

Work Engagement on Teacher : Reliability and Construct Validity of Work Engagement Scale

Eka Rizki Meilani¹, Nayla Nasywa²

Fakultas Ushuluddin dan Dakwah, Institut Agama Islam Negeri Kediri

ABSTRACT

Teachers have an important role in achieving educational goals, teachers who are involved in their work will always spend time in their work in education so they will achieve satisfaction in every work done and create a good working atmosphere. The purpose of this study is to test the reliability and construct validity of the teacher's work engagement scale. Work engagement is measured through 3 dimensions of Vigor, dedication and absorption. The population in this study were high school teachers in Purwokerto with a total of 327 teachers and the sample in this study were 90 teachers. The sampling technique in this study used accidental sampling. The data collection method uses a work engagement scale. Data analysis in this study used the Structural Equation Model (SEM) using the SmartPLS 3.2.8 program. The results of this study indicate that the dimensions and indicators that can build teacher engagement include vigor, dedication and absorption. The dedication dimension has the highest contribution with a loading factor value of 0.911 and the vigor dimension has the lowest contribution with a loading factor value of 0.593. This study shows that all dimensions and indicators are valid and reliable with a Cronbach Alpha value of 0.638 and an AVE value of 0.765. So that the measuring instrument model is acceptable because this theory can describe the work engagement of teachers.

Keywords: Education, Teacher, Work Engagement, Structural Equation Model.

ABSTRAK

Guru mempunyai peranan yang penting dalam mencapai tujuan pendidikan, guru yang terlibat dalam pekerjaannya akan selalu meluangkan waktu dalam pekerjaannya dalam bidang pendidikan sehingga akan tercapai kepuasan dalam setiap pekerjaan yang dilakukannya dan terciptanya suasana kerja yang baik. Tujuan penelitian ini adalah untuk menguji reliabilitas dan validitas konstruk skala work engagement guru. Keterikatan kerja diukur melalui 3 dimensi yaitu Vigor, dedikasi dan penyerapan. Populasi dalam penelitian ini adalah guru SMA di Purwokerto yang berjumlah 327 guru dan sampel dalam penelitian ini sebanyak 90 guru. Teknik pengambilan sampel pada penelitian ini menggunakan Accidental Sampling. Metode pengumpulan data menggunakan skala keterikatan kerja. Analisis data pada penelitian ini menggunakan Structural Equation Model (SEM) dengan menggunakan program SmartPLS 3.2.8. Hasil penelitian ini menunjukkan bahwa dimensi dan indikator yang dapat membangun keterlibatan guru meliputi semangat, dedikasi dan daya serap. Dimensi dedikasi mempunyai kontribusi paling tinggi dengan nilai loading faktor sebesar 0,911 dan dimensi vigor mempunyai kontribusi paling rendah dengan nilai loading faktor sebesar 0,593. Penelitian ini menunjukkan seluruh dimensi dan indikator valid dan reliabel dengan nilai Cronbach Alpha sebesar 0,638 dan nilai AVE sebesar 0,765. Sehingga model alat ukur ini dapat diterima karena teori ini dapat menggambarkan keterikatan kerja guru.

Kata Kunci: Pendidikan, Guru, Keterlibatan Kerja, Model Persamaan Struktural.

INTRODUCTION

Education is a process of changing the behavior or attitude of students which is carried out consciously and planned to develop the skills possessed by students. The most important elements in education are not only students, but learning methods, learning strategies and educators are also one of the important elements in achieving the maximum educational process. The important role of the teacher in education is not only teaching, but the teacher also needs to be involved in school activities and programs to develop the potential possessed by students.

There are many problems encountered in education at the junior high school level, because at that time students' curiosity is increasingly developing, teachers have an important role in facilitating their students in seeking out new knowledge (fatharani & Riasnugraheni,

Eka Rizky Meilani: Work Engagement on Teacher: Reliability and Construct Validity of Work Engagement Scale

2022). One way to fulfill the teacher's role as a facilitator is that the teacher cannot solve the problem alone. Teachers really need help and cooperation from their colleagues.

Individuals who work in an organization will be involved in work both related to the work itself and related to cooperation between colleagues, they will devote their time, pursue targets and consider work as an enjoyable part (Bakker, Schaufeli, Leiter & Tarris, 2008). Employees who are involved in a job will have attention and consider the importance of their work (Bakker & Leiter, 2010), so does the teacher when the teacher is involved in a job either teaching or guiding the teacher will always consider the work important to improve the quality of their students.

