachers in private schools operate under substantially different organizational conditions, professional expectations, compensation systems, and career security, which may produce different

patterns of engagement and organizational attachment. However, comparative studies specifically addressing these differences remain limited.

In terms of variable integration, previous studies generally investigated servant leadership, self-efficacy, and work values separately rather than integrating these variables into a comprehensive comparative framework (Singh et al., 2020). As a result, limited studies have simultaneously examined the combined influence of leadership factors, psychological capacity, and personal values on teacher engagement across different institutional contexts. Furthermore, many prior studies primarily relied on conventional correlational approaches without identifying strategic indicators that should be prioritized for organizational improvement.

Methodologically, although employee engagement has been widely discussed in educational management research, only limited studies have incorporated SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis. SITOREM provides important methodological advantages because it not only analyzes statistical relationships among variables but also identifies priority indicators that need improvement and indicators that should be maintained. Hardhienata (2017) emphasized that SITOREM analysis is highly relevant for educational management research because it supports evidence-based decision making and strategic organizational improvement. Therefore, integrating comparative ex-post facto analysis with SITOREM represents an important methodological novelty in this study.

Accordingly, this study offers several novelties. First, this study comparatively examines teacher engagement between ASN teachers in public senior high schools and GTY teachers in private senior high schools within the Indonesian educational context (Luthans, 2011). Second, this study simultaneously analyzes the influence of servant leadership, self-efficacy, and work values on teacher engagement across both institutional groups. Third, this study integrates comparative quantitative analysis with SITOREM analysis to identify strategic priority indicators for improving teacher engagement. Thus, the novelty of this study lies in connecting contextual comparison, integrated predictors, and improvement-oriented analysis in one educational management framework.

Based on the background and research gaps described above, this study aims to analyze differences in teacher engagement between ASN teachers in public senior high schools and GTY teachers in private senior high schools in Bogor Regency. In addition, this study examines the influence of servant leadership, self-efficacy, and work values on teacher engagement within both institutional contexts. The study also seeks to determine which indicators should be maintained and improved through SITOREM analysis so that the findings can be translated into strategic recommendations for school management. The findings are expected to contribute theoretically to the development of educational management literature and practically to provide strategic recommendations for strengthening teacher engagement and organizational sustainability in Indonesian schools.

This study addresses the following analytical questions: (1) whether teacher engagement differs between ASN and GTY teachers; (2) whether servant leadership influences teacher engagement in both groups; (3) whether self-efficacy influences teacher engagement; (4) whether work values influence teacher engagement; (5) whether servant leadership, self-efficacy, and work values simultaneously influence teacher engagement; and (6) which priority indicators should be improved or maintained based on SITOREM analysis. These questions guide the quantitative and comparative analysis presented in the following sections.

Method

Research Design, Setting, and Participants

This study was conducted in public and private senior high schools (SMA) with “A” accreditation in Bogor Regency from November 2023 to June 2026. Schools with “A” accreditation were selected to ensure that the comparison was conducted in institutions with relatively established governance, learning facilities, and quality assurance systems (Podsakoff et al., 2003). The selection of senior high schools as the research setting was based on their strategic role in preparing students for higher education and developing academic, social, and personal competencies. In addition, teachers at the secondary education level are expected to demonstrate strong professional engagement, self-efficacy, and organizational values to support educational quality and institutional effectiveness (Sugiyono, 2019).

This research employed a quantitative approach using an ex-post facto and causal comparative design. The study aimed to analyze differences in teacher engagement between public senior high school teachers with civil servant (ASN) status and private senior high school teachers with permanent foundation teacher (GTJ) status. Furthermore, the study examined the influence of servant leadership, self-efficacy, and work values on teacher engagement in both groups. The population consisted of 1,523 ASN teachers from public senior high schools and 1,618 GTJ teachers from private senior high schools in Bogor Regency. Using probability sampling through multistage random sampling and the Slovin formula with a 5% margin of error, a total sample of 255 respondents was obtained, consisting of 135 ASN teachers and 120 GTJ teachers. The sampling procedure was designed to represent both employment groups proportionally so that comparison between public and private school contexts could be conducted more fairly.

