The Influence of Organizational Culture, Leadership, And Personal Characteristics towards Work Engagement and Its Impacts on Teacher's Performance (A Study on Accredited High Schools in Jakarta)

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ABSTRACT : *The purpose of this study is to test a model of antecedents and consequences of work engagement in an educational context. Organizational culture, leadership, and personal characteristics are placed as antecedents, while performance is defined as the consequence of the engagement. The survey was completed among 416 teachers from 25 high schools in Jakarta, averagely aged 38 and 54% of which are female. The participants had on average 11 years of work experience. The analysis technique is partial least square - structural equational modeling (PLS-SEM) using SmartPLS. The findings prove that the influence of organizational culture, leadership, and personal characteristics on the teachers' work engagement and organizational culture positively impact the teacher performance, supporting the results of the previous studies. In addition, work engagement mediates the organizational culture, leadership, and personal characteristics on teacher performance. In a theoretical context, further research is expected to further investigate the factors that influence work engagement and its impact on teacher performance. Meanwhile, in a practical context, organizational culture is found to be a major predictor of work engagement. The practical implication is important for the principals to improve work engagement in efforts to improve teacher performance.*

KEYWORDS: *Organizational culture, leadership, personal characteristic, work engagement, tearcher performance*

I. INTRODUCTION

A teacher is one of critical components of success in education, which makes it an important matter in Indonesia in an attempt to improve the quality of education in general. This governments concern is reflected upon the big amount of the national education budget reaching about 20% of national purchasing budget (APBN). This budget is used to improve teacher performance and increase their welfare. Although this condition has been run for 5 years, this effort to improve teacher performance does not accomplish a maximum result. Thus, more intensive study is necessary to formulate performance-improving strategies by a direct study.

A topic relevant to performance improvement that becomes a major concern is work engagement. Several previous studies successfully find that performance is positively related to work engagement (e.g., [1], [2]), and the way many people see the work engagement to be a major source for obtaining competitive benefits makes it popularly used to solve organizational problems such as improving performance and productivity in the midst of economic downturn (e.g., [3], [4]), and it can improve learning, innovation and performance, reemphasizing the importance of work engagement as a success factor of the organization.

The research focusing on the antecedents and the consequences of work engagement have been intensively studied in the last decade. Despite the high attention to work engagement study from both researchers and academics, there are still limitations on the definition of work engagement, its influential factors, and its impact on performance. First, concerning antecedents of work engagement. Recent studies generally use JD-R model of work engagement approach identifying two main predictors of work engagement consisting of job resources such as social support from colleagues and supervisors, performance feedback, skill variety, autonomy, and learning opportunities and personal resources (self-efficacy, optimism, resilience, self-esteem) as the two potential factors influencing work engagement (e.g., [5], [6], [7], [8]). Since the JD-R model as the most widely used theoretical model in the engagement literature, the exploration of other potential factors become less attention, such as the organizational culture and leadership. Also, the latest study which includes other factors (i.e., [9]) used the other models of organizational-focused resources (including a culture of fairness and support), team-focused resources (team climate) and job-level resources (career development, autonomy, supervisor support, and role clarity) against employee well-being, engagement, extra-role behavior and

organizational commitment. Human resource development climate ([6]); transformational leadership ([10]); trust in supervisor and trust propensity ([2]); LMX (leader-member exchange) leadership ([11]). The existing different concept of leadership indicates that there has been no consensus about a leadership model used to predict work engagement.Despite the enormous advances in understanding how best to measure and manage engagement, majority of these studies have been carried out in developed economies with little empirically known about the relationship in developing countries like Indonesia, as the largest economy in Southeast Asia and largest Muslim population in the world. Moreover, the study on work engagement has been undertaken in various job sectors (including education), there is still no research evidence exploring the relationship between organizational culture and leadership in schools with Islamic background, especially in a developing country like Indonesia. Therefore, by analyzing the effect of organizational culture and leadership on work engagement, this research tries to provide new theoretical and empirical insights and analyze the further effects of organizational culture, principal's leadership, and personal characteristics towards work engagement and teacher performance within an educational organization with Islamic background.

