The Influence of Perceived Organizational Support and Self-Resilience on Work Engagement among Teachers of Indonesia

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Abstract: The study aims to measure how perceived organizational support and self-resilience affect teacher work engagement in Indonesia. A multiple regression research design using a quantitative approach was used in this study. A total of 400 teachers participated in this study spread across several province in Indonesia. Purposive sampling was the form of sampling used in this study, and was conducted using non-probability techniques based on criteria set by the researcher. The significance value of 0.000 indicates that the research findings show significant results between perceived organizational support and self-resilience with work engagement. Perceived organizational support and self-resilience accounted for 42.8% of the effective contribution of these variables to work engagement, other factors influenced the remaining percentage. This research produces new findings, that the variables of perceived organizational support and resilience when tested together with the variable of work engagement with a sample of teachers have significant results. Therefore, to ensure that teachers have high engagement at work and their efforts positively influence the learning process, it is crucial for schools to be able to maintain a good level of organizational support and it is important for teachers to have good psychological resilience.

Keywords: Organizational Support, Resilience, Teacher, Work Engagement

A. Introduction

In education, teachers are one of the roles that have a very high contribution. Because through the process, teachers will create a quality generation. With a well-educated generation, there will be a qualified heir to the nation (Tabroni & Nurarita, 2021). A teacher has a big responsibility in the process of creating a quality generation, because the teacher's job is not just teaching. In the learning process, teachers have two tasks which are divided into two, namely pedagogy and administrative (Sanjani, 2020). This pedagogy task is related to the ability to guide and lead. Then, administrative tasks are related to making lesson plans, recording student learning outcomes, and other administration regarding learning. Teachers must also be adaptable to deal with curriculum updates that will happen, considering that the curriculum in Indonesia

always undergoes developments that are adapted to changing times (Suhandi & Robi'ah, 2022).

The high responsibility carried by a teacher makes it important for teachers to have a sense of enthusiasm, full dedication, and high engagement in order to teach effectively (Astisya & Hadi, 2021). According to (Hayuningtyas & Helmi, 2015), a condition that can demonstrate a teacher's high engagement in the teaching process is work engagement. In addition, research conducted by (Santoso & Jatmika, 2017) also states that employees who are attached to their jobs will have broad thoughts if there are changes in their job demands. This is in accordance with the conditions of teachers who must be able to adjust to experiencing curriculum changes.

Work engagement can be defined as a psychological condition of a worker related to their work and is positive in nature, characterized by dedication, absorption, and vigor (Schaufeli et al., 2002). Dedication refers to a state where a person has high involvement in their work. Absorption is described as full concentration while working. Vigor is described as mental resilience and high spirits at work, and persists despite difficulties. Work engagement is also defined as an expression issued by someone who aims to establish work relationships and work with others (Tarigan & Dimyati, 2021). According to (Ratnaningtyas et al., 2021) employees that show high levels of engagement at work typically perform well because they view their work as something positive and not as a burden. Factors that influence work engagement include job resources and personal resources (Bakker, 2011).

According to Bakker & Demerouti (2007), job resources are factors that contribute to the physical, psychological, social, and organizational aspects of work. The research carried out by Bakker (2011) shows that the aspects of job resources that play the most important role in work engagement are the support from the supervisor, the innovation, the appreciation and the organizational climate. Biswas & Bhatnagar (2013) argue that employees should be engaged at work when they feel supported by the organization. Perceived organizational support is defined as a measure of employee thinking about how much the organization contributes to employee well-being (Eisenberger et al., 1986). Based on (Giao et al., 2020) employees who feel they have organizational support are expected to reduce the negative effects of psychomatic and psychological reactions on the employee, support can be provided with good facilities within the company. Previous research discussing perceived organizational support with work engagement has produced conflicting findings. In the research conducted by Al Maghfiroh & Mulyana (2023) on the perceived of organizational support with work engagement in SMKN, the teachers stated that there were significant results on both variables. Contrary to the results of research conducted by Nguyen et al., (2020) on drivers, stating that between perceived organizational support and work engagement not significant results.