Instrumentation and Data Analysis

Data were collected using questionnaires based on Likert scales and Behavioral Rating Scales. Teacher engagement was measured through dimensions of vigor, dedication, absorption, loyalty, and ownership. Servant leadership was assessed through indicators such as healing, empowerment, listening, stewardship, empathy, persuasion, and ethical behavior. Self-efficacy was measured using the dimensions of magnitude, strength, and generality, while work values were measured through teachers’ personal and organizational work values. Instrument validity was tested using Corrected Item–Total Correlation analysis, while reliability testing employed Cronbach’s Alpha analysis with the assistance of SPSS software. All instruments met validity and reliability requirements, with Cronbach’s Alpha coefficients above 0.70, indicating that the instruments were reliable for data collection. The data analysis consisted of descriptive statistics, regression analysis for testing predictive relationships, comparative analysis for examining differences between ASN and GTJ teachers, and SITOREM analysis for identifying improvement priorities based on the strength of variable influence and the status of each indicator (Widodo., 2020)

Result and Discussion

Result

This study was conducted in public and private senior high schools (SMA) with “A” accreditation in Bogor Regency from November 2023 to June 2026. The selection of senior high schools as the research setting was based on their strategic role in preparing students for higher education and developing academic, social, and personal competencies. In addition, teachers at the secondary

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Reliability Analysis

The reliability test results showed that all research variables had high internal consistency and were suitable for use in this study. The results are presented in Table 1.

Table 1. The reliability results are summarized

Metric	Cronbach's Alpha	Interpretation
Teacher Engagement	0.954	Reliable
Servant Leadership	0.961	Reliable
Self-efficacy	0.957	Reliable
Values	>0.70	Reliable

The high Cronbach's Alpha coefficients indicate that the research instruments consistently measured the intended constructs and provided reliable empirical data for further analysis. Because all coefficients exceeded the recommended threshold of 0.70, the instruments were considered internally consistent for measuring teacher engagement, servant leadership, self-efficacy, and work values.

Descriptive Analysis

Descriptive statistical analysis indicated that respondents generally perceived teacher engagement, servant leadership, self-efficacy, and values at a high level. This finding suggests that teachers in both public and private senior high schools tend to demonstrate strong involvement in their professional responsibilities, positive perceptions toward school leadership, confidence in their abilities, and

positive organizational values. The descriptive interpretation provides an initial profile of the respondents before the regression, comparative, and SITOREM analyses were conducted.

The respondents also represented diverse demographic characteristics, including differences in age, teaching experience, educational background, and employment status. These characteristics strengthened the representativeness of the research data and provided a broader understanding of teacher engagement within different institutional contexts.

Hyphotesis Analysis

The hypothesis testing results demonstrated that servant leadership, self-efficacy, and values had positive and significant effects on teacher engagement among both ASN teachers and GTY teachers. The interpretation of these findings is based on the reported regression direction and the standardized beta coefficients used in the SITOREM ranking. Servant leadership was found to positively influence teacher engagement. Teachers who perceived their principals as supportive, empathetic, ethical, and empowering showed higher levels of dedication, enthusiasm, and emotional attachment to their schools. This finding indicates that leadership practices emphasizing service and teacher empowerment contribute significantly to strengthening teacher engagement.

Self-efficacy also showed a positive and significant effect on teacher engagement. Teachers with stronger confidence in their abilities to complete tasks and overcome professional challenges tended to demonstrate greater enthusiasm, persistence, and involvement in teaching activities. These findings support the assumption that psychological confidence plays an essential role in improving teacher engagement.

In addition, values significantly influenced teacher engagement. Teachers who internalized positive personal and organizational values demonstrated stronger commitment, loyalty, and psychological attachment to their institutions. This result suggests that value alignment between teachers and schools contributes to higher levels of professional engagement.

Simultaneous testing further revealed that servant leadership, self-efficacy, and values collectively contributed significantly to teacher engagement. This finding confirms that teacher engagement is influenced not only by organizational leadership but also by psychological and personal factors.

SITOREM Analysis and Improvement Priorities

The SITOREM analysis was conducted to identify indicators that should be maintained and indicators requiring improvement in order to strengthen teacher engagement among ASN and GTY teachers. The results for ASN teachers showed that values were the strongest variable influencing teacher engagement ($\beta = 0.707$), followed by self-efficacy ($\beta = 0.626$) and servant leadership ($\beta = 0.365$). These standardized beta coefficients were used to determine the relative strength of each predictor in the SITOREM ranking. The ranking of variables is presented in Table 2.

Table 2. Ranking of Variables Affecting Teacher Engagement (ASN Teachers)

Metric	Beta Coefficient (β)	Category
Values (X3)	0.707	Strongest Influence
Self-efficacy (X2)	0.626	Strong Influence
Servant Leadership (X1)	0.365	Moderate Influence

For GTY teachers, self-efficacy emerged as the strongest predictor of engagement ($\beta = 0.731$), followed by values ($\beta = 0.716$) and servant leadership ($\beta = 0.587$). This ranking indicates that psychological capacity had the strongest relative contribution to engagement among GTY teachers. The results are shown in Table 3.