II. CONCEPTUAL FRAMEWORK AND HYPOTHESES

The conceptual framework of work engagement was first given by Kahn (1990) through ethnographic study on an architecture firm. Work engagement is called by Kahn as "the harnessing of organization members' selves to their work role by which they employ and express themselves physically, cognitively, and emotionally during work performances" ([12], pp. 694). Schaufeli and colleagues' defined work engagement as "a positive, fulfilling, work related state of mind that is characterized by vigor, dedication, and absorption" ([13]). Vigor can be defined as high levels of energy and mental resilience when working. Dedication refers to exceptionally strong involvement in work, enthusiasm, and challenge. And absorption is marked as high levels of concentration, feeling happy and loving the work ([14], [15]). Other definitions mention that work engagement is a psychological state instead of attitude ([16]), while the others view engagement as a complex network encompassing trait, state and behavioral engagement constructs ([17]). Work engagement becomes employee's attitudes and a combination of individual involvement, satisfaction, and enthusiasm through their works ([18]).

2.1 The relationship among Organizational Culture, Leadership, Personal Characteristics, and Work Engagement

Organizational culture is an assumption implicitly accepted and owned by an organization that determines the way an organization feels, thinks, and reacts to diverse environment ([19]). In a more operational definition, organizational culture can be defined as the similarity in perception, perspective, value, and behavior that are believed, studied, applied, and developed simultaneously by all of the organization members resulting in an organization identity. The elements of organizational culture in schools used in this study encompass formality, bureaucratic control, rationality, achievement orientation, participation and collaboration, collegiality, goal orientation, communication and staff consensus, professional orientation, and teacher autonomy ([20], [21]). These elements are close to job resources such as social support from colleagues and supervisors, performance feedback, skill variety, autonomy, and learning opportunities ([15]). Empirically speaking, the linkages between organizational culture and work engagement have just been separately studied through its components of culture (i.e., [9]) and the findings show positive effect of culture of fairness and support on work engagement; other findings conclude that environment and interaction (communication) can create work engagement ([4], [22]). In addition, organizational culture marked by teamwork, pleasant working conditions, attention of employees, development opportunities, flexible-working practices, and good leadership and management practices may influence work engagement ([23]).

Leadership is a strategic component that can influence traits and behaviors of organization members. Leadership is a process of social influence in which intentionally run by a person towards another in order to structure the activities and relationships within a group or organization ([24]), it can also be defined as an ability to influence a group so that a vision or a series of specific objectives can be reached ([18]). Transformational leadership is one of popular leadership theories in the past several years. The style of leadership that is most likely to encourage employees to work energetically, enthusiastically, and focusedly is the inspiring and visionary leadership style rather than that of transactional ([25]). The initial formation of transformational leadership theory proposed by Bernard M. Bass is composed of three main components namely charisma, intellectual stimulation, and individualized consideration. Charisma is defined as a process in which the leader influences his followers by evoking emotions and strong identification of the leader. Intellectual stimulation is a process in which the major roles of the leader are to increase followers' awareness about surrounding problems and influence them to view the problems from a new perspective. Individualized consideration includes providing a support, encouraging, and sharing experiences about self-development to the followers ([24]).

The linkage between leadership and work engagement has been widely evidenced through empirical findings by various different leadership models, such as the concept of perceived leader support ([4]); LMX leadership model ([11]); the concept of trust in a leader ([2]), and transformational leadership model ([10]). The job of teaching has meanings and social value, and it is also useful for the development of others. In the job, the teachers clearly do something meaningful for the development of children, either in school environment or in neighborhoods. By being a good teacher and helping children thrive in every aspect of life, a teacher increasingly feels the meaningfulness of life, discovers self-identity, and experiences deep inner satisfaction. In this context of individual differences or personal resources ([15]), using self-efficacy, organizational-based self esteem, and optimism gives unique contribution to explaining variance in work engagement from time to time and upon impact of previous job resources and attachment level. Self-efficacy has direct and indirect effect through HRD climate ([7]). It is furthermore mentioned that employees with proactive personality, high self-awareness, and positive-influencing trait are more likely to engage in their jobs ([17]). Individual factors that relate to work engagement include endurance, locus of control, active coping style, pride, neurotisism, and extraversion ([26]).

