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Improving Teacher Engagement Through Strengthening Creativity, Organizational Support, Adversity Intelligence, and Achievement Motivation in Permanent Foundation Teachers (Gty) of Private Junior High Schools in Karawang District

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ABSTRACT

This study aims to produce optimal strategies, methods and solutions to improve Teacher Engagement through strengthening the variables of Creativity, Organizational Support and Adversity Intelligence as independent variables and the variable of Achievement Motivation as an intervening variable. The sample selected based on the Taro Yamane formula from a population of 463 resulted in 215 samples taken by proportional random sampling in 7 Districts in Karawang Regency. This study uses a survey method with a path analysis approach and is continued with SITOREM analysis. The results of this study can be concluded: 1) There is a significant positive direct effect between creativity (XI) on teacher engagement (Y) with $\beta y1 = 0.278$, so that strengthening creativity (X1) can increase teacher engagement (Y); There is a significant positive direct effect between organizational support (X2) on teacher engagement (Y) with $\beta y2 = 0.307$, so that strengthening organizational support (X2) can increase teacher engagement (Y); There is a significant positive direct effect between adversity intelligence (X3) on teacher engagement (Y) with $\beta y3 = 0.134$ so that strengthening adversity intelligence (X3) can increase teacher engagement (Y); There is a significant positive direct effect between achievement motivation (X4) on teacher engagement (Y) with $\beta y4 = 0.267$, so that strengthening achievement motivation (X4) can increase teacher engagement (Y); There is a significant positive direct effect between creativity (X1) on achievement motivation (X4) with $\beta x 1x4 = 0.232$, so that strengthening creativity (XI) can increase achievement motivation (X4); There is a significant positive direct effect between organizational support (X2) on achievement motivation (X4) with $\beta x2x4 = 0.276$, so that strengthening organizational support (X2) can increase achievement motivation (X4); There is a significant positive direct effect between adversity intelligence (X3) on achievement motivation (X4) with $\beta x3x4 = 0.238$, so that strengthening adversity intelligence (X3) can increase achievement motivation (X4); There is a significant positive indirect effect between creativity (X1) on teacher engagement (Y) through achievement motivation (X4) with $\beta 14y = 0.074$, so that strengthening creativity (X1) can increase teacher engagement (Y) through achievement motivation (X4). Achievement motivation (X4) cannot function effectively as an intervening variable between creativity (XI) and teacher engagement (Y) because the direct influence is greater than the indirect influence; There is a significant positive indirect influence between organizational support (X2) on teacher engagement (Y) through achievement motivation (X4) with β 24y = 0.082, so that strengthening organizational support (X2) can increase teacher engagement (Y) through achievement motivation (X4). However, achievement motivation (X4) cannot function effectively as an intervening variable between organizational support (X2) and teacher engagement (Y) because the direct influence is greater than the indirect influence; and There is a significant positive indirect influence between adversity intelligence (X3) on teacher engagement (Y) through achievement motivation (X4) with $\beta 34y = 0.036$, so that strengthening adversity intelligence (X3) can increase teacher engagement (Y) through achievement motivation (X4). However, achievement motivation (X4) cannot function effectively as an intervening variable between adversity intelligence (X3) and teacher engagement (Y) because the direct influence is greater than the indirect influence.

The results of the SITOREM analysis show that the indicators that are still weak and need to be improved are: 1st providing justice, 2nd organizational rewards, 3rd acting smartly in seeking opportunities; 4th habits of behavior in solving problems; 5th behavior interested in complex things, 6th the drive to excel in competition, 7th the need for long-term career success, 8th strong drive to get feedback on performance, 9th attitude of controlling difficulties, 10th attitude facing difficulties, 11th work engagement, 12th career development, 13th work spirit, and 14th absorption. while the indicators that are maintained and developed are: 1) leadership support, 2) working conditions, 3) originality in developing something new or different, 4) open behavior in accepting new ideas and concepts; 5) acting persistently in trying; 6) the need to work intensively in carrying out tasks, 7) liking challenges and competition, 8) having a systematic and realizable work plan, 9) attitude towards the origin of difficulties, 10) attitude anticipating the impact of difficulties, 11) endurance towards difficulties, 12) dedication, 13) concern for productivity, and 14) sense of ownership.

Keywords: Teacher Engagement, Creativity, Organizational Support, Adversity Intelligence, Achievement Motivation and SITOREM

Introduction

develop their potential to have spiritual religious strength, self- namely as a supporting element for human cognitive, intellectual,

control, personality, intelligence, noble morals, and skills needed Education is a conscious and planned effort to create a by themselves, society, nation, and state. Education has an learning atmosphere and learning process so that students actively important role in the growth and development of each individual,



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and mental development. Education functions to stimulate a person's intellectual abilities, support the process of brain development from one phase to the next, and increase a person's personality skills. Therefore, as educators, teachers must realize that each level of child growth requires a different approach to the education process. Teachers need to understand various creative education methods and teaching methods according to the age of the students to achieve educational goals.

Teachers are a core part of the management element. The implementation of the main tasks of teachers cannot be separated from a teacher's ability to master knowledge, skills, and attitudes in carrying out their duties as professional educators. Theoretically, several organizational factors are predicted to be able to contribute to the achievement of higher performance, such as by creating organizational commitment for employees through employee engagement or making employees bound to the organization, and creating good training programs to support the achievement of organizational goals. To improve the quality of education to create graduates by the demands of the law, it is necessary for education movers, especially teachers who have high competence, have Job Satisfaction with education, and good performance. A good teacher is expected to have good competence in education, including professional, pedagogical, social, and personality competence.

Saks & Gruman (2017) stated that engagement can lead to both individual output (for example, the quality of a person's work and work experience) and organizational output (for example, organizational growth and productivity). Other studies have also found that engagement is related to positive aspects of work achievement (Mauno et al., 2007). Employees who are engaged in their organization will do something even more than what is asked by the organization where they work, their productivity increases, and they have a high commitment to the organization (Schaufeli & Bakker, 2010).