Table 3. Ranking of Variables Affecting Teacher Engagement (GTY Teachers)

Metric	Beta Coefficient (β)	Category
Self-efficacy (X2)	0.731	Strongest Influence
Values (X3)	0.716	Strong Influence
Servant Leadership (X1)	0.587	Moderate Influence

The comparative SITOREM analysis between ASN and GTY teachers is summarized in Table 4

Table 4. Comparative SITOREM Analysis between ASN and GTY Teachers

Aspect	ASN Teacher	GTY Teacher
Strongest Variable	Values	Self-Efficacy
Highest Beta Value	0.707	0.731
Main Improvement Focus	Values and Engagement	Self-Efficacy
Dominant Maintained Indicator	Listening	Concern for Career Development
Lowest Indicator	Independence	Independence
Main Organizational Need	Strengthening Internal Values	Strengthening Psychological Capacity

In Table 4, “Main Improvement Focus” refers to the variable or domain that requires the greatest strategic attention based on the SITOREM classification. “Dominant Maintained Indicator” refers to an indicator with relatively strong performance that should be preserved, whereas “Lowest Indicator” refers to an indicator that requires priority improvement.

The analysis revealed that ASN teachers relied more strongly on organizational and internalized values, while GTY teachers depended more heavily on psychological confidence and self-efficacy. These differences indicate that employment status and institutional context shape teacher perceptions, motivation, and organizational attachment differently.

Several indicators requiring improvement among ASN teachers included independence, success orientation, comfortable life, emotional cues, vicarious experience, persuasion, dedication, productivity concern, vigor, and absorption. Meanwhile, indicators such as honesty, responsibility, optimism, listening, empowerment, ethical behavior, loyalty, ownership, and concern for career development should be maintained.

For GTY teachers, indicators requiring improvement included emotional cues, task challenge, vicarious experience, past performance success, independence, empathic action, empowerment, persuasion, dedication, productivity concern, vigor, and absorption. Indicators such as optimism, responsibility, listening, stewardship, ownership, and concern for career development should be maintained and strengthened.

Based on the SITOREM analysis, strategic improvement priorities are presented in Table 5. The priority areas were derived from the combination of standardized beta weights and indicator classifications, allowing the analysis to distinguish indicators that should be maintained from those requiring improvement.

Table 5. Summary of Strategic Improvement Priorities

Strategic Area	ASN Teacher	GTY Teacher
Psychological Strengthening	Emotional	Emotional control and optimism
Leadership Improvement	Persuasion approach	Empathic leadership

Organizational Culture	Productivity orientation	Career development
Personal Development	Independence	Confidence building
Engagement Reinforcement	Dedication and vigor	Absorption and loyalty

These findings indicate that strategies to improve teacher engagement should not focus solely on organizational leadership but also emphasize strengthening teachers' psychological capacities and internal values. Therefore, schools are encouraged to implement sustainable programs related to leadership development, psychological empowerment, professional values internalization, and career development in order to improve teacher engagement comprehensively.

Discussion

The findings of this study indicate that servant leadership, self-efficacy, and work values positively and significantly influence teacher engagement among ASN teachers in public senior high schools and GTY teachers in private senior high schools in Bogor Regency. These findings support the Job Demands–Resources Theory (Hakanen, Bakker, & Schaufeli, 2006), which explains that employee engagement develops when individuals receive adequate organizational and psychological resources. Teachers who perceive supportive leadership, possess strong confidence in their abilities, and internalize positive organizational values tend to demonstrate higher levels of vigor, dedication, loyalty, and absorption in their work activities. Thus, teacher engagement in this study can be understood as the result of an interaction between job resources provided by the school and personal resources possessed by teachers. The positive influence of servant leadership confirms that principals who demonstrate empathy, ethical behavior, empowerment, and support can strengthen teachers' emotional attachment and organizational commitment. This finding is consistent with servant leadership theory, which emphasizes that leaders build engagement by serving teachers' professional growth, creating trust, providing empowerment, and strengthening organizational support. This finding is consistent with Servant Leadership and previous studies by Eva et al. (2019) and Karatepe et al. (2022), which found that servant leadership contributes positively to employee engagement through supportive organizational climates and stronger trust relationships.

