Boosting Teacher Work Engagement: The Role of Self-Efficacy, Resilience, and Personality Traits

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Abstract
The role of a teacher in the world of education greatly affects how the quality of students with the expected changes cannot be separated from the responsibility of a teacher in educating, guiding, motivating and being a facilitator for these students. However, low work involvement by teachers is not able to achieve organizational or school success in producing quality successors. The intended work engagement is a series of results from the teacher's self-efficacy and resilience towards himself and work tasks. This study aims to empirically examine the effect of self-efficacy and resilience on teacher work engagement with personality traits as mediators, then explain how much influence between variables built from the model. The research subjects were Junior High School teachers in Tulungagung district, Indonesia. The research sample was 220 Pancasila and Civic Education (*Pendidikan Pancasila dan Kewarganegaraan*) and Social Science (*Ilmu Pengetahuan Sosial*) subject teachers. Hypothesis were analyzed using Smart Partial Least Square (PLS) version 3.0. through PLS-Graph version 3.0 software. The research results show a significant relationship between the influence of self- efficacy and resilience on teacher work engagement through personality traits. It means self-efficacy, resilience, and teacher personality traits correlate significantly with work engagement.

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1. Introduction

The role of teachers in the quality and success of education is enormous. These are supported by the responsibility of the teachers to educate, guide, motivate, and facilitate the students. In some countries, including Indonesia, there are problems with teacher engagement. In England, it shows that teachers experience physical exhaustion, as well as emotional and mental exhaustion, as much as 20% (Department for Education UK, 2010). Teachers in the Netherlands are predicted to experience burnout in teacher engagement, dominated by job resources, job demands, and personal resources (Schaufeli et al., 2009). In Denpasar, it shows that teachers do not feel passionate when they work, and they are not fully dedicated to their work (57%) (Aditya & Adiputra, 2015). On the other hand, according to Skaalvik (2019), teachers need to feel satisfied, enthusiastic, and fully engaged in their work to achieve maximum results. Teachers' motivation directly affects vigor, dedication, and absorption. The researchers are interested in analyzing the problems of teacher engagement in Tulungagung district, East Java, Indonesia. The researcher obtained the first data from Dinas Pendidikan Pemuda dan Olahraga (Dispendikpora 2019), which shows that half of the teachers are less orderly and disciplined in doing their work according to their profession (37%). As for the indicator, it is found that there are still some unscrupulous teachers who leave their duties during class time for unclear reasons, constrained by the fulfillment of administrative files, lack of enthusiasm for the profession, and their low role and engagement in developing resources as well as competencies, and also fulfilling the learning tools themselves (December 2, 2019, www.tulungagung.go.id). In the observations made by the researchers to Junior High School teachers in March 2019, some initial data were obtained, such as the presence of teachers who arrived late and often left the class without clear reasons, low teacher engagement and enthusiasm, and some teachers who were still unable to regulate their emotions and empathize for students.

Teacher engagement is influenced by some aspects such as job resources, job demands, and personal resources that have positive and significant attribution to the engagement, especially on the aspect of personal resources, which is the dimension of self-efficacy and optimism (56,7%) in Finlandia (Hakanen et al., 2006). This study has similarities, which examine work engagement, but researchers found other variables that are expected to directly influence, namely self-efficacy and resilience. In addition, the research subjects are both teachers but differ in the level of education, conditions, and culture. This study is supported by Yungsiana et al. (2014), who shows that self-efficacy, resilience, hope, and optimistic attitude affect teacher engagement at senior high schools in Malang, Indonesia. The similarity in this study is the use of self-efficacy, resilience, and teacher work engagement variables. However, in this study, the concepts of self-efficacy and resilience are part of the psychological capital construct, not as latent variables that directly or indirectly affect the work engagement variable. Meanwhile, based on several literature reviews that have been reviewed by researchers, the self-efficacy variable and the resilience variable are positioned as latent variables that are predicted to have an influence on the work engagement variable.

Work engagement is influenced by personality traits; if there are factors in the organizational climate that can be easily changed, then personality is a factor that persists in individuals. Barrick and Mount (1991), using the Big Five theory validity test as a predictor, proved that the trait of conscientiousness affects performance at all levels of work studied. Teacher self-efficacy also has a positive influence on personality, task persistence, risk-taking, and the use of innovation in the teaching and learning process (Ashton & Web, 1986).

Research on 120 secondary school teachers in Texas showed significant positive correlations between self-efficacy variables through various personality traits and work engagement using equation modeling analysis techniques (Henson & Chambers, 2003). The engagement of the employees is influenced by internal and external factors. Niu (2010), in his research in the service sector in China, explained that employees who are equipped with high self-efficacy and good personalities will be committed to their work. Self-efficacy influences individual activities, motivation, cognition, and emotions during task performance (Matthews et al., 2003). Teachers with low self-efficacy tend to give up when confronted with challenging students and are punitive, angry, and authoritarian. Weasmer and Woods (1998) define teacher self-efficacy as a teacher's belief in organizing effective learning.