Likewise, with school organizations, teacher engagement, in addition to being an important factor in school organizations as mentioned above, teacher engagement also has a very important role in initiating changes that schools want to make. Changes in school organizations are very important with the demands of the times that are always dynamic, continuous, and competitive. School organizations will always be faced with new problems and challenges that must be overcome.

Optimal teacher engagement behavior will have a positive impact on the performance of their work and their madrasah institutions, with a sense of love for their work and institutions, teachers carry out their work work without knowing the time and fully invest themselves and their energy because they are no longer carrying out obligations, but the teaching profession has become a devotion in their lives. Teachers are the main factors and elements that determine the success or failure of students in learning at the level of education they are taking. Teachers are the center of role models in the teaching and learning process in the classroom so their duties and roles greatly determine the level of success of student learning. Improving the quality of HR (Human Resources) is a challenge for an educator. As an educator, you must be as creative as possible in conveying knowledge to your students. So that the knowledge conveyed can be received by your

students well. However, currently, we can still find an educator who is less creative in his learning process, so it can have a bad impact on his students. One example of the negative impact of the lack of quality HR (Human Resources) in this country is if a country has a dense number of HR. However, with poor quality, it will cause a lot of unemployment. Because they have lost competition with others, then the negative impact spreads to the development of a country (Shaleh, 2017). From this, the number and quality of human resources (HR) in Indonesia must be balanced, both good so that our country feels a positive impact.

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, provides support for the development of teaching methods by emphasizing that to improve the quality of education of Indonesian human resources, the concept of independence and independence of learning is needed which is based on a growth mindset, namely lifelong learners who have global competence and behave (character) following the values of Pancasila, with six main characteristics: (1) faithful, devoted to God Almighty, and noble, (2) global diversity, (3) cooperation, (4) independent, (5) critical thinking, and (6) creative (Ministry of National Education, 2017).

In the current era of disruption and VUCA (volatility, uncertainty, complexity, and ambiguity), the movement of the industrial world and job competition is no longer linear, the world of education is required to contribute more quickly in preparing graduates who can compete internationally. In the meeting (World Bank, 2019). it was stated that there are at least 10 work skills that a person must have to penetrate international job competition, namely (1) complex problem solving, (2) critical thinking, (3) creativity, (4) human management, (5) coordination skills, (6) emotional intelligence, (7) decision making, (8) service orientation, (9) negotiation skills, and (10) cognitive flexibility.

To spur the increase in the competitiveness of Indonesian people in the future and to achieve the vision and mission of Indonesian education, various learning methods or strategies have been used today. 21st-century learning requires teachers to be able to awaken students' critical thinking, by carrying out the 6C learning process, namely six competencies that students must have in the 21st century, namely (1) Critical Thinking and Problem-solving, namely the ability to think critically and the ability to solve problems; (2) Creativity, namely the ability to be creative; (3) Communication Skills, namely the ability to communicate well; (4) Collaboratively, namely the ability to work together; (5) Computational logic thinking, namely the ability to think computationally; (6) Compassion, namely a sense of compassion and empathy. Characteristics of 21st-century learning are (1) student-centered learning, (2) developing student creativity, (3) creating an interesting, fun, and meaningful atmosphere, (4) developing various abilities that are loaded with meaning and value, (5) learning through doing, namely students actively doing, (6) emphasizing exploration, discovery, and creation, (7) creating learning through a contextual approach (Saputri et al., 2019). Differentiated Learning recommended by UNESCO has also been adopted into the current education system in Indonesia, namely a learning process that can facilitate the needs of each student. Every student must get the same and broadest opportunity to grow and develop optimally, both



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physically, mentally, and socially. Every teacher must realize that every student is unique and has different characteristics from other students. Differentiated learning means mixing all the differences to get information, create ideas, and express what they learn. In other words, differentiated learning is creating a diverse class by providing opportunities to gain content, process an idea, and improve the results of each student, so that students can learn more effectively (Hanover Research, 2019).

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) released the results of the PISA 2022 study (Kemendikbudristek Indonesia, 2023). The results of PISA 2022 show that Indonesia's literacy learning outcomes ranking has increased by 5 to 6 positions compared to PISA 2018. This increase is the highest achievement in terms of ranking (percentile) throughout Indonesia's history of participating in PISA. PISA is held every three years by the OECD to measure reading, mathematics, and science literacy in 15-year-old students. In 2022, PISA was participated by 81 countries, consisting of 37 OECD countries and 44 partner countries. In addition to using PISA, since 2021 Indonesia has implemented the National Assessment (AN) to map the quality of education in each school and region more comprehensively.

The actuality of the research theme is marked by the fact that there are still researchers researching the theme of teacher engagement, which indicates that the theme is not obsolete. Research by Suhendra et al. (2021) using a correlational method on private junior high school teachers in Bogor City, proved that there is a positive relationship between teacher engagement and servant leadership, achievement motivation, and knowledge management.

Research by Na-Nan et al., (2021) that self-efficacy has a direct influence on organizational citizenship behavior with statistical significance, with an indirect influence transmitted through employee engagement, organizational commitment, and job satisfaction. Employee engagement, organizational commitment, and job satisfaction function as partial mediators between self-efficacy and organizational citizenship behavior with statistical significance. Research by Chan et al., (2020), that TA self-efficacy is positively related to job satisfaction through work engagement mediation. Research by Topchyan & Woehler (2021) Full-time teacher engagement, social engagement with students, and job satisfaction are significantly higher than substitute teachers. Length of teaching experience has no significant effect on job satisfaction or job engagement.

Research by Permatasari et al., (2020), found the last model of increasing the professional commitment of lecturers with an emphasis on self-engagement towards the professional commitment of lecturers followed by leadership towards the professional commitment of lecturers, leadership towards academic culture, academic culture towards self-engagement and academic culture towards the professional commitment of lecturers through self-engagement. Research by Miawati et al. (2020), where researchers through an exploratory study at a multinational company in Jakarta, from the results of this study it is described that there is a gap between the engagement implementation program carried out by the company and the conditions felt by workers. Therefore, efforts need to be made to increase the

effectiveness of engagement implementation, so that increasing engagement will bring growth to the company. Research by Wahyuingsih et al. (2020), using a survey method with a correlation approach, concluded that this study found efforts to increase teacher engagement at Akbid Palembang City through personality development, self-efficacy, and job satisfaction.