The results also show that self-efficacy significantly affects teacher engagement. This finding supports Self-Efficacy, which explains that individuals with strong confidence in their capabilities tend to demonstrate greater persistence, resilience, and motivation. Teachers with high self-efficacy are more capable of managing instructional challenges and maintaining professional involvement. This result is in line with Zee and Koomen (2021) and Fathi et al. (2023), who reported that self-efficacy positively contributes to work engagement and professional well-being.

An important finding of this study is the difference in dominant factors influencing engagement between ASN and GTY teachers. Among ASN teachers, work values emerged as the strongest predictor of engagement. This condition may occur because ASN teachers generally work within more stable organizational systems characterized by stronger job security, structured career paths, and clearer institutional regulations. In such a context, public-service orientation, organizational loyalty, and responsibility may become more salient mechanisms through which work values strengthen engagement. Consequently, organizational attachment among ASN teachers is more strongly influenced by professional values, institutional loyalty, and responsibility toward public service.

In contrast, self-efficacy became the strongest predictor of engagement among GTY teachers. GTY teachers in private schools generally face more dynamic working conditions, including differences in compensation, workload, and career certainty. Under these conditions, confidence in professional capability becomes a key personal resource that helps teachers maintain motivation and involvement despite institutional uncertainty. Therefore, psychological confidence and personal resilience become important resources for maintaining engagement. Teachers with strong self-efficacy are more capable of adapting to challenges and sustaining professional motivation despite organizational limitations.

The SITOREM analysis further identified several strategic indicators that should be maintained and improved to strengthen teacher engagement. For ASN teachers, organizational values, loyalty, and responsibility should be maintained, while indicators related to independence, dedication, vigor, and absorption require improvement. Meanwhile, for GTY teachers, optimism, ownership, and career development concern should be maintained, whereas emotional control, confidence building, and productivity orientation need further strengthening. These findings indicate that efforts to improve teacher engagement should consider differences in institutional context and employment status. Practically, ASN schools should prioritize value-based professional culture and productivity-oriented engagement, whereas private schools should provide stronger psychological empowerment, mentoring, and career-development support for GTY teachers.

Overall, this study contributes to the literature on teacher engagement by integrating servant leadership, self-efficacy, and work values within a comparative framework between ASN and GTY teachers. In addition, the use of SITOREM analysis provides practical contributions by identifying strategic priorities for improving teacher engagement in educational institutions.

This study has several limitations. First, the cross-sectional ex-post facto design limits the ability to infer causality over time. Second, the use of self-report questionnaires may create a risk of common method bias, although validity and reliability testing were conducted to strengthen measurement quality. Third, the study was limited to public and private senior high school teachers in Bogor Regency, so the findings should be generalized cautiously to other regions and school levels. Future research should use longitudinal or mixed-method designs, include broader regional samples, and combine survey data with interviews or classroom-based evidence to obtain a deeper understanding of teacher engagement dynamics.

Conclusion

This study concludes that servant leadership, self-efficacy, and values have positive and significant effects on teacher engagement among ASN teachers in public senior high schools and GTY teachers in private senior high schools in Bogor Regency. Teachers who perceive supportive, ethical, and empowering leadership, possess strong confidence in their professional abilities, and internalize positive organizational values tend to demonstrate higher levels of engagement reflected in vigor, dedication, loyalty, and absorption in their work activities. The findings further indicate differences in the dominant factors influencing engagement between ASN and GTY teachers. Among ASN teachers, values emerged as the strongest predictor of teacher engagement, whereas self-efficacy became the most dominant factor among GTY teachers. These differences suggest that institutional context and employment status play important roles in shaping teachers' psychological attachment, motivation, and professional commitment. ASN teachers generally benefit from greater institutional

stability and organizational support, while GTY teachers rely more strongly on personal confidence and intrinsic motivation to maintain engagement.

The simultaneous influence of servant leadership, self-efficacy, and values confirms that teacher engagement is multidimensional and influenced by both organizational and individual factors. The SITOREM analysis also identified several indicators that should be maintained and improved to strengthen teacher engagement more effectively. Therefore, educational institutions are encouraged to implement comprehensive strategies through strengthening servant leadership practices, enhancing teachers' psychological capacities and self-efficacy, and developing organizational values that support professionalism, commitment, and educational quality. Theoretically, this study contributes to the development of teacher engagement literature, particularly in the context of comparative studies between public and private educational institutions in Indonesia. Practically, the findings provide strategic recommendations for school principals, educational foundations, and policymakers in designing sustainable programs aimed at improving teacher engagement, performance, and organizational effectiveness in secondary education institutions.

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