

Self-Leadership and Its Influence on the Engagement of Islamic Junior High School Teachers in the Covid-19 Period

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Abstract: Teacher engagement is one of the main elements in encouraging the success of educational institutions. Teachers are the spearhead in the learning process and the implementation of various educational activities in schools. Therefore, it takes a high commitment of teachers in the implementation of education. The low commitment of teachers in activities and implementation of learning in schools will affect the success of the implementation of education. One of the factors that influence teacher engagement is the self-leadership of the teacher. Teachers who have good self-leadership can encourage the level of teacher engagement which will certainly have an impact on the success of education. The purpose of this study was to examine the effect of Self-Leadership on teacher engagement at MTs Maarif NU Blitar. The approach used is quantitative with the type of descriptive explanatory research. Data collection techniques through questionnaires or questionnaires. Data analysis used simple linear

regression. The results of the data analysis show that the constant of 26,022 states that if there is no self-leadership value, the teacher engagement value is 26,022. The X regression coefficient of 0.380 states that for every additional 1 value of self-leadership, it will increase the value of teacher engagement by 0.380, which means that self-leadership has an influence on teacher engagement.

INTRODUCTION

Contemporary organizations pay particular attention to performance management systems to improve higher performance. The main factor to improve performance is employee engagement (Kumar, 2021). Employee engagement has a strategic position and is very important on organizational performance (Tiwari & Lenka, 2020). Employee engagement is a broad construction that touches almost all parts of the aspect of human resource management. If every part of human resources is not handled in an appropriate way, employees will experience failures in their work and consider as the top part of mismanagement. Organizations need employees who have high motivation to work and have more engagement in realizing the vision of the organization (Schaufeli & Salanova, 2011).

Employee engagement is built on the basis of previous concepts such as job satisfaction, employee commitment, and organizational citizenship behavior. Employee engagement is a stronger predictor of a performance-positive organization clearly showing a two-way relationship between employer and employee compared to all three previous constructions: job satisfaction, employee commitment and organizational citizenship behavior. Employees who are emotionally attached to the organization will be very capable of engaging in work enthusiastically for the success of the organization and being able to work harder outside the employment contract agreement (Kompaso & Sridevi, 2010).

Teachers as part of the organization have employee care in the context of educational institutions. The teacher is a person who is intellectually and emotionally attached to the organization (Saradha H, 2011). Teacher engagement refers to the extent to which teachers are invested or committed to their work (Klassen et al., 2013). It shows the level of interest of teachers and energetic investments to use relevant skills and activities for their teaching (Seashore Louis, 2020). Teacher engagement is a multidimensional construct consisting of a global level of energetic investment across one's professional roles and closely related physical-cognitive, emotional, and social sub-dimensions (Klassen et al., 2013). In particular, physical-conscious engagement includes teacher engagement and investment in teaching-related activities; emotional engagement concerns the affective response of the teacher to the work; and social engagement in teachers' concern for students. Mediated drivers of teacher engagement such as teacher beliefs, institutional policies, and ICT. B. Marshall & Jane Drummond, (2006) distinguishes the types of engagement of "spirit" and "letter" by formative assessment. While teachers in former learner autonomy are valued and use agencies to aid student learning, those latter are stuck on rigid procedures and do little to promote student autonomy.

Research by Bakker and Demerouti (2008) revealed that the high and low work engagement of employees is influenced by job resources and personal resources factors. Job resources contribute to providing an overview of the importance of the role of individuals in completing their tasks. Sedangkan personal resources contribute to cognition and self-confidence in self-control in the organizational environment. Then the research (Kotze, 2018) elaborated that new learning that tests the role of personal resources, namely psychological capital, mindfulness, and self-leadership towards work engagement, The current situation in the organization shows a dynamic situation so that to be able to develop dynamically we can give targets to employees with theory self-leadership. In accordance with the opinion of Sims and Manz (1997) states that self-leadership is a theory that is suitable for use to improve employee performance in the 21st century. Lee, (2017) and Wang et al., (2020)) conducted a study on L2 writing by exploring the factors that influence the engagement of novice language teachers, namely the factor of breadth of understanding, self-confidence and school policy. Then Krishnan et al. (2020) found that teacher engagement is shaped by a variety of individual and contextual factors, such as teacher beliefs and curriculum guidelines. However, it does not examine the types of engagement and technological factors that make up teacher engagement, which requires further

attention. Knotts et al., (2022) stated that there is a significant influence of self-leadership and performance of karyawan.