Yustianus's research (2021), examined the effect of servant leadership, organizational climate, and work motivation on the performance of civil servants at the Mamasa Regency Agriculture Office, West Sulawesi Province. The population in this study were all employees at the Mamasa Regency Agriculture Office, West Sulawesi Province, as many as 180 people, and the determination of the number of samples was 5 times the number of variables to be studied, so the total was 75 people. Based on the partial test, it was found that the Servant leadership variable did not affect performance, as well as the work motivation variable, while the organizational climate variable affected performance. Meanwhile, simultaneous testing of the variables of Servant leadership, organizational climate, and work motivation together affect performance. The results of the study obtained a determination coefficient of 0.811, this means that 81% of performance is influenced by Servant leadership, organizational climate, and work motivation, while 19% is influenced by other variables not included in this study.

Woodcock et al.'s (2022) study, Rethinking Teacher Engagement with Inclusive Practices, examined the relationship between primary school teachers' self-efficacy and inclusive education practices in New South Wales, Australia. Thematic analysis was used to examine and investigate qualitative data. Findings revealed that while high and low-efficacy teachers had similar conceptual understandings of inclusive education, their teaching practices differed. Informing teachers about what inclusive education is may have a limited impact on teachers' actual inclusive education practices. More support on how teachers can implement the concept of inclusive education into practice may be needed so that their belief in their ability to teach inclusively is nurtured and supported. These studies illustrate that currently; the issue of engagement is a concern for researchers. Teacher engagement is a very important factor because the engagement carried out by teachers will determine teacher enthusiasm, teacher productivity, and the quality of education in the place where teachers teach and these activities can be assumed to be devotion because they are carried out with willingness and love for the profession.

Literature Review

a) Teacher Engagement

Teacher engagement is one of the important aspects for teachers in completing work that can improve performance. In essence, a quality teacher is a teacher who has good performance has an attachment to the institution or agency, and has dedication and devotion, a teacher figure like this is a teacher who has good engagement.

According to Ahluwalia et al., (2014), Engagement is a desired state of happiness that individuals want to pursue internal satisfaction by applying their strengths in their workplace. With Indicators: 1) Individual engagement to work, 2) Commitment to the organization, 3) Work passion, and 4) Ownership: a sense of



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belonging to the company can create a dedication to work and Enthusiasm in the workplace.

Agrawal (2016), describes that Engagement is a complex and challenging goal for an organization. With Indicators: 1) Career Development: Career development can increase employee engagement, 2) Job Characteristics: Shows that psychological conditions that cause work and organizational Engagement and consequences are not the same, 3) Loyalty: good work engagement will have a positive impact on employee loyalty, and 4) Productivity: Good employee productivity is produced by good work engagement.

Chairiza et al., (2018), describe that Engagement is how often workers are willing to show contributions and mental and physical engagement to their work and their company so that it is seen from their actual behavior at work. With Indicators: 1) vigor, namely being enthusiastic in doing work, 2) dedication, namely high Engagement to work, and experiencing a sense of meaning, enthusiasm marked by showing attachment to the work being done, and pride in the work, and 3) absorption, namely showing someone who is happy and enjoys their work and is immersed in work that makes time feel like it passes when doing work.

Hermawan, et al., (2023), describe teacher engagement as the connection between teachers and the organization where they work teachers feel they have the organization and enjoy the conditions of the organization and their work not only physically but also rationally, emotionally, and normatively so that the teacher feels satisfied and loyal to work in their organization called teacher engagement. With the following indicators: 1) career development, namely career development in the workplace, 2) concern for productivity, namely attention to high productivity will encourage employee engagement in their work, 3) Ownership, namely a sense of belonging to the workplace can increase work engagement, 4) loyalty, namely with good work engagement it will have a positive impact on employee loyalty, 5) vigor, namely being enthusiastic in doing work, 6) dedication, namely high involvement in work and experiencing a sense of meaning, enthusiasm which is indicated by showing attachment to the work being done, as well as pride in work, and 7) absorption, namely showing individuals who are happy and enjoy work and are immersed in work which causes time to pass quickly when doing work. From the explanation of the theories above, it can be synthesized that teacher engagement is the connection between teachers and the organization where they work, where teachers feel they own the organization and enjoy the conditions of the organization and their work, not only physically but also rationally, emotionally and normatively, so that the teacher feels satisfied and loyal to work in their organization, with the following indicators:

- 1. Career Development
- 2. Attention to Productivity
- 3. Sense of Belonging
- 4. Work Attachment
- 5. Work Spirit
- 6. Dedication
- 7. Enjoying Work
 - b) The Nature of Creativity

In the context of education, creativity is essential in the teaching and learning process. Teachers need to be creative in teaching to get and maintain students' attention, and to keep them motivated in class. Creative teaching can also make learning refreshing, meaningful, and realistic. Hennessey & Amabile (2016) Creativity is something new and adapts to the task or field being studied. Dimensions: 1) Originality, 2) By the field being studied, 3) Imagination, 4) Experience, and 5) Thinking.

According to Kreitner & Kinicki, (2020), creativity is the activity of developing something new or unique. Unique ideas are different from existing ones and can be verbal (suggestions), processes, (methods), or finished products that are useful for the environment (organization). Indicators of creativity are as follows: 1) Arises from inner motivation (intrinsic motivation), 2) Using existing knowledge and competencies, and 3) Enjoying challenging activities or problem-solving.

Sternberg & Kaufman (2019) describe creativity as a phenomenon, where a person (person) communicates a new concept (product) obtained as a result of a mental process (process) in producing ideas, which is an effort to meet the needs (press) influenced by ecological pressure. The indicators of creativity are as follows: 1) Individual factors, 2) New products, 3) A process, 4) Influenced by, and 5) the environment.