Wheatley (2005) defines teacher self-efficacy as a belief that is divided into two types: (1) output to able to achieve the expected targets, and (2) expectancy is related to the more specific situation. In addition to self-efficacy, there are other factors, namely personality in the form of trait conscientiousness in the Big Five, which can be predicted to affect work engagement with rational characteristics and believe that they have high competence (Wellins, 2008). Additionally, there are job demands at work that can be excessive physical, emotional, and cognitive demands, so there are situations that can even become negative stressors. From some of the above descriptions, the researcher tentatively concludes that there is a positive and significant relationship between the influence of self-efficacy on work engagement through personality traits.

Resilience in work organization can be defined as an individual's ability to remain task- focused, then productive and connected with the organization's goals despite experiencing difficult times (Warner & April, 2012). Resilience in a teacher means surviving the following year in carrying out their duties as an educator. Teachers who are engaged in their work will feel valuable, enjoy, and believe in the work they do for their career path and future well-being.

Teachers who have work engagement accompanied by resilience assets tend to have greater job satisfaction. This is because they are able to enjoy their work and have the desire to stay in the profession they are in (Othman et al., 2011). In the study of psychology, the concept contained in work engagement in the form of a positive mental attitude is important in the field of work, especially its relationship with satisfaction and motivation (Singleton et al., 2020).

Furthermore, based on Allport (2003), personality is a dynamic organization in each individual consisting of a psychophysics system in determining the self-adjustment process with the environ-

ment, and certain personality dimensions will reflect the tendency in a work engagement. Personality traits tend to be sedentary or stable in individuals, which causes consistency in patterns of feelings, thoughts, and actions (Pervin, 2010). Research conducted by Roberts et al., (2010) shows the results that resilience mediated by traits in the big five is positively correlated with work engagement. Yuniar (2011), in his research on 127 permanent employee respondents at Bali with a minimum work period of 2 (two) years, showed that resilience has a major influence on work engagement through personality traits as the mediating variable. From some of the statements above, researchers can tentatively conclude that teachers with resilience capital will be able to survive in facing work-loads, and high personality traits will produce high levels of work engagement.

Work engagement is an effort used to carry out tasks and responsibilities by using self- expression, cognition, and emotion so that there is a sense of involvement, which then raises extra effort at work (Kahn, 1990). Meanwhile, according to Schaufeli and Bakker (2004), the definition of work engagement is a form of positive motivation at work and is a work-related experience. The theory of work engagement is also proposed by Hakanen et al. (2006), which states that work engagement is a positive state of mind and a form of motivation related to work. Work engagement has contributed to the field of positive psychology by increasing knowledge of how sources of motivation derived from work and personal factors have the potential to influence it and how to optimize these functions (Doig, et al., 2020)

In this study, personality trait roles as a mediation variable that retrieve directly as well as indirectly influences teachers' work engagement. Most of the respondents have the extravision trait, and the neuroticism trait is more dominant than the personality trait in influencing employee work engagement (65,7%) (Langelaan et al., 2006). One of the reasons the researchers are interested in using personality variables in this study is because it is an important factor and it is retrieved having a role in predicting an individual's engagement level in their work. The similarity with this study is the use of the work engagement variable on the teachers as its subject, but in the previous study, the researchers only explored the relationship between factors in work engagement. On the other hand, this study will explore the work engagement level of teachers influenced by self-efficacy and re-silience had by the teachers.

From the description above, researchers use the independent variables of self-efficacy and resilience, then mediated by personality traits and affect teacher work engagement as the dependent variable. The main purpose of this study is to empirically examine the effect of self-efficacy and resilience on teacher work engagement with personality traits as mediators. Then explain how much influence between variables built from the model. But specifically, this study will reveal descriptively the results of the test of influence between constructs built from the model, which is detailed by testing the direct effect of self-efficacy on teacher resilience, teacher personality traits and teacher work engagement. Furthermore, testing the direct effect of resilience on teacher personality traits and teacher work engagement. Then testing the direct effect of personality traits on teacher work engagement. In addition, it also examines the indirect effect of teacher self-efficacy on teacher work engagement through teacher resilience, teacher self-efficacy on teacher work engagement through teacher personality traits and teacher resilience on teacher work engagement through teacher personality traits.

Based on the review and literature and the results of previous research, as well as phenomena in the field in accordance with this research has a novelty value which includes: (1) work engagement is reviewed from the perspective of the field of education, instead of most previous studies used in the fields of industry, organization, management and human resources; (2) work engagement is not seen from the influence of job demands and job resources but more towards the influence of personal resources in individuals; (3) testing how much influence the self-efficacy variable and the resilience variable as predictors, either mediated by personality trait variables and or directly on the work engagement variable; and (4) testing the effect of constructs between variables on the theoretical model built in this study.

2. Method

The problem of work engagement in teachers, especially at the level of primary and secondary education units in Tulungagung Regency, which was encountered by researchers, can be shown by indicators in the implementation of teaching and learning activities, there are still teachers who arrive late and often leave the class without clear reasons, indicating a high level of absenteeism and intention to be absent from work. Furthermore, the low level of teacher involvement in the learning process and teacher enthusiasm in developing their competence indicates that some teachers still have low motivation and lack commitment to their profession or work. Some teachers are still unable to regulate their emotions and empathize with students, indicating a lack of concern for their work.

