THE VIGOR OF TEACHER ENGAGEMENT IN JUNIOR HIGH SCHOOLS

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ABSTRACT

The participation of teachers is one of the main variables influencing how well educational institutions perform. The teacher directs the educational process and the execution of numerous educational activities in classrooms. Therefore, teachers must be very committed to the application of education. The lack of commitment from teachers to classroom activities and the execution of learning will have an impact on how well education is implemented. One factor that affects teacher engagement is the instructor's feeling of self-leadership. The degree of effectiveness in implementing education in schools will undoubtedly be impacted by increased commitment to teacher engagement. The purpose of the study is to determine how involved Blitar's private junior high school teachers are. a quantitative method for descriptive research. With an average score of 3.15, the findings of the study on teacher participation fall into the moderate category. the lowest indication of dedication and converges with an average of 3.08 and the greatest indicator of vigor (enthusiasm) with an average of 3.29. The vigor of teachers in carrying out their teaching duties is very important in encouraging teacher involvement in the implementation of education.
Keywords : Teacher participation, Commitment

INTRODUCTION

The vigor of teacher engagement in junior high schools is a critical factor in shaping the educational experiences and outcomes of students. Highly engaged teachers who are motivated and committed to their craft can have a profound impact on student learning and development. As the educational landscape becomes increasingly competitive and globalized, it is essential that schools cultivate a culture of teacher engagement to drive school effectiveness and student success

Organizations in the modern era pay special attention to problems performance management system. This is intended to increase productivity organization through enhancement performance employee higher. One important factor _ to improve performance is intensity engagement employee on organization.(kumar, 2021) position strategic employee engagement to realize management success company or organization can not ignored.(tiwari & lenka, 2020) The context of employees in essence covers a sufficient area broadly , namely all aspects of human resource management. Failed employees _ in carrying out his job is not can released from consequence mistakes made by parts _ management source Power human. because _ that , no ability manage source Power man in a manner well , then will result in activity organizations that don't fine too.(Schaufeli & Salanova, 2011) Management source Power humans also have role important in embed mark fundamentals about the problem job satisfaction, employee dedication, and organizational member behavior.(Kompaso & Sridevi, 2010)

The teacher is member organization that has position as members / employees. Teachers as part of the organization are required to have high concern for the school. Teacher at school is people who are intellectually and emotionally attached to the organization. (saradha h, 2011)By therefore the teacher's contribution to the school becomes an obligation that must be fulfilled. Teachers must have a sense of belonging to the school and continue to strive to be involved in all school activities. Teacher engagement can seen on the degree to which teachers are invested in or committed to their work (Klassen et al.,

2013). Condition the shows the level of interest , teacher interest and investment in personnel in using relevant skills and activities in learning.(seashore louis, 2020)

Teacher engagement in schools is a multidimensional one , that is engagement various element physique nor psychic. Klassen et al., 2013)Engagement in physical form done through the teaching process in it involve element emotional and attitude. Then engagement in social field , where the teacher must own concern to students , abilities in build good interaction and communication _ in the learning process and interacting with the community.b. marshall & jane drummond, (2006).

Research has shown that teacher engagement is linked to a variety of positive student outcomes, including improved academic performance, increased motivation and engagement, and enhanced social-emotional development (Khun-Inkeeree et al., 2022). Engaged teachers are more likely to employ a diverse range of instructional strategies, foster positive relationships with students, and go the extra mile to support student learning(Kurt, Atay and Öztürk, 2022). Furthermore, teacher engagement has been found to be a key determinant of school effectiveness, with highly engaged teachers playing a crucial role in implementing successful learning programs and shaping a positive school climate (Khun-Inkeeree et al., 2022). Research (2008)bakker and demerouti (2008) revealed that high and low engagement employee work is influenced by factors of work resources and personal resources. Work resources contribute to providing an overview of the importance of the individual's role in completing their tasks. Meanwhile, personal resources contribute to cognition and self-confidence in self-control in an organizational environment. Wang's research (2020) (kotz, 2018)found that there is role personal resources in the form of psychological capital, attention, and self-leadership towards work engagement.

However, maintaining high levels of teacher engagement can be a significant challenge, particularly in the face of increasing demands and stressors that teachers often face(Cooper, Kintz and Miness, 2016). Factors such as workload, lack of support, and poor working conditions can all contribute to teacher burnout and disengagement. To address these challenges, schools must implement strategies to enhance and sustain teacher engagement, such as providing professional development opportunities, fostering a collaborative and supportive work environment, and ensuring that teachers feel valued and appreciated for their contributions(Pirzada, Muhammad and Zaka, 2021).