According to Simonton (2017), creativity involves the process of observing, seeing possibilities, finding problems, taking risks, making mistakes, failing, then thinking, rethinking, trying new things, solving problems, and sharing processes and products. 4C theory, namely: 1) Big-c creativity: extraordinary creativity (the work of maestros), 2) Professional creativity: creativity according to their profession, 3) Little-c creativity: creativity in everyday life, and 4) Mini-C creativity: creativity experienced by students.

Sternberg & Kaufman (2019) describe creativity as investment behavior: Creative people will have ideas to sell or profit from their ideas. Creativity is seen as the same decision as investing. Characteristics of creative people: Able to define problems, Dare to take risks, sell ideas that may not be accepted by others at first, Persist in the face of obstacles, and Re-examine their creative process. Creativity is influenced by: Intellectual ability, Knowledge, Thinking style, Personality, Motivation, especially intrinsic motivation, and Environment. According to Hermawan et al., (2022), Teacher creativity is the behavior of teachers in schools that is assessed by the teacher himself regarding his efforts in formulating new ideas, thoughts, concepts, products, services, or methods that aim to solve problems and develop the field of education and teaching to provide benefits for achieving educational success, which is measured using an instrument in the form of a questionnaire with indicators: (1) Habit: Habits of behavior in solving problems; (2) Interest: Behavior interested in complex things; (3) Openness: Open behavior in accepting new ideas and ideas; (4) Smart: Acting cleverly in seeking opportunities; (5) Persistent: Acting persistently in trying; (6) Original: originality in developing something new or different. From the explanation of the theories above, it can be synthesized (concept definition) that creativity is the behavior of individuals in their organizations to formulate new ideas, thoughts, concepts, products, services, or methods that aim



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to solve problems and develop certain fields to provide benefits to achieve organizational success. The indicators of creativity are as follows:

- 1. Habits of behavior in solving problems;
- 2. Behavior is interested in complex things.
- 3. Open behavior in accepting new ideas and concepts;
- 4. Acting smartly in seeking opportunities;
- 5. Acting persistently in trying;
- 6. Originality in developing something new or different.
 - c) The Nature of Organizational Support

Organizational support is the perception of organizational members regarding how the organization values their contributions and cares about their well-being. Organizational support can have a positive effect on the performance of organizational members so that organizational goals can be achieved more optimally. Organizational members who feel supported at work may be more enthusiastic about completing their work, motivated to continue to show innovation, and behave proactively.

According to Robbins & Judge (2016), Organizational support is the level at which employees believe the organization values their contributions and cares about their well-being. The indicators are: 1) Fair appreciation for employee contributions, 2) Caring about their well-being, and 3) Supportive supervision. Salehzadeh et al., (2016), Organizational support is defined as employee beliefs about the extent to which the organization cares about their well-being and values their contributions. Indicators of organizational support: 1) Caring about employee well-being, 2) Valuing cooperation with employees, and 3) Having appropriate rewards. According to Baran et al., (2012),. Organizational support focuses on the extent to which employees believe their work organization values their contributions and cares about their well-being. Organizational support indicators: 1) Fairness shown by the organization, 2) Appropriateness of rewards and working conditions provided by the organization, and 3) Supervisor support (to the extent that the supervisor is seen as an agent or representative acting on behalf of the organization).

According to Colquitt et al., (2015: 82), Organizational support reflects the degree to which employees believe that the organization values their contributions and cares about their welfare. Organizational support indicators: 1) Providing adequate, 2) Rewards, 3) Protecting job security, 4) Improving work conditions, and 5) Minimizing the impact of politics

Zagenczck et al., (2011), employees' attention to the treatment offered by the organization to determine the extent to which their contributions to the organization are valued and the organization cares about them. Organizational support indicators: 1) Concern for employees, 2) Employee contributions are valued, and 3) Fit in the workplace. Meanwhile, George & Jones (2020), defines organizational support as the extent to which an organization cares about the welfare of its members, tries to help them when they have problems, and treats them fairly. Indicators of organizational support: 1) Caring for employee welfare, 2) Helping when employees have problems, and 3) Treating employees fairly.

Nwancu (2017) that organizational support is the degree to which employees believe the organization values their

contributions and cares about their well-being. Indicators of organizational support: 1) The organization values employee contributions, and 2) The organization's concern for employee welfare. Langton & Robbins (2017), Perceived organizational support is the extent to which employees believe that their employers value their contributions to the organization and care about employee welfare. Indicators of organizational support: Valuing employee contributions to the organization, and Caring for employee welfare

Kurtessis et al., (2017), Organizational support theory states that employees form general perceptions about the extent to which the organization values their contributions and cares about their well-being Indicators of organizational support: 1) Supportive leadership, 2) Fairness, 3) HR practices, and 4) Working conditions. According to Pohl et al., (2013),. Organizational support is a belief about the extent to which an organization values personal contributions and cares about employee welfare. Indicators of organizational support: Value employee contributions and Concern for employee welfare. Rhoades & Eisenberger (2019), Organizational support refers to the extent to which employees believe that the organization values contributions and cares about employee welfare. Organizational support factors: 1) Fairness (procedural justice), fairness in the way used to determine the distribution of resources among employees, 2) Supervisor support (Supervisor support), concerning employees' general views regarding the extent to which supervisors/superiors value contributions and care about employee welfare, and 3) Organizational Rewards and Conditions (Organizational Rewards and Working Conditions). From the explanation of the theories above, it can be synthesized that organizational support is the level of member belief in the organization where they work that provides justice, values contributions, pays attention to welfare, provides recognition of the existence of members, and provides guarantees working conditions to members. The indicators organizational support are as follows:

- 1. Providing Justice
- 2. Leadership Support
- 3. Appreciation from the Organization
- 4. Working Conditions

d. The Nature of Adversity Intelligence

A person's adversity intelligence is one of the determining factors that influences a person in overcoming problems and also greatly determines success. Adversity intelligence is a human capacity in the form of response patterns that a person has in controlling and directing difficult situations, recognizing and correcting difficult situations, perceiving the scope of difficult situations, and perceiving the term.

