

Research Article

Increasing Work Engagement Through the Roles of Transformational Leadership, Perceived Organizational Supports, and Work Motivation (Study at SMA Negeri 2 Mranggen, Demak, Indonesia)

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Abstract. This study is intended to evaluate the impact of transformational leadership and perceived organizational support on educators' work engagement at SMA Negeri 2 Mranggen, Demak Regency, with work motivation positioned as a mediating variable. The research seeks to fill the gap from previous studies that have produced inconsistent and mixed findings regarding the relationships among these variables. By examining the specific context of high school teachers, this study provides a more comprehensive understanding of how leadership style, organizational support, and individual motivation interact in influencing work engagement. The research design employed was explanatory with a survey approach. The population consisted of all teaching staff at SMA Negeri 2 Mranggen, Demak Regency, totaling 67 people, who were also taken as the sample through a total sampling technique. Data collection was carried out using structured questionnaires complemented by interviews to gain deeper insights. The data were then analyzed using the Partial Least Square (PLS) method with the assistance of SmartPLS version 4.0, which allows testing of both direct and indirect relationships between variables. The findings confirm that transformational leadership has a positive and significant effect on teachers' work engagement. Likewise, work motivation also demonstrates a strong positive influence, showing that motivated teachers are more likely to feel attached to their work and committed to their professional responsibilities. In contrast, perceived organizational support does not show a significant effect on work engagement, either directly or through the mediating role of work motivation. This implies that although organizational support is important, in this context it is not perceived strongly enough by educators to affect their level of engagement. Overall, this study highlights the central role of transformational leadership and work motivation in enhancing work engagement among educators. It also suggests that schools need to further strengthen organizational support in a way that is more tangible and meaningful to teachers, so that it can contribute more effectively to their sense of attachment and professional dedication.

Keywords: Organizational Support; Teachers; Transformational Leadership; Work Motivation; Work Engagement.

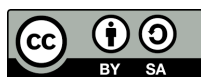
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1. INTRODUCTION

Based on the provisions of Government Regulation Number 19 of 2017, it is emphasized that educators are professionals who have the main responsibility to teach, foster, guide, train, assess, direct, and evaluate students from the PAUD, elementary school, to secondary levels. To realize quality education, the readiness of human resources is needed to support the implementation of the learning process. As part of the education staff, school principals and teachers are required to carry out their duties professionally based on work ethics, freedom from external intervention, productivity, effectiveness, efficiency, innovation, and willingness to provide excellent service based on scientific principles, professional authority, social recognition, and binding ethical norms. Therefore, a teacher is expected to always be active and able to position himself as a professional by showing optimal performance in the school environment. In an organization, the existence of productive human resources can produce superior performance that has an impact on the sustainability and development of the organization. By understanding that employees are assets, companies should pay special attention to employees by creating work comfort and ensuring job security, so that they get a positive work experience. Thus, organizations will be encouraged to focus attention on creating attachment between employees, work, and their organization.

An employee's sense of connection to work is known as Work Engagement. Work engagement is an individual's belief to express themselves fully, either physically, cognitively, affectively, or emotionally (Satata, 2020). According to Ibrahim et al. (2020), employees who are not tied to their jobs tend to increase large operational costs resulting in organizational losses. Bantam (2022) emphasizing that work engagement is a positive attachment between an employee's feelings, thoughts, and actions towards their work. Momongan et al. (2023) mentioned that work engagement arises when employees have a high commitment to carry out their duties optimally and even beyond formal obligations. This condition is important because workers must have full involvement and high enthusiasm in their work. Djasa et al. (2020) added that work engagement is a positive condition that is shown through the active involvement of employees in carrying out responsibilities.