 Making reference to the findings of Sims and Manz's research (1997) which showed that self-leadership is a theory appropriate for raising worker performance in the twenty-first century. . Lee (2017) and Wang (2020)

Research on the variables influencing teacher engagement was done. Pursuant to research findings, the most important factors of teacher engagement are self-confidence, depth of understanding, and school policy. Kholis (2022) there is a strong correlation between employee performance and self-leadership. Self-leadership is the process by which an individual influences themselves to acquire the self-motivation and self-direction required for sustaining oneself .(neck et al., 2019).

Teacher engagement in success implementation of education to be problem important (Muslim, Hasan, and Kholifah 2022). For that improvement efforts teacher awareness and commitment increase engagement in all school activities must always noticed and prioritized. Based on exposure factual reality and reality theoretical such , then this study aims to describe level teacher engagement in private secondary schools is at under management boarding school in town Blitar.

METHODS

This research used a quantitative approach using type study, which is quantitative

descriptive. Examine descriptive quantitative.

Table 1. Grid- kii Instrument Study

VARIABLE	DIMENSIONS	DEFINITION
Engagement (Y)	*Vigor*	engagement employees characterized by strength _ high physical and mental from a employee when finish tasks company.
	Dedication	engagement Employees are characterized by enthusiasm employee in work.
	Merges	behavior employee who provides attention full and serious to his work,

Teachers at Blitar Junior High School participated in research at one point as members of the population and study sample. Total population: twenty-four. As stated by Arikunto (2002) suharsimi arikunto, "research methodology a proposal approach," 2017, 2002., explains if there are less than 100 respondents, then all respondents are used as the population. Based on this claim, 24 people were selected as the sample for the study

Research Instruments

One instrument, a teacher engagement tool, was part of the research tool employed. Surveys derived from earlier research serve as the instruments used to measure teacher involvement. The following table lists the indications for every variable used in the current study.

Table 2. Instrument

No	Statement
1	Complaint I related burden Work I No Once get response.
2	I will give up moment find problem
3	I always complete in finish his job
4	I always accept work without sigh
5	I always like in Work
6	I always enthusiastic in Work
7	I always sincere full heart in Work
8	I always Work maximum according to ability I
9	I feel that work I is part important in his life
10	I feel own strong bond with his work
11	I always feel own against the Institution

A Likert scale is used to select the answers for each instrument. A value between one and five is assigned to each of the five possibilities on the Likert scale, which is an assessment answer scale. (munshi, 2014). T The idea behind using a Likert scale is that every variable that is assessed may be converted into multiple indications, each of which can lead to multiple statements. The Likert scale's criteria are as follows: strongly agree (5 points), agree (4 points), undecided (3 points), disagree (2 points), and severely disagree (1

point).
Instrument Validity Test

The purpose of the validity test is to preserve the degree of correctness between the data that researchers can provide and the data that is gathered on research subjects. Knowledge that "does not depart from the actual data that is included in the study item at the time it is reported by the researcher" is considered valid data.(Sugiyono, 2014).

The validity of the instrument was examined in 15 samples that were of the same calibre as the study sample. Use the SPSS software to run the validity test. The test technique is Pearson Bivariate Correlation, often known as Pearson Moment Product. This analysis is performed by correlating each item's score with the total score. The ultimate score is the sum of the individual items. A significant association between an item statement and the total score indicates the capacity to facilitate the identification of relevant and reliable information. If, on a two-tailed test with a significance level of 0.05, r count > r table, then the instrument or question item exhibits a strong correlation with the overall score (confirmed valid).