Self-leadership is a process of self-influence by which people achieve the direction of self and self-motivation necessary to perform (Neck et al., 2019); This is important leadership for executives, managers, entrepreneurs, and a wide array of other professionals in positions of authority. Leaders at the top of their profession often cite their own personal discipline and execution for the successes they find in their organization (Goldsby et al., 2021). Self-leadership consists of specific behavioral and cognitive strategies designed to positively influence personal effectiveness. Self-leadership strategies are usually partitioned into three main categories including behavioral-focused strategies, natural reward strategies and constructive mindset strategies (Neck et al., 2019).

Behavioral-focused strategies seek to improve the self-awareness of individuals to facilitate the oral management of behavior, especially the management of behaviors related to necessary but unpleasant tasks (Neck & Houghton, 2006). Natural reward strategies are designed to encourage situations in which a person is motivated or rewarded by aspects that are inherently pleasing from a task or activity (Neck & Houghton, 2006). Constructive mindset strategies are designed to facilitate the formation of constructive mindsets (habitual ways of thinking) that can positively affect performance (Neck & Houghton, 2006). Constructive mindset strategies include identifying and replacing dysfunctional beliefs and assumptions, mental image and positive self-talk (Neck & Houghton, 2006). Thoresen and Mahoney explain that A person shows self-control when there is no external fihak that becomes an obstacle to what he does in behaviors that the previous probability is less than what he has done (J. Stewart, 2009).

Self-Leadership can be interpreted as an understanding of self-influencing that tends to direct a person towards actions in doing work that motivates naturally. This can also be interpreted as an effort to direct someone to do unwanted but must-do work (Sawitri et al., 2018). Stewart, Courtright, and Manz (2011) (2011) explain that Self-Leadership not only involves a person's constancy in mobilizing himself to achieve the self-motivation and self-direction necessary to behave in the desired way, but there are also external influences through the actions of the leader that create opportunities for a sense of value, thus giving rise to intrinsic impulses as an external incentive. The use of self-leadership strategies facilitates the perception of controls and responsibilities that positively affect performance results.

METHOD

The subject of this study was a teacher of MTs Maarif NU Blitar. The study sample was obtained using a random sample technique proposed by Setyosari (2013). The population in this study was teachers at MTs Maarif NU Blitar , with a total population of 42 people Based on the presentation of the slovin formula (A. Hidayat, 2017) inthe role of the number of samples as many as 34 samples or respondents.

The research instruments used consist of 2 instruments, including: 1) self-leadership instruments and teacher engagement instruments. The four instruments are in the form of questionnaires or questionnaires that are closed. Self-leadership and teacher engagement instruments are questionnaires adapted from previous

research. The indicators of each variable in this study are presented in the following table.

The answer choice of each instrument uses a likert scale. The likert scale is a scale of assessment answers that are determined from five alternatives used by assigning values from one to five (Munshi, 2014). The use of the likert scale is based on the consideration that each measured variable is spelled out into several indicators for which each indicator generates several statements. The criteria of the likert scale consist of: strongly agree (SS) = score 5; agree (S) = score 4; doubt-doubt (R) = score 3; disagree (TS) = score 2; strongly disagree (STS) = score 1.

Test the validity of the amendment as a form of degree of accuracy between the data that occurs in the object of study and the power that can be reported by the researcher. Valid data is data that is "no different" between the data reported by the researcher and the data that actually occurs in the object of study (Sugiyono, 2014). A validity coefficient that is not so high, say being around the number 0.50 will be more acceptable and considered satisfactory than the coefficient of reliability with the same number. However, if the validity coefficient is less than 0.30, it is usually considered as unsatisfactory (Azwar, 2012). R table 21 respondents 0.4132.

The instrument validity test was performed on 21 samples that had the same character as the research sample. Test the validity using the SPSS program. A testing technique that researchers often use for validity tests is to use Pearson Bivariate correlation Pearson Products Moment. This analysis is by correlating each item's score with the total score. The total score is the sum of the whole item. Question items that are significantly correlated with the total score indicate that they are capable of providing support in uncovering what they want to reveal → Valid. If $r_{count} \geq r_{table}$ (2-sided test with sig. 0.05) then the instrument or question items are significantly correlated to the total score (declared valid). From the results of the instrument validity test with a number of statements abanyak 25 show that the value of $r_{count} > r_{table}$ based on a significant test of 0.05, meaning that of the 25 items mentioned above are declared valid.

The analysis technique in the study is a simple linear regression analysis. A simple linear regression analysis is linear regression in which the variables involved in it are only two, namely the Y-bound variable, and one X-free variable and of rank one (Yuliara, 2016). Simple linear regression data analysis was performed using spss data analysis soft ware. The analysis was carried out to examine the research hypothesis.