Work engagement is a motivational construction that shows the distribution of physical resources, attention and affection for one's will to complete work-related tasks (Perera, Vosicka, Granziera & McIlveen, 2018). According to Klassen, Yerdelen and Durksen (2013) said that work engagement in teachers is not only teaching, but involvement that reflects the work of a teacher is interacting with colleagues and students.

Based on the introduction, the novelty of this research is measures how influential aspects of a variable of work engagement and view the aspect can build work engagement. The purpose of this study was to examine the reliability and validity of the work engagement scale for teachers.

LITERATURE REVIEW

Job involvement is a motivational concept, when employees are involved in a job, employees feel compelled to strive towards challenging goals. When an employee wants to succeed, they will engage in work that goes beyond responding to the situation required. Employees who are involved in a job will have attention and consider their work important (Bakker & Leiter, 2010).

Bakker, Schaufeli, Leiter & Taris (2008) explained that work engagement is a positive, satisfying work state which is affective-motivational-affective motivation associated with good work and can be seen as the antipodal of burnout. Work engagement is characterized by a high level of power and a strong identification with one's work.

Work engagement is employee behavior that shows the extent of enthusiasm, enthusiasm and dedication to their work by finding meaning in their work roles and being fully involved in their work (Schaufeli, Bakker & Salanova, 2006). According to Schaufeli, Salanova, Gonzalez-Roma and Bakker (2002) work engagement as positivity, fulfillment of work from the center of the mind that has a vigor dimension, namely an outpouring of energy and mental strength during work, the courage to try as hard as possible in completing a job and perseverance in facing difficulty in work, dedication, namely strong identification with one's work including feelings of enthusiasm, inspiration, pride, and challenge and absorption, namely being fully involved in one's work, in a way that it seems that time passes quickly and people find it difficult to get away from work.

RESEARCH METHOD

This research is a quantitative study by measuring the reliability and validity of the work engagement construct. The measurement of the work engagement scale uses a Likert scale with 4 alternative answers, namely appropriate, very appropriate, inappropriate and very inappropriate. The scale in this study refers to the work engagement scale of Schaufeli, Salanova, Gonzales-Roma and Bakker (2001) including vigor, dedication and absorption

The population in this study was 327 junior high school teachers in Purwokerto with a sample of 90 teachers. The sampling technique in this study used accidental sampling. Data analysis in this study used the Smart PLS 3.2.8 program.

RESULT AND DISCUSSION

Based on the outer model test of the work engagement scale using Smart PLS version 3.2.8, the measurement results can be seen in the image below:

Figure 1

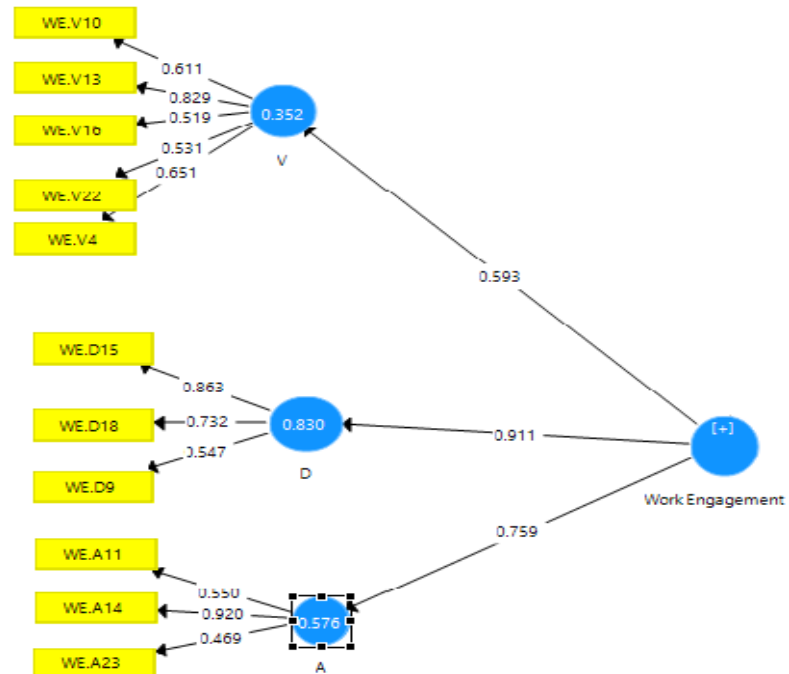


Figure 1. Results of the Outer Work Engagement Scale Model

Convergent validity

Based on Based on the data analysis, loading factor value of variable to the dimension and of dimension to indicator value > 0.4. The loading factor is 0.4 or more are considered to have validation that is strong enough to explain latent constructs (Hair, Hult, Ringle & Sarstedt, 2017). The number of each item remaining in each aspect of work engagement is the vigor aspect remaining 5 items, the dedication aspect remaining 3 items and the absorption aspect remaining 3 items. The convergent valid value can be seen in the table 1.