Table 3 Instrument Validity Test Results

No	r table	rcount	Ket
Q1	0.4`31	0.529 [*]	valid
Q2	0.4`32	0.735 [**]	valid
Q3	0.4`33	0.735 [**]	valid
Q4	0.4`34	0.735 [**]	valid
Q5	0.4`35	0.951 [**]	valid
Q6	0.4`36	0.832 [**]	valid
Q7	0.4`37	0.951 [**]	valid
Q8	0.4`38	0.951 [**]	valid
Q9	0.4`39	0.832 [**]	valid
Q10	0.4`40	0.951 [**]	valid
Q11	0.4`41	0.951 [**]	valid
Q12	0.4`42	0.951 [**]	valid

The findings of the instrument validity test, which included 12 statements in total, can be understood from the above table. The 12 items are deemed valid if the value of r count > r table is larger than 0.05.
Data collection technique

One or more questionnaires were utilised in this study's data collection process. The present investigation employed a questionnaire to gather data regarding instructor participation and self-leadership. With alternate responses for every port provided based on the Likert scale criterion, the survey is concluded.
Data Analysis Techniques

The social development profile of the children in group B is ascertained by the data analysis technique through the use of descriptive analysis and percentages. Here is the formula that is utilised:

$$P = \frac{F}{N}00\%$$

Description:
P = percentage sought
F = frequency

N = amount respondent

RESULT AND DISCUSSION

The teacher involvement variable is described in this section. Three indicators—vigor, devotion, and absorption—are used to measure this variable (merge). Statements 1 through 12 were randomly selected, and each item was completed in a way that was described in the Appendix and summarised in the following table. All indicators measured by the twelve items were prepared statements.:

Table 4 Tabulation of Teacher Engagement

NO RESPONDENT	Teacher Engagement											
	Y1.1	Y1.2	Y1.3	Y1.4	Y2.1	Y2.2	Y2.3	Y2.4	Y3.1	Y3.2	Y3.3	Y3.4
1	3	3	3	3	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3	3	3	3	3
6	3	3	3	3	3	3	3	3	3	3	3	3
7	3	3	3	3	3	3	3	3	3	3	3	3
8	3	3	3	3	3	3	3	3	3	3	3	3
9	4	3	3	3	3	4	3	3	4	3	3	3
10	3	3	3	3	3	3	3	3	3	3	3	3
11	5	5	5	5	3	3	3	3	3	3	3	3
12	3	3	3	3	3	3	3	3	3	3	3	3
13	3	3	3	3	3	3	3	3	3	3	3	3
14	3	3	3	3	3	3	3	3	3	3	3	3
15	5	3	3	3	3	3	3	3	3	3	3	3
16	4	4	4	4	4	4	4	4	4	4	4	4
17	3	3	3	3	3	3	3	3	3	3	3	3
18	3	3	3	3	3	3	3	3	3	3	3	3
19	3	3	3	3	3	3	3	3	3	3	3	3
20	3	3	3	3	3	3	3	3	3	3	3	3
21	3	3	3	3	4	4	3	3	3	3	3	3
22	3	4	3	3	4	3	3	4	3	3	4	3
23	3	3	3	3	3	3	3	3	3	3	3	3
24	3	3	3	3	3	3	3	3	3	3	3	3
	3	3	3	3	3	3	3	3	3	3	3	3

Analysing the descriptive data came after data tabulation. The descriptive study of teacher engagement yielded the following results.:

Table 5 Description of Teacher Engagement

Y1.1

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	19	79,2	79,2	79,2
	Correct	3	12.5	12.5	91.7
	So True	2	8,3	8,3	100.0
	Total	24	100.0	100.0	

Y1.2

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	20	83.3	83.3	83.3
	Correct	3	12.5	12.5	95.8
	So True	1	4,2	4,2	100.0
	Total	24	100.0	100.0	

Y1.3

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	21	87.5	87.5	87.5
	Correct	2	8,3	8,3	95.8
	So True	1	4,2	4,2	100.0
	Total	24	100.0	100.0	

Y1.4

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	21	87.5	87.5	87.5
	Correct	2	8,3	8,3	95.8
	So True	1	4,2	4,2	100.0
	Total	24	100.0	100.0	

Y2.1

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	20	83.3	83.3	83.3
	Correct	4	16,7	16,7	100.0
	Total	24	100.0	100.0	

Y2.2

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	20	83.3	83.3	83.3
	Correct	4	16,7	16,7	100.0
	Total	24	100.0	100.0	

Y2.3

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	22	91.7	91.7	91.7
	Correct	2	8,3	8,3	100.0
	Total	24	100.0	100.0	

Y2.4

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	21	87.5	87.5	87.5
	Correct	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Y3.1

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	21	87.5	87.5	87.5
	Correct	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Y3.2

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	22	91.7	91.7	91.7
	Correct	2	8,3	8,3	100.0
	Total	24	100.0	100.0	

Y3.3

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	21	87.5	87.5	87.5
	Correct	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Y3.4