Stoltz (2018)., Adversity intelligence is the ability to turn obstacles into opportunities for success in achieving goals. The dimensions of adversity intelligence are called CO2RE, namely: 1) Control, how much control is felt over the difficulties or failures experienced, 2) Origin and Ownership, related to views on the origins of difficulties and recognition of the consequences of the difficulties experienced, 3) Reach, related to the extent to which difficulties are considered to reach life as a whole, and 4) Endurance, views on how long the difficulties and causes of the difficulties will last.



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According to Pangma et al., (2009),. Adversity Quotient is related to how well individuals can solve and fight the problems they face. The indicators of adversity intelligence are as follows:

1) Identifying problems, and how to respond or not respond to them, 2) Finding and developing ego identity or self-control in problem situations, 3) Adapting and adjusting to the surrounding environment, 4) Individual strength in dealing with problems (physical and mental), and 5) Adjusting to stressful situations.

Green & Leonard (2016) describe adversity intelligence as the desire to succeed in achieving a goal, the resilience to bounce back, and the nature of not giving up easily in achieving goals. The indicators of adversity intelligence are as follows: 1) The desire to succeed, 2) Resilience, 3) Not giving up easily, and 4) The ability to bounce back.

Wood et al., (2016),. Affirms that the ability needed to turn failure into a stepping stone. The indicators of adversity intelligence are as follows: 1) Never give up, 2) View failure as temporary, 3) View failure as a separate incident, 4) Have realistic expectations, 5) Focus on strengths, 6) Use various approaches, and 7) Easily bounce back.

According to Syarif (2017), adversity intelligence is a person's ability to overcome the difficulties faced. The indicators of adversity intelligence are as follows: 1) Control, perceived control over difficulties, 2) Origin and Ownership, views on the origin of difficulties and recognition of the consequences of difficulties, 3) Reach, the ability to limit the consequences of difficulties, and 4) Endurance, views on how long difficulties will last.

Shivaranjani (2014), Adversity quotient is how well a person faces difficulties and his ability to overcome them. The indicators of adversity intelligence are as follows: 1) Control, the extent to which a person feels they can influence whatever happens, 2) Ownership, improving the situation regardless of formal responsibility, 3) Reach, view of the extent of difficulties in other aspects of life, and 4) Endurance, the extent to which they view difficulties as enduring.

Wangsadinata & Suprayitno (2018), describe adversity intelligence as the resilience of how well a person survives the trials they experience and how well they can overcome these problems. The indicators of adversity intelligence are as follows: 1) The ability to survive trials and 2) The ability to overcome problems.

According to Santos (2012), the Adversity Quotient is the ability to withstand difficulties. The indicators of adversity intelligence are as follows: 1) Control, the level of perceived control over bad events, 2) Origin and Ownership, who or what is the origin of the difficulty and to what extent it causes the difficulty, 3) Reach, the perception of how far the difficult event affects life, and 4) Endurance, the perception of time and the consequences of the difficulty will persist.

Hermawan et al., (2023) describe adversity intelligence as a person's ability to turn obstacles and barriers into challenges to achieve success. The indicators of adversity intelligence are as follows: 1) Control, perceived control over difficulties, 2) Origin and Ownership, views on the origin of difficulties and recognition of the consequences of difficulties, 3) Reach, the ability to limit

the consequences of difficulties, and 4) Endurance, views on how long difficulties will last.

From the explanation of the theories above, it can be synthesized (concept definition) that adversity intelligence is an individual characteristic that has a response to various difficulties and obstacles in carrying out tasks. The indicators of adversity intelligence are as follows:

- 1. Attitude to controlling difficulties
- 2. Attitude towards the origin of difficulties
- 3. Attitude facing difficulties
- 4. Attitude anticipating the impact of difficulties
- 5. Endurance to difficulties
 - e) The Nature of Achievement Motivation.

Achievement motivation is an important factor in achieving achievement, both academically and in other fields. Achievement motivation can help someone improve or maintain their abilities in all activities to achieve achievement. Achievement motivation has an important role in improving or maintaining a person's abilities as high as possible in all activities as a form of achieving an achievement that has been achieved. Describing achievement motivation is a set of energetic forces that come from both within and outside the individual, to initiate work-related behavior, and to determine the form of direction, intensity, and duration. Motivation is generally based on three aspects, namely: Direction, namely the goal to be achieved, Intensity, namely the level and strength, and duration/persistence, which is the time needed.

According to Greenberg & Baron (2018), Motivation is a process that encourages, directs, and maintains human behavior toward achieving a goal. Motivation will create stimulation, and encouragement within oneself to do something as much as possible, and be directed as it should be in achieving goals. Motivational factors are: 1) Stimulation, which is something that can influence someone to do an activity, 2) Maintenance, which is an activity in maintaining and caring for something well, 3) the element of arousing, which is reviving something within oneself in doing activities/work, and 4) Directing, is providing a definite direction in achieving the desired goals.

According to Colquitt et al., (2018), achievement motivation is defined as a series of energetic forces that originate both within and outside the employee, initiate work-related efforts, and determine their direction, intensity, and persistence. The factors of achievement motivation are as follows: 1) Direction of Effort, related to determining what employees do at a certain time, 2) Intensity of Effort, related to how hard a person works, and 3) Persistence of Effort related to how much persistence in working.

According to Siregar & Hermawan (2024), achievement motivation is a strong desire from within an individual that influences behavior to develop themselves and achieve optimal potential in various aspects of life. The indicators of achievement motivation are as follows: 1) Drive to excel, 2) Orientation toward results, 3) Response to feedback, and 4) Challenging goals.

Ambarita et al., (2020), describe achievement motivation (need for achievement) as the desire to exceed a set standard and strive to achieve success. The indicators of achievement motivation are as follows: 1) Dare to take risks, 2) Desire to get



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feedback on performance, 3) Seek satisfaction by achieving, and 4) Take responsibility for one's work.