RESULT AND DISCUSSION

Before the data analysis is carried out using simple linear regression analysis techniques, analysis prerequisite testing is first carried out. In this study using normality test and linearity test. The data normality test serves to determine the form of distribution of data from the research results, namely normal or abnormal distribution. The normality test used in this study is the Kolmogrov-Smirnov test, which will be analyzed using IBM SPSS version 24.0.

Formula:

$$D_{hitung} = \max | F_0(X) - S_n(X) |$$

Information:

$F_0(X)$ = Theoretical cumulative frequency distribution

$S_N(X)$ = Cumulative frequency of observation (Purwanto, 2011).

Test requirements:

$Sig > 0.05$, normal distributed data $Sig < 0.05$, normal non-distributed data (Siregar & Siregar, 2012).

Table 2 Data Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.11353207
Most Extreme Differences	Absolute	.093
	Positive	.076
	Negative	-.093
Kolmogorov-Smirnov Z		.544
Asymp. Sig. (2-tailed)		.929
a. Test distribution is Normal.		
b. Calculated from data.		

From the results of table 2 analysis, a sig (p-value) of Self-Leadership and teacher engagement was obtained by 0.929 lebib large from 0.05, so in this study, the data were distributed normally.

Based on the results of the normality test, a linearity test is then carried out. The linearity test aims to determine whether the free variable (self leadetship) with the bound variable (teacher engagement) has a linear relationship or not and is a condition for the use of regression and correlation analysis. The criterion applied to express linearity is the value of F obtained then consulted with the value of the F of the table with a significance level of 5% if F counts less or equal to F of the table then the influence of the linear variable. The results of the linearity test on the variables of interest in learning and the utilization of student learning time outside of class hours with learning achievements are as follows:

Table 3 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.520 ^a	.270	.248	3.16181
a. Predictors: (Constant), Self-Leadership				

Table 3 above explains the magnitude of the correlation/relationship value (R) which is 0.520a and explains the magnitude of the percentage of influence of the free variable (Self-Leadership) on the bound variable (teacher engagement) called the coefficient of determination which is the result of the squaring of R. From the output is obtained the coefficient of determination (R²) of 0.270, which contains the understanding that the influence of the free variable (Self-Leadership) on the bound variable (Teacher eangagement) is 27.0%, while the remaining 73.0% is influenced by other variables.

Table 4 Regression Test (ANOVA) Outputs

Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	118.595	1	118.595	11.863	.002 ^b
	Residual	319.905	32	9.997		
	Total	438.500	33			
a. Dependent Variable: Teacher Engagement						
b. Predictors: (Constant), Self-Leadership						

From the output, it can be seen that F calculates 11,863 with a significance/probability level of $0.002 < 0.05$, then the regression model can be used to predict Teacher engagement.

Table 5 Regression Test Outputs (Coefficients)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.
		B	Std. Error	Beta		
1	(Constant)	26.022	5.681		4.581	.000
	Self-Leadership	.380	.110	.520	3.444	.002

a. Dependent Variable: Teacher Engagement

In the table 5, Constant (a) is 26,022, while the value of Self-Leadership (b) is 0.380, so the regression equation can be written:

$$Y = a + bX$$

$$= 26.022 + 0,380X$$

The constant of 26,022 states that if there is no self-leadership value, the teacher engagement value is 26,022. The regression coefficient X of 0.380 states that every addition of 1 self-leadership value, it will increase the value of teacher engagement by 0.380.

Based on the data analysis on the relationship between self-leadership and teacher engagement of teachers in MTs Maarif NU Blitar using a correlation test, it can be seen that the self-leadership and teacher engagement has a correlation with coefficient value of 0.530, the correlation sign is + (positive) meaning that if the value of self-leadership increases, teacher engagement also increased and vice versa.

Self-leadership as an activity affects where sourced from within, where people achieve the direction of self and self-motivation necessary to perform (Neck et al., 2019). Motivation is the impetus in the individual to achieve the goal. Individuals who have high motivation or are strong, of course, all obstacles and obstacles will be hit in order to achieve a desired goal. Generating teacher motivation is very important because the influence of work motivation on teacher performance is 51.2%. So that the hypothesis that there is a positive relationship of work motivation to teacher performance is acceptable. The proof of the hypothesis above is supported by research conducted by Hidayat et al., (2020) describing the

findings of his research that leadership is a factor in employee engagement in the work process.