In the realm of education, teacher work engagement is needed to improve the quality of teaching, student motivation, and learning outcomes. Indonesia is predicted to experience a shortage of around 1.3 million teachers in 2024 due to many retirements and lack of recruitment. This phenomenon causes a heavy workload for teachers who have to teach outside their field of expertise, thus having an impact on work engagement (KOMPAS.com). Other challenges in the implementation of the Independent Curriculum include inequality in infrastructure facilities between cities and remote areas, teachers' difficulties in training, limited in-depth understanding, and the need to adapt to class diversity (MySCH.id). All of these obstacles have the potential to reduce teachers' work attachment both individually and collectively. Many teachers experience burnout due to heavy burdens and lack of organizational support, both physical, emotional, and mental (Kompas.com). Welfare problems and low compensation also contribute to their decreased motivation and attachment. To overcome this, solutions such as the selection of qualified teachers, efficient budget planning, and effective technical support programs for schools (World Bank) are needed.

Domiyandra & Rivai (2019) stating that work engagement is a condition when employees work with full enthusiasm, high dedication, and get lost in work without paying attention to time. Setiawan Maulana et al. (2023) define work attachment as the total expression of employees at work. Angelia & Astiti (2020) He added that work engagement is reflected when individuals have a commitment to work as well as possible even beyond formal responsibilities. One of the factors that affect work attachment is Perceived Organizational Support (POS), which is the belief that the higher the organizational support felt, the stronger the employee attachment (Salim & Tjalla, 2023). POS assures workers that the organization will be there to provide emotional and material support when needed (Imran et al., 2020).

Another factor is transformational leadership, which is leadership that has a clear vision, is able to stimulate intellectuals, motivate creativity, and inspire members to work harder (Gashema, 2021). Saukani & Meria's Research (2023) shows that transformational leadership style has a significant effect on teachers' work engagement. School principals must be able to provide direction, motivation, and inspiration to strengthen teachers' attachment to their work. In addition, POS is seen as a form of organizational appreciation for the contribution and welfare of employees

(Aryatna et al., 2023). Talia et al. (2023) It was found that organizational support was significantly related to work attachment, so teachers who felt supported would be more enthusiastic, energetic, and committed. Because there are differences in research results, the work motivation variable is proposed as a mediation variable. Work motivation is a process that reflects an individual's intensity, direction, and perseverance in working to achieve organizational goals. High motivation has a positive impact on both individuals and organizations. Sari said motivation is an internal drive to work hard by optimizing skills to achieve organizational targets. With strong motivation, a person will be more engaged and enthusiastic so as to increase work engagement. Arif et al. (2023) proving that work motivation has a significant effect on work engagement. This means that the greater the motivation of employees, the higher their attachment to work.

There is still an analytical gap that examines the influence of transformational leadership and perceived organizational support on work engagement. The difference in findings from previous research actually provides a new space for researchers by adding work motivation as an intervening variable. In the context of increasing teacher motivation and work engagement, SMA Negeri 2 Mranggen already has relatively adequate facilities, such as 32 classrooms, a library, a number of laboratories, as well as LCD projectors and fans in each class. However, there are still facilities that have suffered minor damage, for example in classrooms, science laboratories, projectors, and uneven distribution of fans (Sekolahloka.com). The condition of the facility that is not fully optimal can have an impact on reduced work motivation and decreased teacher involvement in carrying out learning. In addition, obstacles also arise from the limited authority of schools in adding teachers according to the needs of the subject. Although schools have compiled a list of teacher needs (R10) and submitted data to the local government, the P3K recruitment process is not always in line with the needs of schools, so there is still a mismatch in the placement of subject teachers (G1 & G2 informants).

Furthermore, the phenomenon at SMA Negeri 2 Mranggen shows that some teachers have to teach subjects outside their field of expertise due to the shortage of educators and the demands of the implementation of the Independent Curriculum. This situation causes pressure, fatigue, and decreased job satisfaction which negatively impacts work engagement. Frequent changes of principals, including the appointment of interim

principals (PLT), also have the potential to cause instability in school management (smanda-mrgn.sch.id). Therefore, this study uses McClelland's needs theory as the main foundation, because the need for achievement, power, and affiliation is closely related to transformational leadership, perceived organizational support, and work motivation in increasing work engagement. Transformational leadership can encourage the fulfillment of needs through inspiration, personal attention, and intellectual stimulation, while organizational support reinforces teachers' belief that their contributions are valued. If the basic needs of teachers are met, supported, and led appropriately, work motivation will increase, which ultimately encourages the optimization of work engagement in teaching and learning activities and other school activities.