This research uses a quantitative approach and the method used is a correlational research study (Creswell & Guetterman, 2020) with a causal relationship study design (Gall & Borg, 2007). There are steps to take if using the conceptual map of correlational design is shown in Figure 1. From the stages in the correlational design in Figure 1, this study aims to empirically examine the effect of self-efficacy and resilience on teacher work engagement with personality traits as mediators. Then explain how much influence between variables built from the model. The independent variables are self-efficacy and resilience, the mediating variable is personality trait, and the dependent variable is work engagement.
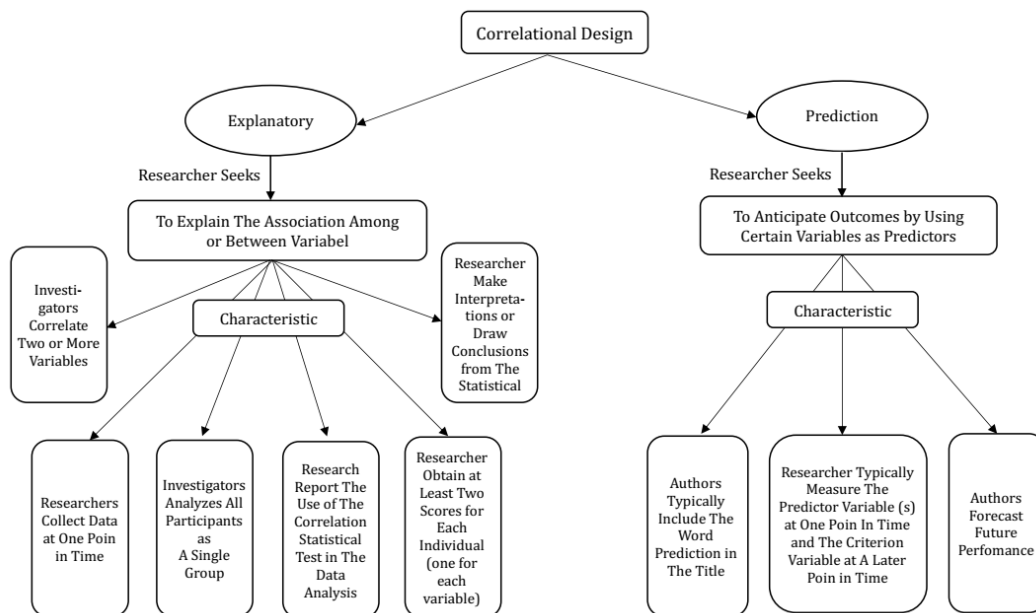
Figure 1. Correlational Design (Adapted from Gall & Borg, 2007)

This study involved 2581 teachers (1034 male and 1547 female) from 88 schools (48 public and 40 private schools). The schools were located in 19 sub-districts in Tulungagung Regency, Indonesia. The population characteristics are: (1) teachers with employment status as State Civil Apparatus (*Aparatur Sipil Negara-ASN*), Non-Permanent Teachers (*Guru Tidak Tetap-GTT*), and Permanent Foundation Teachers (*Guru Tetap Yayasan-GTY*) at Junior High School level; (2) teachers who are still actively teaching until the first semester of the 2020/2021 academic year at the Junior High School level, both in public and or private schools in Tulungagung district.

The size sample is counted using Slovin formula and the samples obtained are 220 teachers (Ghozali, 2014; Kelloway, 2014). The sample of this study is the subject teachers of Pancasila and Civic Education (*Pendidikan Pancasila dan Kewarganegaraan*) and Social Science (*Ilmu Pengetahuan Sosial*) in Junior High School. The technique used to collect the sample is cluster random sampling. The procedures are as follows: (1) determining the size of the research population (88 schools); (2) identifying the number of junior high schools (public and/or private status) in Tulungagung district;

and (3) randomly selecting the schools (47 schools). If there are obstacles from the school, the researchers will find a substitute teacher.

2.1. Data Collection

The instrument in this study went through an adaptation process by translating the standardized scale from English into Indonesian and adjusting the cultural and linguistic context. The adaptation scale was tested for content validity, namely: (1) language trials conducted by linguists and (2) logical validity tests to experts in the field of educational psychology. Then, scale testing and item validity were conducted using Pearson product moment correlation (Azwar, 2017).