Another factor affecting work engagement is personal resources. Personal resources are factors related to a person's ability to cope with their work environment. According to Xanthopoulou, et al. (in Bakker, 2011), personal resources refer to positive assessments related to psychological resilience, that employees with high resilience tend to be more engaged at work. Moreover, Connor & Davidson (in Octaryani & Baidun, 2018) state that resilience is the ability to overcome all the pressures and problems that are being faced, overcome stress, and anxiety in life. Resilience can also be described as the ability to adapt well to incoming stressors, to accept difficulties and to resolve disruptions with effective use of resources (Denckla et al., 2020). According to Meynaar et al., (2021) a person who has high resilience will have the capacity to be well-adjusted and view adversity as a positive thing. However, there have been some inconsistent findings in previous research related to resilience and work engagement. In the research by Prasetyo & Farhanindya (2021) on field workers in Indonesia, there are significant positive results between resilience and work engagement. Meanwhile, research conducted by Al-Omar et al., (2019) on nurses in China, states no significant results between resilience and work engagement.

Based on the above explanation, there are inconsistencies in the findings of previous studies. This has become the basis for researchers to conduct further research in relation to these variables. In this case, the study was carried out on Indonesian teachers because it was found that there are few studies that tested the variables of perceiving organizational support and resilience simultaneously with work engagement of teachers. Actually, this is of great importance, because according to the research conducted by Burić & Macuka (2018), a teacher with high work engagement has an energetic attitude, is cheerful, is committed to learning, is persistent in the face of difficulties, is enthusiastic when teaching, and always pays attention to students during the teaching process. The study aims to investigate the influence of perceived organizational support and self-resilience on work engagement among teachers in Indonesia. Perceived organizational support refers to how valued and supported teachers feel, while self-resilience relates to their ability to cope with challenges. Understanding these factors can enhance a teacher's engagement in their work. The research seeks to provide insights for educational policies and practices, ultimately leading to improved educational outcomes.

B. Methods

This research uses a quantitative approach with non-probability data collection techniques and the type is purposive sampling according to the criteria determined by the researcher. The sample in this study of the three variables is elementary school teachers of the same level (SD/MI), junior high schools of the same level (SMP/MTs), and senior high schools of the same level (SMA/SMK/MA) in Indonesia. The number of samples in this study was 400 teachers spread across several provinces, with the following details:

Table 1. Sample Characteristics

Category	Frequency	Percentages
Gender		
Male	90	22,50%
Female	310	77,50%
Age		
19-25	142	35,50%
26-35	142	35,50%
36-45	49	12,25%
46-55	52	13,00%
56-60	15	3,75%
Employment Status		
ASN P3K	123	30,75%
Honorer	189	47,25%
Permanent Foundation Teacher	88	22,00%
Instances		
Public School	214	53,50%
Private School	186	46,50%
School Level		
SD/MI	175	43,75%
SMP/MTS	73	18,25%
SMA/SMK/MA	152	38,00%
Working Period		
< 5 Years	246	61,50%
> 5 Years	154	38,50%
Domicile		
Java Island	303	75,75%
Kalimantan Island	7	1,75%
Sumatera Island	67	16,75%
Sulawesi Island	12	3,00%
Bali Island	7	1,75%
Maluku Island	3	0,75%
Bangka Belitung Island	1	0,25%

There are three variables used in this study, namely perceived organizational support, self-resilience, and work engagement. The first variable, perceived organizational support (X1), is a measure of employees' trust in their company regarding the appreciation and care employees receive for their contributions to the company. This perceived organizational support has four dimensions, namely justice, support from superiors, appreciation and organizational working conditions (Rhoades & Eisenberger, 2002). Then, the next variable is self-resilience (X2), which is the psychological ability to adapt to a positive self when under pressure or trauma and success in overcoming all difficulties in life. According to Campbell-Sills & Stein (2007), there are four aspects of resilience, namely hardiness, social support/purpose,

faith, and persistance. Furthermore, the last variable is work engagement (Y), which means a person's psychological condition related to their work which is positive so that they are able to fully engage in work and successfully convey all their emotions and thoughts well while working. In work engagement, there are three aspects, namely dedication, absorption, and vigor (Schaufeli et al., 2002).