2. PROPOSED METHOD

In this study, the author applies the survey method as the main approach. The information collection stage was carried out through questionnaires and structured interviews with the intention of obtaining data and information from a group of respondents that could reflect the state of the population. This kind of research design is considered appropriate to collect original or authentic data that is useful in describing the entire population. In line with this, the type of analysis used is explanatory research, which is a design that functions to test hypotheses. With this approach, it is hoped that the relationship and influence between independent variables and dependent variables as stated in the hypothesis can be described. The object of the study that was used as an analysis unit was SMA Negeri 2 Mranggen Demak Regency, with a cross-sectional time coverage, which described the conditions in a certain period.

The type of information used consists of primary data and secondary data. Primary data were obtained through direct observation, interviews, and questionnaires submitted to respondents, while secondary data came from literature, literature, official documents of related institutions, and scientific publications that supported this research. The population analysis includes all educators at SMA Negeri 2 Mranggen which totals 67 people, and because the number is less than a hundred, the entire population is used with the census method. The instruments used were questionnaires and interviews, with variables consisting of: independent variables, namely Transformational Leadership (KT) and Perceived Organizational Support

(POS); bound variable, namely Work Engagement (WE); and intermediate variables, namely Work Motivation (MK). Data processing was carried out through three stages, namely descriptive analysis of respondents, descriptive analysis of variables, and Structural Equation Modeling-Partial Least Square (SEM-PLS) testing using SmartPLS software version 3, which includes testing the outer model for validity and reliability, and the inner model to examine the relationships between variables in the structural framework.

3. RESULTS AND DISCUSSION

Outer Model Testing

A. Convergent Validity Testing

A marker is considered to meet convergent validity and has a strong level of validity if it shows an outer loadings value greater than 0.70, and the validity of the construct is also assessed through an AVE number exceeding 0.50 so that it can be declared valid.

Table 1. Convergent Validity Tes

Variable	Items	Value of Outer Loadings	Information	AVE Value	Information
Work Commitment	WE1.1	0,912	Valid	0,820	Valid
	WE1.2	0,910	Valid		
	WE1.3	0,819	Valid		
	WE2.1	0,905	Valid		
	WE2.2	0,921	Valid		
	WE2.3	0,913	Valid		
	WE3.1	0,924	Valid		
	WE3.2	0,914	Valid		
	WE3.3	0,925	Valid		
Transformational Leadership	KT1.1	0,950	Valid	0,875	Valid
	KT1.2	0,924	Valid		
	KT1.3	0,912	Valid		
	KT2.1	0,924	Valid		
	KT2.2	0,945	Valid		
	KT2.3	0,959	Valid		
	KT3.1	0,907	Valid		
	KT3.2	0,954	Valid		
	KT3.3	0,944	Valid		