2.2. Theoretical Methods and Research Constructs

In this study, the theoretical model starts from the construct of the influence of self-efficacy variables and resilience variables on teacher work engagement variables mediated by personality trait variables. The path analysis is an extended analytical technique from regression as a basis for building a theoretical model at the beginning of the study, so it is assumed that it can test the dependence of a number of variables in a causal model. This theoretical model is displayed in the form of a circle image and arrow direction that shows the relationship between variables in it, and then the initial theoretical model in this study is described in Figure 2.
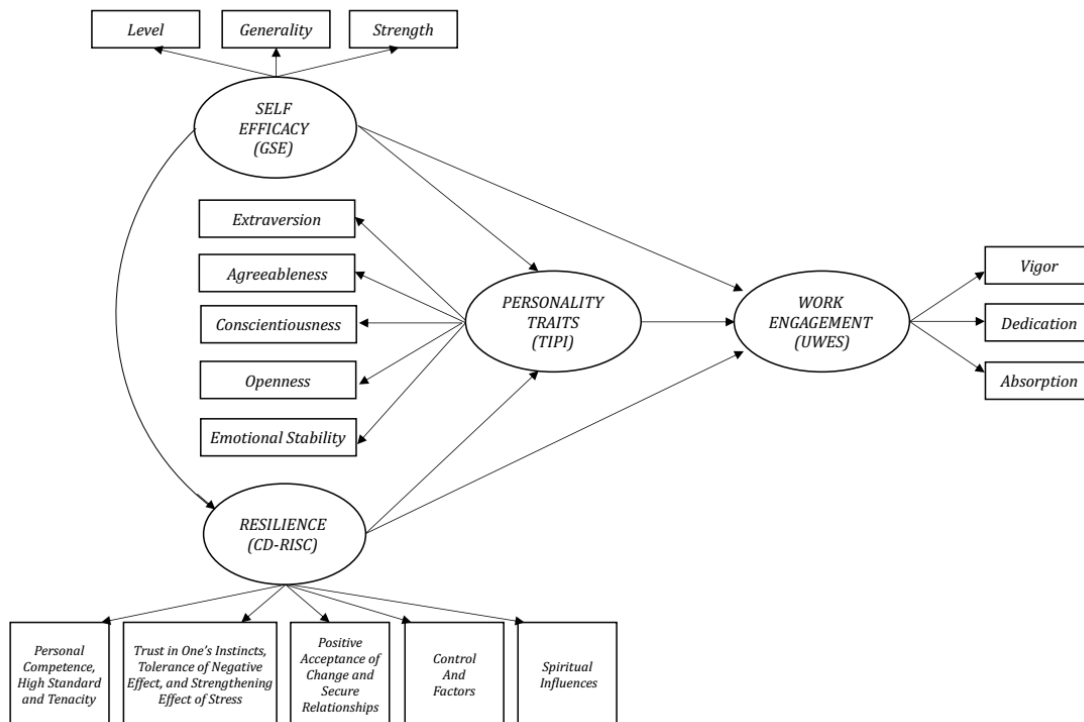
Figure 2. Theoretical Methods and Research Constructs

From the Figure 2, it can be tentatively explained by the researcher that the variables in this research construct are thought to have a positive and significant relationship, both partially and simultaneously, in accordance with the initial hypothesis of this study. The tentative hypothesis is that there is a direct relationship between the independent variable of self-efficacy and the dependent variable, namely teacher work engagement. Then, there is also a direct relationship between the independent variable of self-efficacy and the mediator variable in the form of teacher personality traits. In addition, there is a direct relationship between the independent variable of resilience and the mediator variable of teacher personality traits. Moreover, there is a direct relationship between the independent variable of resilience to the dependent variable, namely teacher work engagement,

then there is also a direct relationship between the mediator variable of teacher personality trait to the dependent variable, namely teacher work engagement.

2.3. Work Engagement

To measure teachers' work engagement, the researchers adapted the Utrecht Work Engagement Scale (UWES) from Schaufeli and Bakker (2004). This scale has 17 items that measure 3 dimensions, namely: (1) Vigor, with indicators: teachers have strong energy and mentality at work, teachers always try their best to complete work, teachers are diligent at work, teachers have the willingness to invest all efforts in work, and teachers survive despite facing difficulties at work; (2) Dedication, with indicators: teachers feel involved in work, teachers are enthusiastic in work, teachers have a sense of pride, inspiration and challenge; (3) Absorption, with indicators: teachers are always fully concentrated in work, teachers are serious in work, teachers feel that time flies when working, and teachers find it difficult to separate themselves from work. The overall item r scores ranged from 0.687-0.949, with Cronbach's alpha value of 0.983.

2.4. Self-Efficacy

To measure teachers' self-efficacy, the researchers adopted the General Self-Efficacy (GSE) from Scholz et al. (2002) based on Bandura's (1997) theory. This scale has 10 items, measuring 3 dimensions, namely: (1) level with indicators: teachers have thoughts, accuracy, and productivity in self-regulation; (2) generalization (generality) with indicators: teachers are able to act in certain conditions; and (3) strength, with indicators: teachers have a level of confidence in their abilities. The overall item r scores ranged from 0.698-0.859, with Cronbach's alpha value of 0.931.

2.5. Resilience

To measure teacher resilience, researchers adapted the Connor Davidson Resilience Scale (CD-RISC) from Connor and Davidson (2003). This scale has 25 items, measuring 5 dimensions, namely: (1) Personal competence, high standards and tenacity, with indicators of teachers being able to become competent individuals, being able to become tenacious individuals and having high standards; (2) Trust in one's instincts, tolerance of negative affect, and strengthening the effects of stress, with indicators of teachers believing in instincts, being tolerant, and being able to overcome the effects of stress; (3) Positive acceptance of change and secure relationships, with indicators that teachers can accept changes positively and can maintain good relationships with others; (4) Control and factors, with indicators that teachers are able to control themselves and are able to control themselves; and (5) Spiritual influences, with indicators that teachers believe in God and individuals believe in destiny. The overall item r scores ranged from 0.557-0.920, with a Cronbach's alpha value of 0.967.

2.6. Personality Trait

To measure teachers' personality traits, the researchers adapted the Ten Item Personality Inventory (TIPI) from Gosling et al., (2003). This scale has 10 items, measuring 5 dimensions, namely: (1) Extraversion, where teachers are extroverted and enthusiastic about their work; (2) Agreeableness, where teachers are sympathetic and warm; (3) Conscientiousness, where teachers are trustworthy and able to control themselves; (4) Openness, where teachers are open-minded to new experiences and able to solve problems; and (5) Emotional Stability, where teachers are calm and emotionally stable. The overall item scores ranged from 0,756-0,944 with a Cronbach's alpha value of 0.969.