2.2. The Relationship of Organizational Culture, Leadership, Personal Characteristics, and Work Engagement towards Performance

Work engagement is a unity of mind that is characterized by vigor, dedication, and absorption. Vigor refers to high levels of energy when working. Dedication refers to intense work engagement and includes feelings of inspiration, pride, enthusiasm, and challenge. Absorption is marked by focus of work that makes the time pass by quickly and reluctance to break away from work. In other words, employees work hard and become so enthusiastic about their jobs that they are completely absorbed in their work activities. Engaged workers work more creatively and productively and are more willing to do an extra work (e.g., [15], [27], [28]). The finding based on JD-R model shows mediating role of work engagement in the relationship between job resources (perceived organizational support) and positive extra-role behaviors (organizational citizenship behaviors, OCB), between job demands (interpersonal conflicts at work) and negative extra-role behaviors (i.e. counterproductive work behaviors, CWB), and also between a personal resource (i.e. conscientiousness) and both types of extra-role behaviors ([8]). Other finding concludes that learning goal orientation partially mediates the influence of work engagement towards in-role job performance and innovative work behavior ([2]).

Organizational culture is an important issue in academic research and management practices as it is the most critical factor determining the success or failures of an organization ([29]). Organizational culture is a reality or living habits adopted by most of its members. Therefore, corporate culture is not slogans reflecting espoused culture. Strong and relevant corporate culture leads the behaviors of members to a way towards reaching company goals which ultimately improves the performance of the company ([30]). Thus, strong culture will encourage the formation of positive achievement for the members. In this case, culture internalized by leader party will affect behavior system of leaders and the staff both inside and outside the organization. The coherence between performance indicator and dimension of organizational culture needs to be improved ([31]), and many findings ([32]) conclude that organizational culture significantly influences employees' performance and productivity in a context of dynamically developing countries. In a context of teamwork, ([33]) find that adaptive cultural orientation and achievement have direct effect on performance. In addition, transformational leadership and humanistic orientation have indirect positive effect on performance through achievement orientation, while in a context of organization, among four dimensions of culture, development culture is the strongest predictor of performance measures: product quality, product innovation, and process innovation. Rational culture represents the relationship of product quality and plays a role in predicting process quality together with group and hierarchical culture ([34]).

As a person whose task is to lead the entire school, a principal is responsible for the achievement of objectives, roles, and quality of education of the school. Therefore, in order to achieve the goals of the school, a principal is required to have sufficient capabilities in performing the task as a leader. Principals play an important role in determining the school success through sharing leadership; facilitating professional development; leading with an instructional orientation; and acting openly and honestly that ultimately can enhance the effectiveness of school ([35]). Principals, who promote capacity building and accountability and evaluation systems, advance student empowerment, social development, and academic achievement and thus become success factors ([36]). The use of transformational leadership approach in this study is for two reasons: first, by transformational leadership, followers get the feeling of trust, admiration, loyalty and respect for the leader, and they become motivated to do more than what is initially expected of them. According to Bass, leaders change and motivate followers by: (1) making them more aware about the importance of the task results;

(2) convincing them to be concerned with the interests of the team and organization more than with their personal interests; (3) enabling their higher needs ([24]). In relation to the performance of subordinates, several latest studies have suggested empirical evidence that leadership directly relates to teacher performance. A study ([37]) successfully proves the quality of relationships between leadership and employees, mediated by the effect of transformational leadership on the performance of the employee's duties and organizational citizenship behavior (OCB). Transformational leadership also has positive effect on performance ([38], [39]).The linkages of personal characteristics in the form of self-concept (self-esteem and self efficacy) and performance have been widely proven empirically. It is easy to see if personal characteristics can influence performance. As is known, individuals with positive outlook on self and abilities tend to like their own selves and consider their selves valuable. On the contrary, individuals with low self esteem are vulnerable to external influences (see, [18]). Furthermore, individuals with high self esteem handle failures better compared to individuals with low self esteem. High self esteem (HSE) indicates their strengths and emphasizes positive things, while low self esteem (LSE) is focused on their weaknesses and negative thoughts (see, [19]). Empirical supports on the relationship between personal characteristics (self efficacy and self esteem) (e.g., [41], [42]) find that self esteem, self efficacy, locus of control, and emotional stability (low neuroticism) are related to performance.