The scale used in this study is the Survey of Perceived Organizational Support (SPOS-8) scale which has been developed by Mursalim et al., (2023) for the perceived organizational support variable with a total of 8 items, the measurement scale on this variable uses a likert scale of 1-5 (Strongly Disagree - Strongly Agree). Then, for the self-resilience variable, researchers used the Connor-Davidson Resilience Scale (CD RISC-10) developed by Campbell-Sills & Stein (2007) with a total of 10 items, and using a likert scale measurement 0-4 (Not True at All-True Nearly All the Time). And the Utrecht Work Engagement Scale (UWES-9) which has been developed by Kristiana et al., (2019) for work engagement variables with a total of 9 items and using a likert scale 0-6 (Almost Never-Always). In testing the validity and reliability of the research scale, researchers used SPSS 25.0. Validity is measured by comparing the value of r count (correlation coefficient value) > r table, the value of r table with N = 400 is 0.098 and the reliability test is carried out by looking at Alpa Cronbach value, if it is greater than 0.60, it is said to be reliable. On the Perceived Organizational Support (SPOS-8) scale, the calculated r value is in the range of 0.156 - 0.802 > 0.098 with an Alpa Cronbach value of 0.784 > 0.60 so that the scale is said to be reliable. Then, on the Self-Resilience Scale (CD-RISC 10), the calculated r value is in the range of 0.581 - 0.701> 0.098 with an Alpa Cronbach value of 0.836> 0.60 which means the scale has a high reliability value. Furthermore, on the Work Engagement scale (UWES-9), the calculated r value is in the range of 0.718 - 0.799 > 0.098 with a Alpa Cronbach value of 0.912 > 0.60 so that it means reliable.

Before testing the hypothesis in this study, researchers used data analysis first with the classic assumption test, namely normality test, multicollinearity test, and heteroscedasticity test. The P-P plots graph is used to test the normality of the data, if the item distribution is close to the diagonal line straight, then the data is considered to be well distributed. Next, the multicollinearity test is performed to determine if there is a high correlation between the two independent variables. To do this test, the tolerance value and variance inflating factor (VIF) are examined, if the tolerance value is greater than 0.10 and the VIF value is less than 10.00, the data are considered to be free of multicollinearity symptoms. The heteroscedasticity test is the last classic assumption test, which determines whether there are differences in the variance of the residuals to all observations, the spearman's rho method is used to conduct the test. If the two-tailed significance value is more than 0.05, the data is considered to be free of heteroscedasticity symptoms.

To test the hypothesis, researchers used multiple regression tests to determine the influence of perceived organizational support and self-resilience on work

engagement. To determine whether there is an influence between each independent variable and the dependent variable independently, the researcher first performed a partial regression test using the T test. The data is considered to have an influence if the calculated t value is greater than the t table and the significance value is smaller than 0.05. The researcher then performed a simultaneous test by looking at the significance value in the F test, if the significance value was smaller than 0.05, the data was said to have an influence. This is done to determine whether the two independent variables and the dependent variable have an influence if tested simultaneously. In the end, the researcher examines the coefficients R Square value to determine the effective contribution made by the two independent variables to the dependent variable. In addition, the researcher categorized the data to ascertain how resilient and attached the teachers were to their jobs and how strong the perceived organizational support was. To determine whether there was a difference in the degree of work engagement between permanent and non-permanent teachers, data categorization based on work status was also conducted.