2.7. Data Analysis

The hypothesis was constructed into a path diagram and then analyzed using the help of structural equation modeling software, namely Smart Partial Least Square (PLS) version 3.0, while for further data analysis, the PLS-Graph version 3.0 software was used Chin (2003).

3. Results

The hypothesis examination in this study can be constructed into a path diagram using the help of structural equation modeling software, namely *Smart Partial Least Square* (PLS) *version* 3.0. As for further data analysis, the PLS-Graph version 3.0 software developed by Chin (2003) was used. Result exposes the findings obtained from research data which is related to the hypotheses. The results should summarize (scientific) findings rather than providing data in great detail.

3.1. Test of the Outer Model

The Outer Model analysis consists of convergent validity (loading factor), Average Variance Extracted (AVE), discriminant validity and construct reliability. The Outer Model test is presented in Figure 3.
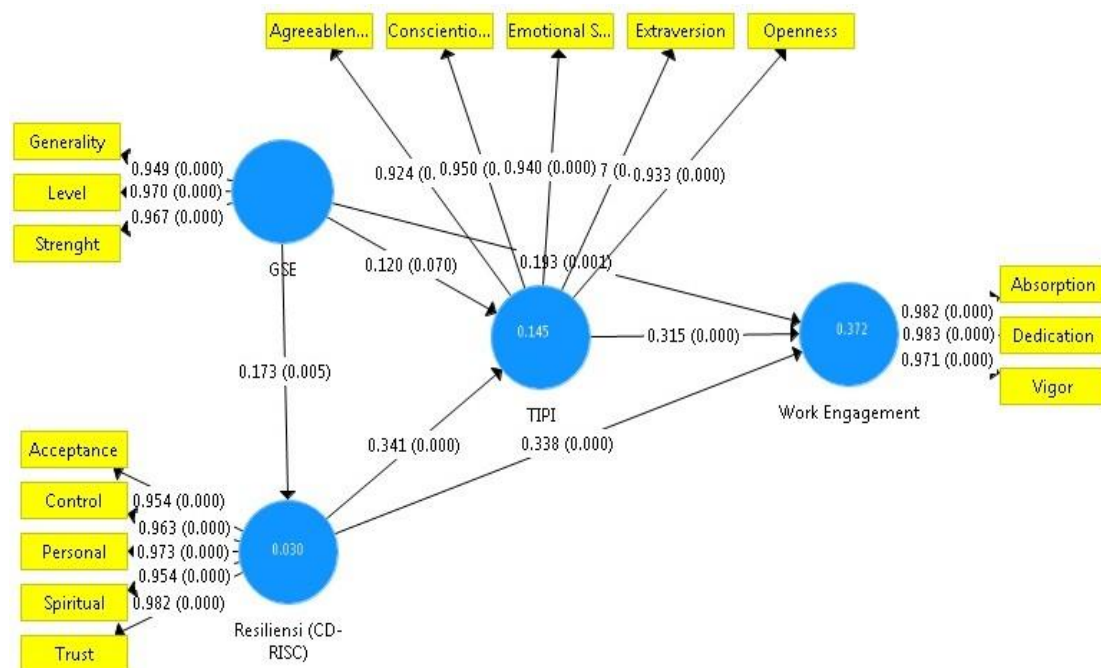

Figure 3. Outer Model Figure

3.2. Convergent Validity Test (Loading Factor)

Convergent validity in this study is proven by the outer loading value > 0.7, and the Average Variance Extracted (AVE) value is > 0.5. The results of the convergent validity are presented in Table 1. Based on the data analysis results presented in Table 1, the outer model values of the self-efficacy, resilience, personality trait, and work involvement variables in this study are greater than 0.7, with an AVE value > 0.5. So, all the indicators are convergently valid.

Table 1. Convergent Validity Result

Construct	Coefficient Cronbach Alpha	Composite Reliability	AVE	Communality
Work Engagement	0.978	0,985	0.957	0.957
Self-efficacy	0.960	0.974	0.926	0,926
Resilience	0.982	0.986	0.932	0.932
Personality trait	0.965	0.973	0.877	0.877

To assess the level of construct reliability in this study is through measurement of the AVE coefficient and communality, where the AVE coefficient will have the same value as communality. The results of the construct reliability test showed that all constructs in the model have a Cronbach alpha coefficient value of more than 0.06, then composite reliability > 0.70 and the AVE and communality coefficients > 0.05. The results of the AVE value analysis are presented in Table 2.