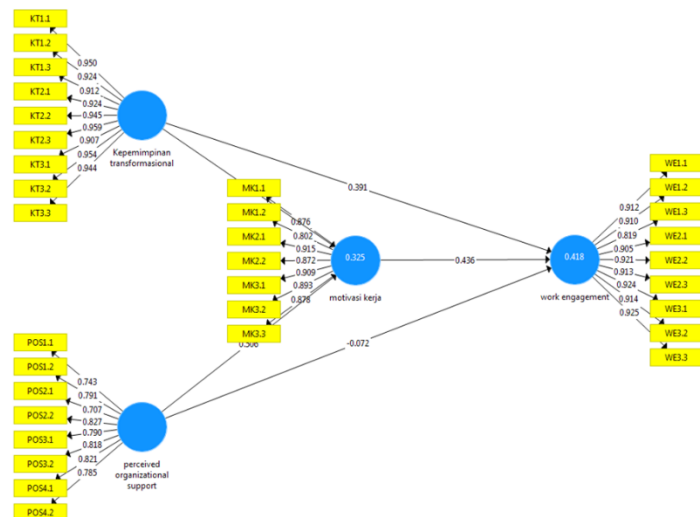
Variable	Items	Value of Outer Loadings	Information	AVE Value	Information
Perceived	POS1.1	0,743	Valid	0,618	Valid
Organizational	POS1.2	0,791	Valid		
Support	POS2.1	0,707	Valid		
	POS2.2	0,827	Valid		
	POS3.1	0,790	Valid		
	POS3.2	0,818	Valid		
	POS4.1	0,821	Valid		
	POS4.2	0,785	Valid		
Work	MK1.1	0,876	Valid	0,772	Valid
Motivation	MK1.2	0,802	Valid		
	MK2.1	0,915	Valid		
	MK2.2	0,872	Valid		
	MK3.1	0,909	Valid		
	MK3.2	0,893	Valid		
	MK3.3	0,878	Valid		

Source: Primary data processing result with SmartPLS. 2025

2025 Based on table 1, it can be observed that all markers in each construct have obtained a loading factor value above 0.7, so that the PLS model is declared to meet the requirements of convergent validity. The results of the Average Variance Extracted (AVE) test showed that each variable had an AVE value greater than 0.5, which indicates that all indicators in each construct have complied with the established convergent validity criteria.

B. Discriminant Validity Testing

The output of the discriminant validity test is shown in the table below:



Picture 1. Convergent Validity Value Using Outer Loadings

The findings of convergent validity analysis for the construct constituent indicators are presented in table 4.7 as follows:

Table 2. Fornell-larcker value deskriminant validity test

Variable	Transformational Leadership	Work Morivation	Perceived organization al support	Work engageme nt
Transformational Leadership	0,936			

Work	0,411	0,878		
Morivation				
Perceived	0,622	0,565	0,786	
organizational				
support				
Work	0,526	0,556	0,418	0,905
engagement				

Source: Result of primary data processing with smartPLS, 2025

Referring to Table 2, it can be seen that all Fornell-Larcker values in each indicator are higher than the values in other constructs (correlation), so it can be said that they meet the requirements of discriminant validity. This condition indicates that each measurement item of each variable focuses on measuring its own variable, and has a low tendency to measure different variables.

C. Reliability Test

The following are the results of the Composite Reality Test whose calculation process is assisted by the PLS program:

Table 3. Realibility Test

Variable	Cronbach's Alpha	Rho_A	Composite Realibility	Average Variance Extracted (AVE)
Transformational Leadership	0,982	0,985	0,984	0,875
Work Morivation	0,950	0,954	0,959	0,772
Perceived organizational support	0,913	0,926	0,928	0,618

Work	0,972	0,977	0,976	0,820
engagement				

Source: Result of primary data processing with smartPLS, 2025

Referring to Table 3 above, it can be seen that the Composite Reliability value for all variables is above 0.7. Thus, all variables can be declared reliable to be used in the study. In addition, the test results also show that Cronbach's Alpha value exceeds 0.7, so the variables used can be categorized as having a good level of internal consistency and are suitable for use in this research.

Inner Model Testing

A. Coefficient of Determination (R²)

The output result of the R-Square value can be shown in the following table:

Table 4. R-Square Result (R²)

Variable	R Square	R Square Adjusted
Work Motivation	0.325	0.304
Work Engagement	0,418	0,390

Source: Result of primary data processing with smartPLS, 2025

Based on Table 4 above, it can be explained that the results of data analysis show that the R-Square Adjusted value in the Work Motivation variable is 30.4%. This value is in the low category, which indicates that the independent variables in this model are only able to explain their influence on the bound variable by 30.4%, while the remaining 69.6% are influenced by other factors outside the model. Furthermore, the Work Engagement variable obtained an R-Square Adjusted value of 39%, which is also classified as a weak category. This means that the independent variables in this research design can only explain their influence on the dependent variable by

39%, while the remaining 61% are influenced by other variables that are not covered by the research model.