C. Results and Discussion

Normality Test
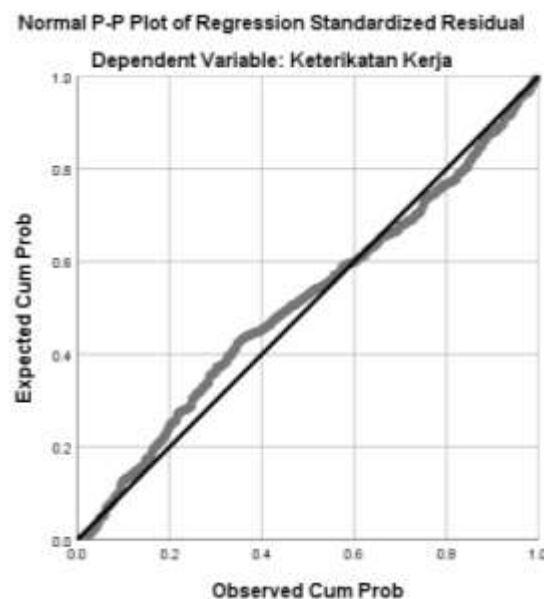
Figure 1 P-P Plots

The results of the P-Plots graph above show the data spreads around the diagonal line and approaches the diagonal direction. So, the data in this study can be said to be normally distributed.

Multicollinearity Test

Table 2. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Perceived Organizational Support	.863	1.159
	Self-Resilience	.863	1.159

Multicollinearity test is tested by looking at the tolerance value and variance inflating factor (VIF). In the "Collinearity Statistics" section, it can be seen that the tolerance value for the variables of perceived organizational support and Resilience is 0.863> 0.10. Then, the VIF value for the variables of perceived organizational support (X1) and Resilience (X2) is 1,159 < 10.00. So, it can be concluded that there are no symptoms of multicollinearity in these variables.

Heteroscedasticity Test

Table 3 Heteroscedasticity Test Results

Variable	Sig. (2-tailed)
Perceived Organizational Support	0.739
Self-Resilience	0.295

The heteroscedasticity test was carried out using the spearman rho testing method. In table 3, it is known that the sig value on the perceived organizational support variable is 0.739 > 0.05 and the sig value on the self-resilience variable is 0.295 > 0.05. So it can be said that the two variables do not have symptoms of heteroscedasticity.

Multiple Regression Test

Table 4 Coefficients Regression T Test Results

Variable	Unstandardized Beta	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig
(Constant)	11.553	1.903		6.070	.000
Perceived Organizational Support	.437	0.53	.334	8.173	.000
Self-Resilience	.606	0.55	.452	11.069	.000

The table above shows the significant effect of each independent variable separately with the dependent variable. Perceived organizational support with work engagement in teachers has a significant effect, which is indicated by a significance value of 0.000 and the value of t count > t table, namely 8.173 > 1.965. So it can be concluded that the perceived organizational support has a significant influence on work engagement. This influence means that the higher the perceived organizational support of a teachers, the higher their work engagement will be.

Table 4 also shows that the self-resilience variable has an effect on work engagement as indicated by a significance value of 0.000 and the value of t count > t table, namely 11.069 > 1.965. This means that the self-resilience variable has a significant influence on work engagement in teachers. Thus, the higher the resilience of the teacher, the higher the work engagement.

Table 5. Simultaneous F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.482.547	2	3.741.273	148.634	.000
	Residual	9.992.891	397	25.171		
	Total	17.475.438	399			

From the simultaneous test results, it can be seen that there is a significant influence on both independent variables with the dependent variable when tested simultaneously, as evidenced by a significance value of 0.000 and an F value of 148,634. This means that perceived organizational support and self-resilience can simultaneously affect work engagement.

Table 6. Coefficient of Multiple Determination

Model	R	R Square	Adjusted R Square	Std. Error of The Estimates	R Square Change	F Change	df 1	df2	Sig. F Change
1	.654a	.428	.425	5.017	.428	148.634	2	397	.000

a. Predictors: (Constant), Self-Resilience, Perceived Organizational Support

In table 6, the R Square value is 0.428, which shows that the effective contribution of the two independent variables to the dependent variable is 42.8%.