Table 2. AVE Value and Research Variable

No	Average Variance Extracted (AVE)	Item Indicator	Self- Efficacy (GSE)	Resilience (CD-RISC)	Personality Trait (TIPI)	Work Engagement (UWES)
1		Level	0.970			
2	0.926	Generality	0.949			
3		Strength	0.967			
1		Acceptance		0.954		
2		Control		0.963		
3	0.932	Personal		0.973		
4		Spiritual		0.954		
5		Trust		0.982		
1		Agreeableness			0.924	
2		Conscientiousness			0.950	
3	0.877	Emotional Stability			0.940	
4		Extraversion			0.937	
5		Openness			0.933	
1		Absorption				0.982
2	0.957	Vigor				0.971
3		Dedication				0.983

3.3. Discriminant Validity Test

Discriminant validity can be observed by comparing the root AVE value with the AVE of other variables. According to Bookstein (1982), discriminant validity can be seen in the cross-loading value between variable constructs. If the correlation of the variable with the measurement item is greater than the size of the other variables, this indicates that the variable has good discriminant validity. The results of the discriminant validity test or cross-loading in this study can be presented in Table 3.

Table 3. Discriminant Validity Test (Cross Loading)

No	Dimension	Self-Efficacy (GSE)	Resilience (CD- RISC)	PersonalityTrait (TIPI)	Work Engagement (UWES)
1	Level	0.970	0.192	0.185	0.304
2	Generality	0.949	0.148	0.186	0.283
3	Strength	0.967	0.158	0.144	0.302
1	Acceptance	0.125	0.954	0.328	0.484
2	Control	0.175	0.963	0.363	0.474
3	Personal	0.170	0.973	0.357	0.463
4	Spiritual	0.198	0.954	0.343	0.449
5	Trust	0.166	0.982	0.354	0.472
1	Agreeableness	0.147	0.340	0.924	0.372
2	Conscientiousness	0.166	0.364	0.950	0.419
3	Emotional Stability	0.175	0.364	0.940	0.434
4	Extraversion	0.148	0.326	0.937	0.483
5	Openness	0.200	0.302	0.933	0.491
1	Absorption	0.288	0.468	0.453	0.982
2	Vigor	0.330	0.467	0.467	0.971
3	Dedication	0.286	0.489	0.465	0.983

Based on the results of the discriminant validity test, as in Table 3, it shows that in constructs that predict dimensions or aspects as in the colored column, the results are better when compared to dimensions or aspects in other blocks. Thus, it can be concluded that the variable constructs of self-efficacy, resilience, personality traits, and work involvement are good models. The constructs in the estimated model have met the criteria for discriminant validity, and all aspectscan be used as variable measurement tools in this study.

3.4. Construct Reliability Test

Construct reliability can be shown through composite reliability. The aim of composite reliability is to determine the reliability value between dimensional blocks or aspects of the construct whose formation is based on the results of convergent validity. The construct is considered reliable if the composite reliability value is > 0.6. The results of the composite reliability analysis with PLS are presented in Table 4.

Table 4. Composite Reliability PLS

No	Construct	Composite Reliability
1	Self-efficacy GSE)	0.974
2	Resilience (CD-RISC)	0.986
3	Personality trait (TIPI)	0.973
4	Work Engagement (UWES)	0.985

Based on Table 4, composite reliability value for the self-efficacy variable is 0.974 > 0.6. Then, for resilience variable is 0.986 > 0.6. Moreover, the value of the personality trait variable is 0.973 > 0.6. Furthermore, the value of work engagement is 0.985 > 0.6. Thus, from the assessment of the composite reliability value on all variables, the variable constructs in this study have good construct reliability.

3.5. Test of the Inner Model

The Inner Model test aims to ensure that the structural model is robust and accurate. The results of the Inner Model test are presented in Table 5. Based on the results of testing the inner model, based on the R^2 value, there are 2 (two) coefficients of determination which are worth more than 0.20, and there is 1 (one) coefficient of determination which has a value of less than 0.20, the overall resulting Q^2 value is 0.628 or 62.8%, and all f^2 values are more than 0.02 on thepath in the research model. Hence, the influence of personality traits, self-efficacy and resilience on work engagement has a good level of model compatibility.

Table 5. Analysis Result and R^2, Q^2 Value

Criteria	Rule of Thumb	Value	Description
Coefficient of Determination (R^2)	$R^2 > 0.20$ and or greater than 20% (Hair et al., 2014)	.137	Self-efficacy variables effect
		.329	Resilience variable effect
		.372	Work engagement variables on self-efficacy, resilience, and personality trait variables effect
Predictive Relevance (Q^2)	$0 < Q^2 < 1$ (good *predictive relevance*) (Gozali, 2006)	.628	Predictive relevance is good
Effect Size (f)	$f^2 < 0.02$ the impact on exogenous variables is small, $0.02 < F^2 < 0.15$ medium impact, 0.15 s.d 0.35 < F^2 < 0.35 big impact (Hartono & Abdillah, 2009)	Personality traits onwork engagement: .042 Self-efficacy on work engagement: .070 Resilience on work engagement: .143	Exogenous variables on endogenous variables effect

3.6. Hypothesis Testing

After constructing the model and obtaining a good model fit, it is necessary to make observations between variables. Hypothesis testing is done by examining the probability value, which is p < 0.05 and observing the t-statistic > 1.96, which indicates that the hypothesis is accepted. The analysis of the p-value and t-statistic is shown in Table 6. The analysis of the secondhypothesis shows that the hypothesis is rejected. This conclusion was obtained based on the p-value of 0.070, a t-statistic of 1817. Therefore, the researcher concluded that self-efficacy has a negative relationship and has an insignificant direct influence on teacher personality traits.