Tabel 1. [Loading factor value (variable-dimension)]

Dimension	Loading Factor	Information
Vigor (V)	0.593	Valid
Dedication (D)	0.911	Valid
Absorption (A)	0.759	Valid

Tabel 2. [Loading factor value]

Dimension	Loading Factor	Information
Vigor (V)	0.593	Valid
Dedication (D)	0.911	Valid
Absorption (A)	0.759	Valid

Eka Rizky Meilani: Work Engagement on Teacher: Reliability and Construct Validity of Work Engagement Scale

Table 3.
[Loading factor value (Dimension-indicator)]

No.	Item	Loading Factor	Information
1	WE.V10	0.611	Valid
2	WE.V13	0.829	Valid
3	WE.V16	0.519	Valid
4	WE.V22	0.531	Valid
5	WE.V4	0.651	Valid
6	WE.D15	0.863	Valid
7	WE.D18	0.732	Valid
8	WE.D9	0.547	Valid
9	WE.A11	0.550	Valid
10	WE.A14	0.732	Valid
11	WE.A23	0.469	Marginal

The results of the convergent validity test can be seen by the Average Variance Extracted (AVE) value > 0.5. The Average Variance Extracted (AVE) value of the work engagement variable is 0.765, the Average Variance Extracted (AVE) value from the work engagement aspect can be seen in the table below.

Table 4
[AVE Work engagement value]

<i>Variabel</i>	<i>Work Engagement</i>
<i>Work Engagement</i>	0.765

Construct reliability in this study was tested using outes models which can be seen from the composite reliability and Cronbach's alpha value > 0.6, which means that the scale in this study is reliable. Composite reliability and Cronbach's alpha values can be seen in the table below.

Table 5
[Composite reliability value]

Variable	Composite Reliability	Cronbach's Alpha	Information
<i>Work Engagement</i>	0.807	0.638	Reliabel

Based on the results of the construct reliability test on the work engagement scale, this scale has good reliability, which means that the scale of measurement of the work engagement variable is unidimensional criteria because it has a direct influence on each item/indicator aspect of work engagement (Hair, Hult, Ringle & Sarstedt, 2017). This can be seen from the composite reliability value of 0.807 and Cronbach alpha of 0.638. The construct validity and reliability tests produce valid and reliable items that are able to reflect the dimension of work engagement is, items at numbers 10,13,16,22,4,15,18,9,11,14 dan 23. Based on the results of the analysis of research data using outer model testing shows that the measurement model is acceptable because the aspect of organizational citizenship behavior can reflect the variable of organizational citizenship behavior.

Based on the results of the analysis of the construct validity and reliability, the dimensions and indicators that can establish the construct of work engagement are declared valid and reliable. Therefore, all dimensions are able to reflect and form the construct of work engagement. The most dominant dimension and able to reflect work engagement is dedication with a loading factor value of 0.911. dedication is shown by the feeling of

Eka Rizky Meilani: Work Engagement on Teacher: Reliability and Construct Validity of Work Engagement Scale

enthusiasm possessed by the teacher at work, as an inspiration and pride for students and likes challenges so they can work well

The results of previous studies on work engagement variables that are relevant to this study and also explain the reliability and validity of the work engagement scale include the (Faskhodi and Siyyari, 2018) The study shown that the work engagement scale has met the reliability requirements with Cronbach alpha is 0.811, the study also showed that the dimension that most strongly reflects work engagement is a dedication.

The weakest dimension reflecting work engagement is vigor, with a loading factor of 0.593. Vigor is shown by the positive attitude of employees which is characterized by motivation to complete tasks to achieve organizational goals. Teachers who have high work engagement will unite with work, focus on work, feel proud of the work they are doing and feel happy (Penger and Cerne, 2014).

Apart from teaching, teachers also have other jobs such as attending meetings, completing school programs, applying character education to students, participating in training activities which have their own level of difficulty. Teachers who are not involved in the organizational structure at school tend to complete their own work, so they will experience difficulties (Baker, 2008)

CONCLUSION

The conclusions of this study are: 1) The work engagement scale meets construct validity and reliability in the good category, 2) all dimensions significantly shape teacher work engagement, 3) the most dominant dimension reflecting work engagement is dedication with a loading factor value of 0.911 and a dimension that is the lowest reflecting work engagement is vigor with a loading factor value of 0.593.

Suggestion: For further research, other variables can be used to look for factors that can increase teacher job satisfaction.

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Eka Rizky Meilani: Work Engagement on Teacher: Reliability and Construct Validity of Work Engagement Scale

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