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Hesitant	22	91.7	91.7	91.7
	Correct	2	8,3	8,3	100.0
	Total	24	100.0	100.0	

Descriptive Statistics				
No	N	Minimum	Maximum	Means
Q1	24	3	5	3,29
Q2	24	3	5	3,21
Q3	24	3	5	3,17
Q4	24	3	5	3,17
Q5	24	3	4	3,17
Q6	24	3	4	3,17
Q7	24	3	4	3.08
Q8	24	3	4	3,13
Q9	24	3	4	3,13
Q10	24	3	4	3.08
Q11	24	3	4	3,13
Q12	24	3	4	3.08
Employer Engagement	24	30	40	3,15
Valid N (listwise)	24			

Table 5, which describes the Teacher Engagement variable, has three indicators: vigour, dedication, and absorption. The average value (mean) of the 12 statement items falls into the moderate category, with an average value of 3.15 (scale 2.61-3.40). The highest statement moans are represented by the average value (mean) of 3.29. I understood burden. Work I Never receive a reaction from, Vigour (Enthusiasm), the item of the statement.

On the indicator of dedication (Dedication), the statement "I always give my all in my work" has the lowest average score of 3.08, which is the average value (mean). The statements "I feel own strong attachment to his work" and "I always no comfortable received unpleasant news about my Institute work (Y3.4) on the Absorption indicator (Unified)" both have an average of 3.08.
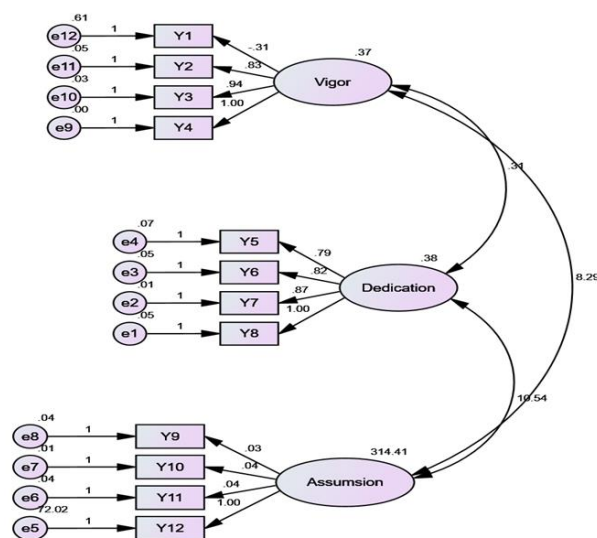
Figure 1. model of teacher engagement on education

According to the teacher engagement descriptive data exposure variable Y, variable _ contains four indicators: vigour (vigour), dedication (dedication), and absorption (merge). The descriptive analysis of the data obtained indicates that the general condition of Teacher Engagement of SMP Bustanul instructors in Mutaalimin Blitar City falls into the medium category. Based on the respondent's 12-item statement, the average value obtained is 3.13. The number that currently falls into the category based on the Likert measuring scale (Budiaji 2013).

Engagement Work defined by Schaufeli et al (W. B. Schaufeli et al. 2002) as "express happy, satisfying, work-related ideas that are marked by zeal, commitment, and immersion." Taking Part The hree components of work are vigour, which describes the amount of energy, effort, and resilience demonstrated on the job; dedication, which focuses on emotions such as enthusiasm, pride, and challenge; and absorption, which describes the conditions in which a task requires concentration. Numerous studies highlight the significance of participation (Karanika-Murray et al. 2015), (Saks 2019)or even analyze influence second variables (AL and engagement) on satisfaction Work (Giallonardo, Wong, and Iwasiw 2010), (Penger and Èerne 2014), but failing to take the source into consideration Power is a personal quality that can play a significant influence in a relationship. In actuality, resources and power work have a mutual relationship according to JD-R theory. Power individuals in elucidating the state of well-being among employees, particularly in terms of involvement (Xanthopoulou et al. 2009).

With an average value of 3.29, the Vigour indication has the highest average score for the Teacher Engagement indicator. The average number indicates that Mutaalimin, the teacher at Bustanul Middle School, has a medium level of vigour. Work ethic is the cornerstone for everyone entering an organisation with the intention of satisfying different needs. Vigour Work is the psychological setting in which an individual works harder, faster, and more effectively inside an organisation. The only motivation for someone with vigour to work is their own excitement, which they maintain in the face of difficult and frustrating situations.