Table 6. Hypothesis Testing Result

Effect of Variable	Path Coefficient	Original Sample	t-Statistic	p-Value	Criteria	Description
Self Efficacy - Resilience	.173		2789	.005	p < 0.05	Direct and Significant effect
Self Efficacy - Personality Trait	.120		1814	.070	p < 0.05	Indirect and Insignificant effect
Self Efficacy – Work Engagement	.193		3249	.001	p < 0.05	Direct and Significant effect
Resilience - Personality Trait	.341		5293	.000	p < 0.05	Direct and Significant effect
Resilience - Work Engagement	.388		5497	.000	p < 0.05	Direct and Significant effect
Personality Trait - Work Engagement	.315		5033	.000	p < 0.05	Direct and Significant effect
Self Efficacy - Work-Engagement		.058	2311	.021	p < 0.05	Indirect and Significant effect
Self Efficacy - Personality Trait		.038	1625	.101	p < 0.05	Indirect and Significant effect
Resilience - Work Engagement through Personality Trait		.107	3697	.000	p < 0.05	Indirect and Significant effect

4. Discussion

Thoroughly this study discusses how the assessment of junior high school teachers in Tulungagung district, Indonesia regarding their engagement in work is influenced by self-efficacy and resilience mediated by personality traits. The results have compared theoretical studies and empirical conditions in the field. Thus, the authors analyze the results of the studies as follows. In hypothesis testing with the results of model analysis using PLS techniques that represent all variables supporting hypothesis testing, it was found that the Q^2 value by the structural equation model as a whole was 0.628. This means that this study has fairly high model compatibility by showing the contribution of the model to explain the structural relationship of the variables studied is 62.8%. Furthermore, this model also has very good predictive relevance and is suitable for use in prediction (fit). The overall evaluation of the calculation part of the compatibility of this model gives the conclusion that the proposed hypothesis model has a good level of model compatibility.

The statement above shows a very significant relationship in the influence of self-efficacy and resilience on teacher work engagement through personality traits. It means that self-efficacy, resilience and personality trait of the teachers simultaneously have a very significant correlation with work engagement. One important factor for teachers in completing their workload is work engagement. Based on the results of the research respondents, it is shown by the enthusiasm of teachers to carry out work tasks well and consider their work as part of themselves. This means that the respondents are aware that their work has an impact on themselves, students and the organization (school) both on a small and large scale. In line with these conditions, the respondents are able to achieve well- being and job satisfaction, so that it triggers work productivity and minimizes anxiety disorders or psychological fatigue due to work (Lucy et al., 2008).

Referring to the results of data analysis on work engagement variables, the respondents tend to have high scores on dedication and vigor aspects. Specifically, motivation, great contribution and responsibility in carrying out work arise because individuals feel involved and enthusiastic at work (Schaufeli & Bakker, 2002) and are able to withstand difficulties in their work field (Bakker et al., 2007). These aspects affect self-efficacy and resilience in work engagement, where the higher value will have a positive impact on individuals and organizations.

The evaluation made in this study, based on the results of the convergent validity test, shows that all outer model values from all calculations on self-efficacy variables, resilience variables, personality trait variables and work involvement variables are convergently valid. Furthermore, for discriminant validity in this study, it can be seen that the cross-loading value with the variable

construct is a good model, and all constructs in the estimated model have met the criteria for discriminant validity.

Furthermore, according to the result of composite reliability test, the composite reliability value on model construct in this research is > 0.6. Thus, it can be concluded that the variable construct observed has a good reliability. From the result of the data analysis on this study, the output of the structural model after bootstrap is defined that the R^2 value of self-efficacy variable explained by personality traits is 13.7%. Meanwhile, the R^2 value of resilience variable explained by personality traits is 32.9%. Then, the R^2 value of work engagement variable explained by self-efficacy, resilience, and personality traits is 37.2%.

The overall structural equation model produced a Q^2 value of 0.628, indicating a high model fit with an accuracy rate of 62.8%. The model also demonstrates good predictive relevance and is suitable for use in predictions (fit). The model fit analysis indicates that all f^2 values for the paths in the study are greater than 0.02, indicating that none of the paths should be removed. Therefore, the proposed hypothesis model demonstrates a good level of fit based on the calculation results.

The research indicates a high level of compatibility between variables. However, it also shows that self-efficacy variables do not directly and significantly influence the personality trait variables. The loading factors of the three dimensions in the self-efficacy variable were tested, and the generality dimension indicator was found to be insignificant when compared to the indicator of teachers being able to act in certain conditions. The level of self- efficacy owned by teachers, whether high or low, will not affect their personality traits.

The data analysis results indicate that the self-efficacy of the teachers who participated in this study was relatively high. Nevertheless, it was also found a small number of teachers still had low self-efficacy. This assumption is based on the highest measurements in the level dimension, with the indicator teachers have the ability to think with a high level of accuracy and are productive in self-regulation. Meanwhile, the lowest results were in the generality dimension, indicating the teacher's ability to act in specific conditions.

Teacher self-efficacy refers to the belief in the ability to persist in completing job tasks with optimism, a tendency to be persistent and diligent in fulfilling responsibilities, and a willingness to strive and fight to produce quality work. This statement is aligned with Triolita et al., (2017), which describes that self-efficacy is significantly influencing work engagement. Thus, it can be proven that in an institution or school, it is important to grow the self-confidence of the teacher to make them comfortable and work optimally in accordance with their responsibility.