B. F-Square

The f^2 value ranges from 0 to 1. If the f^2 value is less than 0.02, it is categorized as having a small influence. If the value is in the $0.02 \leq f^2 < 0.15$ interval, it is included in the medium influence category. If the value $f^2 \geq 0.15$, it is included in the large influence category. The following shows the results of the f-square calculation obtained from this study:

Table 5. F-Square Result

Variable	Transformational Leadership	Work Motivation	Perceived organizational support	Work engagement
Transformational Leadership		0,008		0,160
Work Motivation				0,220
Perceived organizational support		0,232		0,004
Work engagement				

Source: Result of primary data processing with smartPLS, 2025

Based on Table 5, the magnitude of the influence of the value of f^2 can be described as follows:

- (1) The relationship between Transformational Leadership and Work Motivation has a score of $f^2 = 0.008$, which indicates a weak/small impact.
- (2) The relationship of Transformational Leadership to Work Engagement obtained a value of $f^2 = 0.160$, which indicates a strong/large influence.
- (3) The relationship between Work Motivation and Work Engagement gives a value of $f^2 = 0.220$, so it is included in the category of large influence.
- (4) The relationship between perceived organizational support

and work motivation resulted in a score of $f^2 = 0.232$, which indicates a large effect. (5) The relationship between Perceived Organizational Support and Work Engagement obtained a value of $f^2 = 0.004$, so it was categorized as having a small influence.

C. Predictive Relevance (Q²)

The Q-Square Predictive Relevance (Q²) test is conducted to assess the extent to which the model has the ability to produce accurate predictions. This value serves as a validation indicator of the accuracy of the prediction through the blindfolding procedure, by looking at the results of the Q² value. If $Q^2 > 0$, then the model is declared to have good predictive relevance, meaning that the exogenous variable is able to project the endogenous variable adequately. Conversely, if $Q^2 < 0$, then the model is considered to have less predictive power, which means that the exogenous variable is not yet able to predict the endogenous variable optimally.

The assessment criteria can be explained as follows: if the value of $0.02 \leq Q^2 \leq 0.15$, then it shows low predictive relevance. If the value of $0.15 \leq Q^2 \leq 0.35$, then it falls into the category of medium predictive relevance. Meanwhile, if the value of $Q^2 \geq 0.35$, then the model is classified as having high predictive relevance. The calculation of the Q² value can be done using the following formula:

$$Q^2 = 1 - (1 - R^2_1)(1 - R^2_2)$$

$$Q^2 = 1 - (1 - 0,32)(1 - 0,41)$$

$$Q^2 = 1 - (0,68)(0,59)$$

$$Q^2 = 1 - 0,40$$

$$Q^2 = 0,60$$

Based on the calculation results, a Q² value of 0.60 was obtained, which indicates that this research model has strong predictive relevance. This means that the exogenous variables in the model are able to project

endogenous variables with a good level of accuracy. Thus, it can be concluded that about 60% of the variation in work engagement is explained by transformational leadership factors and perceived organizational support through work motivation as an intermediate variable. Meanwhile, the remaining 40% were influenced by other variables outside the study model, which were not included in the framework of the analysis.

D. Goodness of Fit Index (GoF)

As for the GoF Formula (Ghozali & Latan, 2015) : $\text{GoF} = \sqrt{\text{AVE} \times R^2}$

Table 6. Goodness of Fit (GoF) result

Variable	R-Square	AVE
Transformational Leadership		0,875
Work Morivation	0,325	0,772
Perceived organizational support		0,618
Work engagement	0,418	0,820
Average	0,372	0,771

Source: Result of primary data processing with smartPLS, 2025

Goodness of Fit can be measured by using the following formula:

$$\text{GoF} = \sqrt{\text{AVE} \times R^2}$$

$$\text{GoF} = \sqrt{0,771 \times 0,372}$$

$$\text{GoF} = \sqrt{0,287}$$

$$\text{GoF} = 0,536$$

The calculation of the formula above produces a GoF value of 0,536 which means that the model is classified as high.