In line with Purwanto (2012) that ane's job quality and quantity can be affected by the opinions given by applauds. Exuberance work will influence emergence. An individual's fervour _ _ is a response to their work on an emotional and mental level. Consequently,

work enthusiasm is a reflection of how effectively employees perform in their workplace as well as the outward behaviours and attitudes of individuals or groups who take pleasure in their work while they are working alone. With enthusiasm and increased effort, you will experience a variety of benefits, such as less absenteeism, quicker completion of tasks, and so on.

vigour on the engagement and support tasks Work is a variable that is crucial to understanding the relationship between genuine leadership and job happiness in both public and commercial organisations. Nevertheless, the association between dimensions satisfaction and attachment work Different tasks for each organisation (Cortés-Denia et al. 2023).

vigour Work-capable individuals push performance. The more superior and ideal the performance that results. Work productivity also rises.hasibuan (2011) confirm that desire , sincerity , and devotion someone to do his work successfully , as well strong will and attention _ to existing task. _ it _ is example from desire. Know behavior human, cause people's desire to work, and type according fulfillment _ they pleasant will help a more manager _ Good inspire the staff. With ethos this work, someone will motivated to work and be creative in his profession.

Indicator that can used for measurement Vigor Work expressed byhasibuan (2011) that factors to measure Vigor Work includes: desire, sincerity satisfaction and influence.

First Desire If someone want to finish duties or are interested in doing so, that person will motivated and driven to work. Employee more focus work for the company than ability they alone. If someone more focus on the salary than his job, people like that considered own Vigor low work. _ because _ it, no Strange If someone who earns tall still want to move work. Perception about work as thing that isn't fun and sad owned by someone really _ want to work, which does it well even without instruction from bosses, and those working No Because feeling Afraid but Because need mind to work. Secondly, with Seriousness This element demonstrates a person's seriousness about being helpful even in the face of professional setbacks. When faced with challenges at work, a person with a high level of vigour will automatically pick a negative mindset. The third type of fun is fun at work, which is defined as a person's comfort, enjoyment, and sense of fulfilment in their work. because pleasure is a necessary human need. Fourth: Contentment. A happy or unfunny work environment is one in which the employees look forward to going to work.

The average value (mean) is 3.29mark highest on the statement with statement "Complaints I related burden Work I No Once get response {which is the item of the statement from indicator, Vigor (Enthusiasm). On the indicator of dedication, the statement "I always sincere full heart in work" (Y2.3) has the lowest average score of 3.08, which is the average value (mean). The statements "I feel own strong relationship with his job" (Y3.2) and "I usually No comfortable heard unpleasant news about my Institute works on the Absorption indicator (Integrates)" also have an average of 3.08.

Xanthopolou et al. (Xanthopoulou et al. 2007) suggest that the power source be used. Work push development source Power private, and the final component mediates the relationship between work and engagement and source Power power. Keep in mind that AL has control over the energy employee in this situation (Z. Wang and Xie 2020), origin Because _ it, us can consider power in place work, source, and _ it can be maintained or profited via variable distinct motivations. _ Affective personal power acts as a mediator in the relationship between engagement work as a variable motivation and AL. Specifically, please note the strength in situ Work is characterised as favourable affective situations, as demonstrated by physical strength, which denotes an individual's physical capacity, and emotional energy, which includes the capacity to demonstrate and express love and

empathy. charming to others; and vitality cognitive, defined as the movement of ideas and mental (Shirom2003) agility (Shirom 2011). The teacher's behaviour is not unaffected by external influences, one of which is the behavioural component of leadership (Yang et al. 2022).

Based on the analysis's results, it is clear that Mutaalimin, a teacher at Bustanul Middle School, uses vigour as one of his primary markers. passionately, the teacher's good actions on a variety of _ expressions by having.

CONCLUTION

As a consequence of the data exposure and analysis that led to the research that was previously discussed, it is now known that the private middle school teacher at Shade Cottage Boarding School in Blitar has a modest degree of school involvement below. According to a range of previous theoretical and research studies, teacher participation in the classroom is actually very significant.

Both outside learning and a variety of activity learning can actualise teacher engagement. Engagement in actualisation might take the form of either physical or psychic activities. Involving teachers can also take the form of direct or indirect involvement in the educational programmes that schools carry out. Encouraging all teachers to learn and become more knowledgeable will be a very strategic way to boost teacher engagement in schools. to increase and strengthen teacher attachment.

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