In the data analysis, it is found that half of teachers have high resilience, and the other half have low resilience. This conclusion is based on the high scores obtained in the trust dimension measurement, which indicates that teachers believe in their instincts, have a tolerant attitude, and are able to handle stress related to their workload. Moreover, the lowest results were in the spiritual dimension, with the teacher's belief in destiny as the indicator. Thus, there are some assumptions resulting from teachers' resilience, such as: (1) teachers are capable of achieving their goals, although when they are in the situation of pressure or stress, they tend to feel doubtful that they will succeed in achieving goals, so high standards and tenacity are needed within themselves; (2) teachers have self-confidence, tolerance for negative effects, and are strong in dealing with stress; (3) teachers accept changes positively and can maintain good relationships with other people; (4) teachers are able to control themselves, and (5) teacher has belief in God and destiny. These statements are aligned with Othman and Nasurdin (2011), who stated how the positive relationship between resilience and work engagement is able to prove that high resilience will be followed by higher work engagement. An individual who is able to survive and overcome all negative events in an institution tends to have high work engagement.

An individual with high self-efficacy and resilience tends to have strong self-confidence so that they can mobilize motivation and cognitive resources to solve problems and never give up when

strategic solutions do not work (Reivich & Shatte, 2002) and achieve prosperity so that they are aware of their competence to strengthen personality traits (Bitmiş & Ergeneli, 2013).

The highest aspect of teachers' personality traits is conscientiousness, which means teachers can be trusted and able to handle themselves. On the other hand, the lowest aspect is in agreeableness, where the teachers have sympathy attitude and warm. In personality trait, the subject is required to have a positive attitude on their overall task as a teacher, able to understand, appreciate and make himself a role model for students. This statement is in line with the previous study by Dharma (2013), who showed that a teacher's personal ability (action and behavior) acts in increasing work engagement and involvement. According to the above results of personality trait variables, teachers are not only teaching but also playing a role in the success of the human source, so it can increase their work quality.

Besides, as it is shown in the first data of gender, age, years of work, and employment status, teachers who have high work engagement are female teachers, aged 35-45 years old, with 10-20 years of work. Based on findings in the field, that is because women tend to be more focused on completing their work and consistently have a positive view of their organization, which contributes to a positive work atmosphere. The statement is in line with Schaufeli and Bakker's (2009) argument that highly engaged employees speak positively about their organization, intend to remain with it and contribute extra time to its success.

The perception of personality traits indicates that teachers experience low levels of work-related stress and are able to complete tasks more efficiently. These are because the teachers' personalities are in the high category, so they are able to keep social relationships and have their emotions in a stable state (Claessens et al., 2002). This result is aligned with the previous study of Langelaan et al., (2006), which shows that the personality trait is self-potential, which supports the teachers' comfort in having interactions with their colleagues. Hence, they are able to have an impact on work satisfaction, organizational commitment, intention to quit, and organizational citizenship behavior (Saks, 2006). Therefore, the perception of a supportive, positive organization is really needed to increase teacher self-efficacy, resilience, and work engagement.

From the results of research accompanied by strong evidence of identification of factors that influence directly or direct effects and indirect effects or specific indirect effects on work engagement variables, it is practically recommended for: (1) school principals, supervisors, and education stakeholders need to pay attention to several factors identified and classified as influencing teacher work engagement. So that it will make it easier to set specific intervention targets and more effective strategies in the future, especially those related to the correlation between work engagement and improving teacher performance, and; (2) teachers who have high dedication with strong self-involvement in work and accompanied by appreciation will show that this work engagement can provide its own energy in carrying out its duties and will affect student learning achievement. In addition, teachers can also further explore the dimensions contained in work involvement that are still lacking in themselves to be further developed, so that these teachers can truly carry out their duties and responsibilities in accordance with their profession.

5. Conclusion

Based on the analysis result, self-efficacy and resilience have an influence on work engagement mediated by personality traits. In this study, the main hypothesis is proven by the influence between the dependent and independent variables, helped by the mediator variables. Meanwhile, the first minor hypothesis in this study shows the result that self-efficacy has an influence on resilience, which means that the higher the self-efficacy value, the stronger the resilience had by the teachers. The second minor hypothesis was rejected because there was no influence between self-efficacy and personality traits, which means that teachers with high self-efficacy do not necessarily have good personality traits. The minor hypothesis between teachers' resilience with personality traits has a significant influence, where the higher teachers' resilience in completing their workload, the stronger personality traits (enthusiast, persistence and sense of participation in the work environment) they had. The hypothesis related to self-efficacy, resilience, and personality traits is also influencing teacher work engagement. It means that, when all the variables are on the same high values, the

teachers will have a good work engagement to achieve job success. In general, the hypothesis of this study has been answered by the results of existing data analysis. Nevertheless, the study has limitations. Namely, it does not look at work engagement from the level of perceived organizational support, which is thought to also influence teachers' commitment to their institutions. In addition, methodologically, the acquisition of data in this study is still limited by only filling out instruments from the scale, so further research needs to be expanded by obtaining other data sources from the teacher's curriculum vitae, supporting documentation of the learning process, and through in-depth interviews with teachers to the maximum so that the results are more comprehensive.

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