Hermawan, et al., (2023) describe that achievement motivation is the drive to work to achieve a high standard (standard of excellence) and achieve success in competitive situations. The indicators related to achievement motivation are

- 1) Desire to complete work based on personal abilities
- 2) Setting goals with a 'moderate' level of difficulty,
- 3) Taking risks into account in acting
- 4) Strong desire to get feedback on performance. From the explanation of the theories above, it can be synthesized (concept definition) that achievement motivation is a drive from within a person to work optimally to achieve success both for themselves and for a group in an organization. The indicators of achievement motivation are as follows:
 - 1) The drive to excel in competition,
 - 2) Likes challenges and competition,
 - 3) Has a systematic and resolvable work plan,
 - 4) The drive to obtain feedback on performance,
 - 5) The need for long-term career success, and

6) The need to work intensively to carry out tasks **Research Methods**

The research was conducted on permanent foundation teachers (GTY) of Private Junior High Schools in Karawang Regency which was implemented in August 2024. This research uses a combination of Quantitative Research and SITOREM Analysis research methods. The flow of this combination research methodology uses a quantitative research flow which is analyzed using SITOREM analysis. As stated by S. Hardhienata (2017), For operations research in education management, we need to add the scientific identification theory mentioned above with statistical models and steps to obtain an optimal solution.

Path analysis research and SITOREM analysis are combination research methods that combine the Path Analysis research method whose results are strengthened by using SITOREM analysis. Through SITOREM analysis, the results of the path analysis research (Path Analysis) are analyzed in more detail on the research variable indicators, so that indicators that need to be immediately improved and maintained or developed can be found.

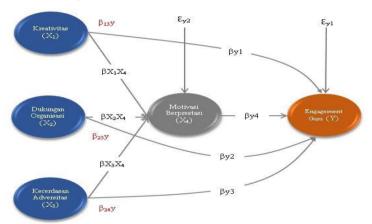


Figure 1: Constellation of Research Variables

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2019) The population of this study was permanent foundation teachers (GTY) of Karawang Regency Private Middle Schools totaling 463 lecturers.

The research data were obtained using an instrument in the form of a questionnaire consisting of instruments to measure: 1. Teacher Engagement, 2. Creativity, 3. Organizational Support,

4. Adversity Intelligence and 5. Achievement Motivation. Respondents who filled out the five instruments were from Karawang Regency Private Middle Schools. The instruments for each variable were developed successively from the conceptual definition, operational definition, and instrument grid.

Research Result

The influence of the path as a whole by combining the results of the analysis on each substructure can be described as follows:

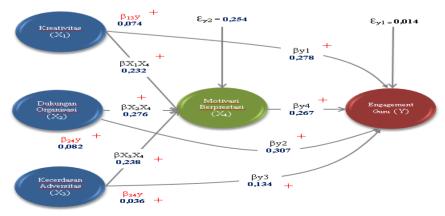


Figure 2: Path Analysis Results



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The influence between independent variables and dependent variables when viewed from path analysis, then the relationship is a functional relationship where Teacher Engagement (Y) is formed as a result of the functioning of

Creativity (X1), Organizational Support (X2), (X3) Adversity Intelligence and Achievement Motivation (X4). The discussion of the research results can be described as follows:

Table 1: Research Hypothesis

	Table 1. Research Hypothesis						
No	Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion		
1.	Creativity (X1) towards Teacher Engagement (Y)	0.278	$\begin{array}{c} H_0\colon \beta y1 \leq 0 \\ H_1\colon \beta y1 > 0 \end{array}$	H0 rejected H1 accepted	Influential Direct Positive		
2.	Organizational Support (X2) towards Teacher Engagement (Y)	0.307	$\begin{array}{c} H_0: \beta y2 \leq 0 \\ H_1: \beta y2 > 0 \end{array}$	H0 rejected H1 accepted	Influential Direct Positive		
3.	Adversity Intelligence (X3) Teacher Engagement (Y)	0.134	$H_0: \beta y3 \le 0 \ H_1: \beta y3 > 0$	H0 rejected H1 accepted	Influential Direct Positive		
4.	Achievement Motivation (X4) towards Teacher Engagement (Y)	0.267	$\begin{array}{c} H_0: \beta y4 \leq 0 \\ H_1: \beta y4 > 0 \end{array}$	H0 rejected H1 accepted	Influential Direct Positive		
5.	Creativity (X1) towards Achievement Motivation (X4)	0.232	$H_0: \beta X1X4 \le 0$ $H_1: \beta X1X4 > 0$	H0 rejected H1 accepted	Influential Direct Positive		
6.	Organizational Support (X2) towards Achievement Motivation (X4)	0.276	$H_0: \beta X2X4 \le 0$ $H_1: \beta X2X4 > 0$	H0 rejected H1 accepted	Influential Direct Positive		
7.	Adversity Intelligence (X3) towards Achievement Motivation (X4)	0.238	$H_0: \beta X3X4 \le 0$ $H_1: \beta X3X4 > 0$	H0 rejected H1 accepted	Influential Direct Positive		
8.	Creativity (X1) towards Teacher Engagement (Y) through Achievement Motivation (X4)	0.074	$\begin{array}{c} H_0 \colon \beta 14y \leq 0 \\ H_1 \colon \beta 14y > 0 \end{array}$	H0 rejected H1 accepted	Influential Direct Positive		
9.	Organizational Support (X2) towards Teacher Engagement (Y) through Achievement Motivation (X4)	0.082	$H_0: \beta 24y \le 0$ $H_1: \beta 24y > 0$	H0 rejected H1 accepted	Influential Direct Positive		
10.	Adversity Intelligence (X3) towards Teacher Engagement (Y) through Achievement Motivation (X4)	0.036	$H_0: \beta 34y \le 0$ $H_1: \beta 34y > 0$	H ₀ ditolak H ₁ diterima	Influential Direct Positive		

The results of the hypothesis testing can be explained as follows:

- 1. Based on the results in the table, it can be seen that the tstatistic value resulting from the influence of creativity (X1) on the effectiveness of training (Y) through Achievement Motivation (X4) is 8.0746 with a significance value of 0.0000. The significance value is smaller than the significant alpha of 5% or 0.05. This means that there is a substantial influence of creativity (X1) on teacher engagement (Y) through Achievement Motivation (X4). So the hypothesis that states "there is an indirect influence of creativity (X1) on teacher engagement (Y) through Achievement Motivation (X4)" is accepted. The coefficient value resulting from the indirect influence is 0.074, which is smaller than the direct influence of 0.278, so it can be concluded that the mediating role of Achievement Motivation (X4) is partial mediation.
- Based on the results in the table, it can be seen that the tstatistic value generated from the influence of organizational support (X2) on teacher engagement (Y) through Achievement Motivation (X4) is 7.9697 with a significance value of 0.0000. The significance value is smaller than the significant alpha of 5% or 0.05. This means that there is a substantial influence of organizational support (X2) on teacher engagement (Y) The results of the SITOREM analysis are as follows:

- through Achievement Motivation (X4). So the hypothesis that states "there is an indirect influence of organizational support (X2) on teacher engagement (Y) through Achievement Motivation (X4)" is accepted. The coefficient value generated from the indirect influence is 0.082, this value is smaller than the direct influence of 0.307, so it can be concluded that the mediating role of Achievement Motivation (X4) is partial mediation.
- Based on the results in the table, it can be seen that the tstatistic value generated from the influence of adversity intelligence (X3) on teacher engagement (Y) through Achievement Motivation (X4) is 8.0746 with a significance value of 0.0000. The significance value is smaller than the significant alpha of 5% or 0.05. This means that there is a significant influence of adversity intelligence (X3) on teacher engagement (Y) through Achievement Motivation (X4). So the hypothesis that states "there is an indirect influence of adversity intelligence (X3) on teacher engagement (Y) through Achievement Motivation (X4)" is accepted. The coefficient value generated from the indirect influence is 0.036, this value is smaller than the direct influence of 0.134, so it can be concluded that the mediating role of Achievement Motivation (X4) is partial mediation.



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Table 2: SITOREM Analysis

CREATIVITY ($\beta y_1 = 0.278$)(Rank.II)				
Indicators in Initial Condition		Indicators after Expert weighting		Indicator Value (IV)
1	Habits of behavior in solving problems;	1 st	Acting smartly in seeking opportunities; (18.34%)	3.66
2	Behavior is interested in complex things.	2 nd	Originality in developing something new or different. (17.76%)	4.05
3	Behavior open in accepting new ideas and concepts;	3 rd	Open behavior in accepting new ideas and concepts; (17.22%)	4.04
4	Acting smart in seeking opportunities;	4 th	Acting persistently in trying; (15.57%)	4.06
5	Acting persistently in trying;	5 th	Habits of behavior in solving problems; (15.57%)	3.73
6	Originality in developing something new or different.	6 th	Behavior was interested in complex things. (15.54%)	3.71

ORGANIZATIONAL SUPPORT ($\beta y_2 = 0.307$) (Rank. I)					
Indicators in Initial Condition		Indicators after Expert weighting		Indicator Value (IV)	
1	Fairness	1 st	Supervisor Support (26.55%)	4.02	
2	Supervisor Support	2^{nd}	Fairness (26.55%)	3.76	
3	Organizational Rewards	3^{rd}	Job Conditions (24.78%)	4.03	
4	Job Conditions	4 th	Organizational Rewards (22.12%)	3.81	

ADVERSITY INTELLIGENCE (βy ₃ = 0,134) (Rank. IV)				
Indicators in Initial Condition			Indicators after Expert weighting	
1	Attitude to control difficulties (Control)	1 st	Attitude to control difficulties (Control) (22.08%)	3.85
2	Attitude to the origin of difficulties (Origin)	2 nd	Attitude to the origin of difficulties (Origin) (20.70%)	4.02
3	Work Standards	3 rd	Attitude to anticipate the impact of difficulties (Reach) (19.99%)	4.05
4	Attitude to anticipate the impact of difficulties (Reach)	4 th	Endurance to difficulties (Endurance) (18.61%)	4.02
5	Resistance to difficulties (Endurance)	5 th	Attitude to face difficulties (Ownership) (18.61%)	3.86

MOTIVATION TO ACHIEVE (βy ₄ = 0,267) (Rank. III)				
Indicators in Initial Condition			Indicators after Expert weighting	Indicator Value (IV)
1	Drive to excel in competition	1 st	Drive to excel in competition (18.29%)	3.65
2	Like challenges and competition	2 nd	The need to work intensively (diligent, focused) in carrying out tasks (17.68%)	4.01
3	Have systematic and achievable work planning	$3^{\rm rd}$	Like challenges and competition (16.60%)	4.03
4	Strong drive to obtain feedback on performance	4 th	The need for long-term career success (16.60%)	3.76
5	Need for long-term career success	5 th	Have systematic and realizable work planning (15.99%)	4.06
6	Need to work intensively (diligent, focused) in carrying out tasks	6 th	Strong drive to obtain feedback on performance (14.84%)	3.65

TEACHER ENGAGEMENT (Y)				
Indicators in Initial Condition			Indicators after Expert weighting	
1	Career Development	1st Loyalty (14.86%) 3.79		3.79
2	Concern For Productivity	2 nd	Dedication (14.85%)	4.06
3	Ownership	3 rd	Concern For Productivity (14.85%)	4.05
4	Loyalty	4 th	Career Development (14.35%)	3.76
5	Vigor	5 th	Vigor (13.86%)	3.82
6	Dedication	6 th	Absorption (13.85%)	3.81
7	Absorption	7 th	Ownership (13.36%)	4.03

CYTOREM ANALYSIS RESULTS					
Priority Order of Indicators to be Strengthened		Retained indicators			
1 st	Fairness	1	Supervisor Support		
2 nd	Organizational Rewards	2	Job Conditions		
3 rd	Acting smartly in seeking opportunities;	3	Originality in developing something new or different.		
4 th	Habits of behavior in solving problems;	4	Open behavior in accepting new ideas and concepts;		
5 th	Behavior interested in complex things	5	Acting persistently in trying;		
6 th	The drive to excel in competition	6	The need to work intensively (diligent, focused) in carrying out		
U		U	tasks		
7 th	The need for long-term career success	7	Like challenges and competition		
8 th	Strong drive to get feedback on performance	8	Have systematic and realizable work planning		
O.th	Attitude of controlling difficulties (Control)		Attitude towards the origin of difficulties (Origin)		
9 th		9			
10 th	Attitude of facing difficulties (Ownership)	10	Attitude to anticipate the impact of difficulties (Reach)		
11 th	Loyalty	11	Endurance to difficulties (Endurance)		
12 th	Career Development	12	Dedication		
13 th	Vigor	13	Concern For Productivity		
14 th	Absorption	14	Ownership		



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Conclusion, Implications, and Suggestions

a. A strategy is produced to improve teacher engagement through the identification of the strength of influence between research variables. The strategy for improving teacher engagement is through strengthening the variables of creativity, organizational support, adversity intelligence, and achievement motivation.