E. Hypothesis Testing

Direct Effect Hypothesis Test

Significance is considered achieved if the statistical value > 1.96 and the p-value < 0.05 .

Table 7. hypothesis test based on path coefficient

		Original	Sample Mean	Standard Deviation	T Statistics	P Values	Result
		Sample (O)	(M)	(STDEV)			
H ₁	Transformational Leadership ~ Work Motivation	0,096	0,071	0,250	0,385	0,700	Rejected
H ₂	Transformational Leadership ~ Work Engagement	0,391	0,352	0,226	1,733	0,084	Accepted
H ₃	Work Motivation ~ Work Engagement	0,436	0,470	0,190	2,298	0,022	Accepted
H ₄	Perceived organizational	0,506	0,531	0,211	2,394	0,017	Accepted

	tional sup-						
	port ~						
	Work Moti-						
	vation						
H ₅	Perceived	-0,072	-0,073	0,190	0,379	0,705	Re-
	organiza-						jected
	tional sup-						
	port ~						
	Work En-						
	gagement						

Source: Result of primary data processing with smartPLS, 2025

The findings of the hypothesis test listed in Table 7 show the estimated results in the direct effects test, which can be described as follows:

- a. Hypothesis 1: The relationship between transformational leadership and work motivation obtained a coefficient (original sample) of 0.096 (positive), with a t-statistical value of 0.385 (< 1.96) and a p-value of 0.700 (> 0.05). This indicates that Transformational Leadership has a positive but not significant influence on Work Motivation (H1: Rejected).
- b. Hypothesis 2: The relationship between Transformational Leadership and Work Engagement has a coefficient (original sample) of 0.391 (positive), with a t-statistic of 1.733 (< 1.96) and a p-value of 0.084 (< 0.5). This indicates that Transformational Leadership has a positive and significant effect on Work Engagement (H2: Accepted).
- c. Hypothesis 3: The Relationship of Work Motivation to Work Engagement showed a coefficient (original sample) of 0.436 (positive), a t-statistical value of 2.298 (> 1.96) and a p-value of 0.022 (< 0.05). These results

prove that Work Motivation has a positive and significant effect on Work Engagement (H3: Accepted).

d. Hypothesis 4: The relationship between perceived organizational support and work motivation showed a coefficient (original sample) of 0.506 (positive), with a t-statistic of 2.394 (> 1.96) and a p-value of 0.017 (< 0.05). These findings show that Perceived Organizational Support has a positive and significant effect on Work Motivation (H4: Accepted).

e. Hypothesis 5: The relationship between Perceived Organizational Support and Work Engagement resulted in a coefficient (original sample) of -0.072 (negative), with a t-statistic of 0.379 (< 1.96) and a p-value of 0.705 (> 0.05). This indicates that Perceived Organizational Support has a negative but not significant effect on Work Engagement (H5: Rejected).

Indirect Effect Hypothesis Test

Table 8. Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values
Transformational Leadership ~ Work Motivation~ work engagement	0,042	0,046	0,131	0,320	0,749
Perceived organizational support ~ Work motivation~ Work Engagement	0,220	0,246	0,144	1,532	0,126

Source: Result of primary data processing with smartPLS, 2025

Based on Table 8, the results of the analysis regarding indirect influences can be described as follows:

- a. Hypothesis 6: The p-value is 0.749, which far exceeds the threshold of 0.05. This shows that the indirect influence of Transformational Leadership on Work Engagement through the mediating role of Work Motivation is not statistically significant. In other words, there is no empirical evidence that Work Motivation functions as a mediator variable in the relationship between Transformational Leadership and Work Engagement. (H6: Rejected).
- b. Hypothesis 7: The p-value is 0.126, which is also higher than 0.05. These results indicate that the indirect influence between Perceived Organizational Support on Work Engagement and Work Motivation intermediaries is not statistically significant. Thus, no evidence was found to support the mediating role of Work Motivation in relation to Perceived Organizational Support and Work Engagement. (H7: Rejected).