Data Categorization

Table 7. Categorization Data Results

Variable	Category	Criteria	Frequency	Percentage Score
Perceived Organizational Support	High	$X \geq 29$	284	71%
	Moderate	$19 \leq X < 29$	103	26%
	Low	$X \leq 19$	13	3%
Self-Resilience	High	$X \geq 27$	359	90%
	Moderate	$13 \leq X < 27$	41	10%
	Low	$X \leq 13$	-	0%
Work Engagement	High	$X \geq 40$	307	77%
	Moderate	$22 \leq X < 40$	93	23%
	Low	$X \leq 22$	-	0%

The results of data categorization on the perceived organizational support variable show that out of 400 teachers, 103 people are in the moderate category and the remaining 284 people have high perceptions of organizational support. Then, the self-

resilience variable states that 359 teachers have high resilience and the remaining 41 people have a level of resilience in the moderate category. Furthermore, it can be seen that 307 teachers' work engagement is in the high category and the remaining 93 teachers are in the moderate category.

Table 8 Work Engagement by Employment Status

Employment Status	Category	Criteria	Frequency	Percentage Score
Permanent Teacher	High	$X \geq 40$	178	84%
	Moderate	$22 \leq X < 40$	33	16%
	Low	$X \leq 22$	-	0%
Non-Permanent Teacher	High	$X \geq 40$	129	68%
	Moderate	$22 \leq X < 40$	60	32%
	Low	$X \leq 22$	-	0%

There was a minor difference in the data classification results for the work engagement factor according to employment status. A total of 178 permanent teachers had a high level of work engagement, while the rest had a medium level of engagement. Then, 129 non-permanent teachers were in the high category and 60 teachers were in the low category.

The Influence of Perceived Organizational Support on Work Engagement

From the results of data analysis, the influence of perceived organizational support on work engagement in teachers has significant results. According to Saputri (2021) workers who have the perception that their organization provides support and feels supported by their superiors, will have a level of loyalty, good devotion, and dedication. Thus, the perceived organizational support felt by teachers can make teachers more enthusiastic and dedicated in teaching, so that students will more easily receive lessons. This is also a good sign, because good dedication and enthusiasm reflect positive work engagement. The results of this study are in accordance with research conducted by Al Maghfiroh & Mulyana (2023) that there are significant results between perceived organizational support on work engagement.

The Influence of Self-Resilience on Work Engagement

The influence between self-resilience and work engagement also shows significant results. A worker who has high resilience will be able to survive and persevere when facing unpleasant situations at work (Salim & Tjalla, 2023). Such behavior reflects one aspect of work engagement, namely vigor, which is shown by a strong mentality and high energy at work, as well as persisting despite difficulties (Schaufeli & Bakker, 2004). A teacher's resilience in this study is characterized by aspects of hardiness and persistance, hardiness is described by individual success in overcoming unexpected situations, and persistance is characterized by individual perseverance in achieving goals in difficult conditions. Thus, a teacher who has high resilience will more easily

face new challenges and various tasks. So, when faced with sudden curriculum changes, he will be able to show his expertise well. In addition, this research is also in line with that conducted by Prasetyo & Farhanindya (2021) that there are significant results between resilience and work engagement.

The Influence of Perceived Organizational Support and Self-Resilience on Work Engagement

The variables of perceived organizational support and self-resilience with work engagement when tested simultaneously also produced a significant effect. This is in accordance with the theory of Bakker (2011) that aspects of job resources, namely perceived organizational support and aspects of personal resources, such as resilience, have a relationship with work engagement. So, when a teacher has a good perceived organizational support and high resilience, they are able to show their engagement at work and help them to be able to deal with the demands of teaching, so that the learning process can be conducted effectively. Because, according to Minsih & Aninda (2018) success in classroom learning is highly dependent on teachers. Therefore, schools need to provide good organizational support for teachers. Not only organizations, internal factors such as self-resilience also need to be considered by teachers in order to achieve good work engagement. The effective contribution of the organizational support perceived variable and self-resilience with work engagement is 42.8% while 57.2% is influenced by other factors not examined in this study, such as job characteristics, control over work, organizational climate, appreciation and innovation (Bakker & Demerouti, 2007) or things related to personal resources such as self-esteem, self-efficacy, and optimism (Bakker & Demerouti, 2008).