- b. A way to strengthen research variables is produced. Some findings related to indicators in research variables need to be improved and some need to be maintained or developed.
- c. An optimal solution is produced to improve teacher engagement, namely improving weak indicators and maintaining or developing good indicators. The indicators that need to be improved consist of: 1st Providing justice (Fairness), 2nd Organizational Rewards, 3rd Acting smartly in seeking opportunities; 4th Habits of behavior in solving problems; 5th Behavior interested in complex things, 6th Drive to excel in competition, 7th Need for long-term career success, 8th Strong drive to get feedback on performance, 9th Control attitude, 10th Ownership attitude, 11th Work engagement (Loyalty), 12th Career development, 13th Vigor, and 14th Absorption. The indicators that are maintained and developed are: 1) Supervisor Support, 2) Job Conditions, 3) Originality in developing something new or different, 4) Open behavior in accepting new ideas and concepts; 5) Acting persistently in trying; 6) The need to work intensively (diligent, focused) in carrying out tasks, 7) Like challenges and competition, 8) Have systematic and realizable work planning, 9) Attitude towards the origin of difficulties (Origin), 10) Attitude to anticipate the impact of difficulties (Reach), 11) Endurance towards difficulties (Endurance), 12) Dedication, 13) Concern for productivity, and 14) Sense of Ownership.

Based on the results of the analysis, discussion of the research results, and the proposed hypotheses, it can be concluded as follows:

- 1. There is a significant positive direct effect between creativity (X1) on teacher engagement (Y) with β y1 = 0.278 so strengthening creativity (X1) can increase teacher engagement (Y).
- 2. There is a significant positive direct effect between organizational support (X2) on teacher engagement (Y) with β y2 = 0.307, so strengthening organizational support (X2) can increase teacher engagement (Y).
- 3. There is a significant positive direct effect between adversity intelligence (X3) on teacher engagement (Y) with β y3 = 0.134 so strengthening adversity intelligence (X3) can increase teacher engagement (Y).
- 4. There is a significant positive direct effect between achievement motivation (X4) on teacher engagement (Y) with βy4=0.267, so strengthening achievement motivation (X4) can increase teacher engagement (Y).
- 5. There is a significant positive direct effect between creativity (X1) on achievement motivation (X4) with

- $\beta x 1 x 4 = 0.232$ so strengthening creativity (X1) can increase achievement motivation (X4).
- 6. There is a significant positive direct effect between organizational support (X2) on achievement motivation (X4) with $\beta x2x4 = 0.276$, so strengthening organizational support (X2) can increase achievement motivation (X4).
- 7. There is a significant positive direct effect between adversity intelligence (X3) on achievement motivation (X4) with β x3x4 =0.238, so strengthening adversity intelligence (X3) can increase achievement motivation (X4).
- 8. There is a significant positive indirect effect between creativity (X1) on teacher engagement (Y) through achievement motivation (X4) with $\beta 14y = 0.074$ so strengthening creativity (X1) can increase teacher engagement (Y) through achievement motivation (X4). Achievement motivation (X4) cannot function effectively as an intervening variable between creativity (X1) and teacher engagement (Y) because the direct influence is greater than the indirect influence.
- 9. There is a significant positive indirect influence between organizational support (X2) on teacher engagement (Y) through achievement motivation (X4) with β24y = 0.082 so strengthening organizational support (X2) can increase teacher engagement (Y) through achievement motivation (X4). However, achievement motivation (X4) cannot function effectively as an intervening variable between organizational support (X2) and teacher engagement (Y) because the direct influence is greater than the indirect influence.
- 10. There is a significant positive indirect influence between adversity intelligence (X3) on teacher engagement (Y) through achievement motivation (X4) with $\beta 34y = 0.036$ so strengthening adversity intelligence (X3) can increase teacher engagement (Y) through achievement motivation (X4). However, achievement motivation (X4) cannot function effectively as an intervening variable between adversity intelligence (X3) and teacher engagement (Y) because the direct influence is greater than the indirect influence.

Based on the conclusions above, the implications of this study are as follows:

- a. If teacher engagement is to be improved, it is necessary to strengthen creativity, organizational support, and adversity intelligence as exogenous variables with achievement motivation as an intervening variable.
- b. If creativity is to be strengthened, it is done by improving indicators that are still weak, namely: Acting smartly in seeking opportunities; Habits of behavior in solving problems; and, Behavior interested in complex things. Maintaining or developing indicators, namely: Originality in developing something new or different, Open behavior in accepting new ideas and concepts; and Acting persistently in trying.
- c. If organizational support is to be strengthened, it is done by improving indicators that are still weak, namely: Providing justice (Fairness), and, Awards from the



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Organization (Organizational Rewards). Maintaining or developing indicators, namely: Leadership Support (Supervisor Support), and Working Conditions (Job Conditions).

d. If adversity intelligence is to be strengthened, then it is done by improving the indicators that are still weak, namely: Attitude to control difficulties (Control) and Attitude to face difficulties (Ownership). Maintaining or developing indicators, namely: Attitude to the origin of difficulties (Origin), Attitude to anticipate the impact of

difficulties (Reach), and Endurance to difficulties (Endurance)

e. If achievement motivation is to be strengthened, then it is done by improving the indicators that are still weak, namely: The drive to excel in competition, the need for long-term career success, and the Strong drive to obtain feedback on performance. Maintaining or developing indicators, namely: The need to work intensively (diligently, focused) in carrying out tasks, Liking challenges and competition, and Having systematic and realizable work planning.

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