DISCUSSION

The Influence of Transformational Leadership on Work Motivation

The results of the study show that transformational leadership does not have a significant influence on work motivation. These findings indicate that although subordinates consider their leaders to have charisma, be able to inspire, and always encourage staff to continue learning and developing their capacity, this does not automatically increase the enthusiasm of teachers in carrying out their duties more optimally. This condition confirms that changes in the

transformational leadership style applied by school principals do not consistently cause predictable shifts in teachers' work motivation, so it is possible that there are other factors or alternative leadership models that play a more dominant role in increasing work motivation. The results of these findings are also consistent with the research conducted by Putra (2023) and Maulana (2022) both state that transformational leadership has no effect on work motivation.

The Influence of Transformational Leadership on Work Engagement

The findings of this analysis reveal that transformational leadership has a positive and significant influence on work engagement. This means that the higher the perception of subordinates that leaders seek to transform the organization in a better direction through motivation, inspiration, and attention to their needs, the greater the enthusiasm, dedication, and full involvement of subordinates in carrying out their work. This condition indicates that the transformational leadership style applied by school principals includes the ability to motivate and inspire teachers to make a real contribution to increasing work attachment. However, the results of this finding are different from the study conducted by Respati (Respati, 2024) which shows that the transformational leadership applied to the leader of the Pokoke Blangkon cooperative does not have a significant effect on the work engagement of its members.

The Effect of Work Motivation on Work Engagement

The results of the analysis show that work motivation has a positive and significant effect on work engagement. This indicates that employees who have encouragement, both from within themselves and from external parties, will be more enthusiastic, dedicated, and show full involvement in carrying out their duties. These findings confirm that the higher the level of motivation a teacher has, both through intrinsic factors such as job satisfaction and sense of belonging to the school, as well as extrinsic factors such as incentives and rewards, the stronger the emotional, cognitive, and physical bonds they show in the learning process. Thus, motivated teachers tend to be more enthusiastic, dedicated, and committed in carrying out teaching and completing various other professional obligations. These results are consistent with the Nafis study (2023) which also proves that work motivation directly has a significant effect on work attachment.

The Effect of Perceived Organizational Support on Work Motivation

The findings of this analysis also indicate that perceived organizational support has a positive and significant effect on work motivation. This means that the stronger the employee's belief that the institution where they work appreciates every contribution and cares about their welfare, the greater the incentive to work harder in carrying out their responsibilities. These results show that when teachers feel appreciated and supported by the school, they are encouraged to work with greater dedication, make optimal contributions, and increase involvement in the learning process. Thus, the

higher the level of perception of organizational support, the stronger the intrinsic and extrinsic motivation that encourages teachers to carry out their duties to the maximum. These findings are in line with Mardiyah's study (2023) which confirms that perceived organizational support has a positive and significant influence on work motivation.

The Effect of Perceived Organizational Support on Work Engagement

The findings of this study show that the perception of organizational support does not affect work attachment. This means that even if employees are more confident that the institution values their contributions and cares about their well-being, it does not automatically increase the level of engagement at work. In the context of this study, although schools provide support in the form of facilities, policies, and attention to teacher welfare, it does not necessarily have an impact on work attachment. Other factors such as workload, job satisfaction, and social interaction in the school environment may be more dominant in influencing teacher involvement. In other words, even if the perception of organizational support is good, if it is not supported by other more motivating aspects, its effect on teachers' work attachment may not be significant. These results are different from the research of Rati and Zona (2024) which found that the perception of organizational support had a positive and significant effect on the work attachment of employees of PT Bank Nagari Head Office.