Self-Leadership is one of the most important leaderships possessed by individuals in realizing organizational goals (Goldsby et al., 2021). Leadership as a process of influencing others so that they can understand and agree on what to do and how to do it, and also roses facilitate the efforts of individuals and groups to achieve common goals(Lianto & Devie, 2015).

Logically, no matter how high employe engagement employees have, if they never pay attention, do not provide motivation and do not provide toh and positive behavior will allow it to reduce staff performance. Likewise, employees who have high Employee Engagement, if they get the support of leaders who always provide motivation, provide attention and always give after all and positive behavior will support staff to optimize their performance (Astuti, 2016).

Therefore, the underlying factor for the formation of engagement is the quality of leadership which has an impact on the feeling of employees to be valued and their engagement in the nature of the organization. This is very important for leaders to care about their wai, treat employees fairly, provide encouragement and information, and help employees to develop through coaching training (Anggreana, 2015).

Research on teacher engagement is often associated with the theory of job demands-resources (JD-R) from (Bakker & Demerouti, 2017) which is a theory that is able to explain work engagement. Strengthened by the results of research conducted by (Schaufeli & Salanova, 2011) job resources and personal resources are predictors of work engagement. Job resources in work can illustrate how important the role of character from within the employee is, while personal resources have a role in managing the cognitive and confidence of employees in controlling themselves in the work environment. According to (Kotze, 2018) explains that the role of personal resources is psychological capital, mindfulness, and self-leadership. Wichis researchers are interested in using self-leadership in predicting work engagement. The findings obtained in this study self-leadership and age affect work engagement in millennial employees, thus these findings can be in line with the researcher's hypothesis. The contribution given by self-leadership to work engagement was 21.3% while the contribution of age to work engagement was 20.5%.

Work engagement can be improved through self-leadership by managing and motivating itself, motivating itself when in a work situation, controlling yourself, and understanding her condition. Increasing self-leadership in employees will make themselves more capable, forward-thinking, responsible, tenacious, and confident in every job. The previous opinion refers to the theory of the JD-R Model by increasing personal resources will be able to increase employee work engagement at work. Selfleadership will shape employees to be more attached to their organization so that they can contribute more to the productivity of the organization. Some of the results of previous studies such as from Wang and (D. S. Wang & Hsieh, 2013) also resulted in that self-leadership has a positive effect on work and employee engagement, in addition to the findings of Houghton et al (2004) show that self-leadership influences employee work engagement by building

self-direction and self-motivation to behave positively so that productivity in the organization increases.

Chung & Angeline, (2010) argues that the level of attachment to work is greater felt by teachers who have a more mature age because they can motivate themselves more and hope to be promoted according to their level of seniority and loyalty to work. Similar research made by (Ramos et al., 2016) said that employees with adulthood tend to be more experienced, resilient and attached to their organization, while younger employees tend to have lower work engagement with their organizations due to lack of self-development and lack of encouragement from within themselves and their work environment. The age factor in this work becomes the contribution of an employee to be able to bond with his organization. The age of 18-24 years is the age for young millennials and 25-34 is the age for adult millennials, the age difference between young millennials and millennials today has work engagement with different organizations. Adult millennials tend to be more able to manage themselves and even generate motivation in themselves to continue to be able to be involved with their work while with young millennials tend to be more difficult to adapt and difficult to cultivate motivation from within them so that it will result in different levels of work engagement. Similar research conducted by Brewer and Shapard (2004) shows that young millennial employees experience burnout more often than adult millennials, this is because young employees do not have much experience to use their surrounding potential such as peer support, superior support and light job demands. Such an attitude will result in an employee having difficulty being able to bond with the organization in which he works.

CONCLUSION

The results of the discussion above, it can be concluded that teacher engagement that occurs in teachers is influenced by various factors. One of the factors that influence teacher engagement is self-leadership. The results of research on teachers in a school in Blitar show that self-leadership has an influence on teacher engagement.

The magnitude of the influence of Self-Leadership on teacher engagement is based on the results of inferential statistical tests with a simple linear regression technique and the magnitude of the correlation/relationship (R) value is 0.520 and explains the percentage of the influence of the independent variable on the dependent variable called the coefficient of determination which is the result of squaring R. From the output, the coefficient of determination (R^2) is 0.270, which implies that the influence of the independent variable (Self-Leadership) on the dependent variable (Teacher engagement) is 27.0%, while the remaining 73.0% is influenced by other variables.

SUGGESTION

This research was conducted in a limited number of schools only, so for future researchers it is recommended to expand the research area. This research can be used as a basis for conducting research with a larger number of variables.

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