Levels of Perceived Organizational Support, Self-Resilience, and Work Engagement of Teachers

In this study, researchers also categorized the data for each variable, and found that the perceived organizational support felt by teachers in Indonesia was very high at 71%, while the remaining 26% were in the moderate category, and 3% were low. These results indicate that teachers accept the support provided by the school well. The same goes for resilience owned by teachers, 90% have high resilience and the rest are in the moderate category. High resilience in teachers also provides benefits for schools and teachers themselves, because according to Arsini et al., (2022), resilience is known to be able to facilitate the process of transformation and adaptation despite being in a difficult situation. Furthermore, the interesting thing in this study is that, although there are many demands on the teaching profession, the level of work engagement in teachers is in the high category. From the results of data categorization, the level of work engagement in teachers is 77% while the rest is in the moderate category.

A high work engagement score of 68% was obtained by the honorary teachers from a sample of 189 teachers; the remaining 32% fell into the moderate group. With a sample size of 211 teachers, ASN P3K teachers and permanent foundation teachers likewise

have a high score of 84%, while the remaining 16% fall into the moderate group. Both honorary teachers who do not have permanent employee status and ASN P3K teachers and permanent foundation teachers who do have permanent employee status show similar levels of work engagement despite their different employment statuses.

Seeing the high work engagement of teachers despite the high workload they have, shows that being a teacher requires passion in teaching. Because, according to Wahyuni (2014), this teacher's job is not only considered a job, but a service task related to humanity. The high level of work engagement in this teacher will certainly have a positive impact, because when an employee is engaged, the employee will be more active in performing his duties and have an increase in productivity for the benefit of the organization (Maharani & Frianto, 2023).Doing productive things is very useful for teachers in achieving the desired competencies.

Researchers realize that this study still has limitations, first, the distribution of questionnaires was not carried out evenly in each province, so that the data obtained did not spread widely. The second is that researchers only explain the influence of perceived organizational support and self-resilience on work engagement, while there are still other variables that can affect work engagement, considering that the effective contribution given by the two independent variables to the dependent variable is only 42.7%.

D. Conclusion

Based on the results of research that has been carried out in this study, it can be concluded that there is a significant influence between perceived organizational support and self-resilience with work engagement in teachers in Indonesia. This indicates that a teacher who feels the perceived organizational support and has high resilience will have good work engagement, and vice versa. The implications of the research that has been done are important for schools and individual teachers themselves. Schools must provide organizational support for teachers so that teachers' work engagement will increase. Providing such support can be in the form of periodic training, appreciation for teachers, and increased justice within the organization. In addition, teachers are also expected to increase their resilience so that they can deal with difficult situations while teaching, by always thinking positively about the future, having a vision in life, and maintaining their social communication. If these things are done optimally, then work engagement in teachers will also increase and have a positive impact on schools and teachers.

Suggestions for future researchers to conduct research by expanding the coverage area in each province, so that the existing sample can represent all provinces in Indonesia. This will provide a broader picture of the influence between perceived organizational support and self-resilience with work engagement. Then, looking at the data on the effective contribution given by each independent variable to the dependent variable with results less than 50%, proves that there are still other factors that can be further

investigated by other researchers, for example regarding organizational climate, self-efficacy, or self-esteem. Future research can also combine the two types of research, namely by adding a qualitative approach before carrying out a questionnaire survey, for example by conducting case studies or conducting interviews. By taking a qualitative approach, it will enrich the data and provide greater insight.

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