The Influence of Transformational Leadership on Work Engagement through Work Motivation

The results of this analysis reveal that transformational leadership has no effect on work attachment through work motivation. These findings suggest that work motivation is not able to play a mediating variable in the relationship between transformational leadership and increased work engagement. Thus, although transformational leadership has the characteristics of inspiring, providing direction, and encouraging positive change, it does not necessarily increase teacher engagement, either directly or through work motivation. It is likely that there are other factors, such as organizational culture, teacher welfare, or working conditions that are more dominant in influencing the level of attachment. The results of this analysis are in contrast to the study of Siahaan et al. (2021) who found that transformational leadership through work motivation actually has a positive and significant effect on work engagement.

The Effect of Perceived Organizational Support on Work Engagement through Work Motivation

The results of this analysis show that perceived organizational support (POS) has no effect on work engagement through work motivation, which means that work motivation is not able to mediate the relationship. In this context, teachers' perceptions of school support in the form of attention, facilities, and supporting policies do not significantly increase work motivation, so it does not have an impact on their attachment to work. These findings

also show that work motivation is not a mediator of both transformational leadership relationships to work engagement and POS to work engagement. In fact, descriptively, the principal is considered to have been able to motivate teachers, encourage progress, and provide adequate facilities. This phenomenon can be explained by several reasons. First, work attachment may be formed directly through transformational leadership and organizational support without going through work motivation. Second, the majority of respondents with more than 10 years of experience and higher education indicated a stable level of motivation (ceiling effect), so additional encouragement did not have a significant effect. Third, other factors such as job satisfaction, organizational commitment, or a positive work climate are likely to be more powerful in mediating the relationship. Thus, although leadership practices and organizational support have gone well, statistically work motivation has not been proven to be a significant mediator in increasing teacher work engagement.

4. CONCLUSIONS

Based on the results of the study on the influence of transformational leadership and perceived organizational support on work engagement with work motivation as an intervening variable in teachers of SMA Negeri 2 Mranggen Demak Regency with a total of 67 teachers, it can be concluded that transformational leadership is proven to have a positive and significant effect on work engagement, but does not have a significant effect on work motivation. On the other hand, work motivation has a positive and significant effect on work engagement, so that the higher the teacher's work motivation, the stronger their attachment to work. In addition, perceived organizational support has been shown to have a positive effect on work motivation, but does not have a significant effect on work

engagement, either directly or through work motivation. Thus, the increase in teachers' work engagement is more determined by the direct transformational leadership of the principal and by the teacher's high motivation for work, rather than by the perception of the organizational support they receive. Based on these findings, there are several practical recommendations that can be implemented, including that school principals need to optimize transformational leadership styles through effective two-way communication, providing concrete inspiration, and combining them with supportive or participatory leadership styles. Schools also need to increase teachers' work motivation by providing performance-based rewards, providing professional development opportunities, and maintaining a balance of workload so as not to cause burnout. In addition, school management is advised to develop a perceived organizational support program that is more targeted through evaluating teacher needs, increasing access to learning facilities, and ensuring fair and transparent policies. Other efforts that can be made are to create a conducive work environment by fostering positive social interaction, providing space for innovation in teaching, and implementing a constructive evaluation and feedback system.

This study still has several limitations, including the influence of transformational leadership on work motivation only produces an effect value (f^2) of 0.008 and perceived organizational support on work engagement of 0.004, which shows that the effect is relatively small. In addition, the p -value of the influence of transformational leadership on work motivation was 0.700 and the perceived organizational support for work engagement was 0.705 greater than 0.05, so the hypothesis was rejected. The number of respondents is limited to only 67 teachers in one school also makes the results of this study not yet generalizable widely. Therefore, further research is recommended to expand the number of samples and research locations so that the results are more representative. Future research can also use a mixed method by adding in-depth interviews to explore teachers' experiences and perceptions more comprehensively. Additionally, it is necessary to consider other variables that have the potential to affect work engagement, such

as job satisfaction, organizational culture, or workload. Longitudinal research is also important to be able to see the development of teachers' work motivation and attachment in a certain period of time, so that the results are richer, more in-depth, and beneficial for the development of education management.

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