2.3. Research Hypotheses

The followings are the research hypotheses of the study:

H1: Organizational culture is positively related to work engagement
H2: Leadership is positively related to work engagement
H3: Personal characteristic is positively related to work engagement
H4: Work engagement is positively related to teacher performance
H5: Organizational culture is positively related to teacher performance
H6: Leadership is positively related to teacher performance
H7: Personal characteristic is positively related to teacher performance
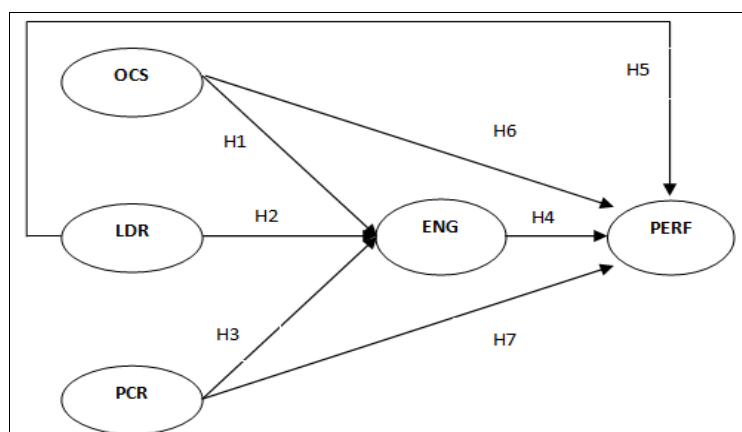

Figure 1. Research Model

III. RESEARCH METHODS

1.1. Participants and procedure

Participants of this research are teachers in accredited high schools with Islamic background in Jakarta. 28 high schools are included in the research totaling 422 respondents (rate of return of 72.14%). Among the 422 questionnaires returned, 6 of them do not have complete data and thus are eliminated for early questionnaire examination. Therefore, the respondents used as sample are totaling 416 respondents, all of which are teachers in high schools with Islamic background in Jakarta.The respondents of this research are between 20 years and 61 years old and the average age is 38.14 years old. In average they have experience of 10.75 years, ranged from 0 years (not yet reach one year) to 37 years. 54% of respondents are female.

3.2 Measures

Teacher performance assessment model uses a measurements approach of Academic Qualification Standards and Competence of Teachers (Regulation of National Education Minister Republic of Indonesia No. 16 Year 2007 about Academic Qualification Standards and Competence of Teachers) including learning plan, implementation, and evaluation. One additional dimension is professional attitudes ([43]) encompassing 6 items: autonomy, ability to follow the instructions, initiative, accuracy of work, communication, and professionalism in the relationship between individuals. This performance assessment is performed by principals using 5-point

scale: 1 meaning very bad and 5 meaning very good. The instrument testing by factor analysis results in the elimination of two items from indicators of professional attitude. Therefore, the items used as performance indicators are 12 indicators, which are then divided into 4 factors. The results of reliability testing suggest good reliability with coefficient of cronbach alpha of 0.772.

Organizational culture in schools is measured by adapting measurement model encompassing 10 dimensions: formality, bureaucratic control, rationality, achievement orientation, participation and collaboration, collegiality, goal orientation, communication and staff consensus, professional orientation and teacher autonomy (adapted and adjusted from [20], [21]). Each of these dimensions consists of 3 items, hence the total items used are 30, all of them are rated using 5-point Likert scale, ranged from 1 (very bad) to 5 (very good). Based on factor analysis, the total variance explained divides the 30 items used into 7 factors. Cumulatively, the 7 factors formulated are able to explain the variance of organizational culture of 77.94%. In other words, of 10 initial factors, this research only successfully validates 7 factors. All of the loading factors of > 0.50 showing validated items are then used as indicators of organizational culture. Reliability testing by coefficient of cronbach alpha generates the lowest value of 0.791 and the highest value of 0.921 and thus, they can be concluded that all of the factors have good reliability (cronbach alpha > 0.70).

Leadership model uses transformational leadership approach encompassing 4 dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (adopted from [25], [44]). Each of these dimensions consists of 5 items of question and thus the total items used are 20 items. The leadership questionnaire testing based on the value of total variance explained results in grouping of the 20 items into 4 factors and in accordance with the initial theory. Cumulatively, the 4 factors formulated are able to explain the variance of leadership of 71.044%. Therefore, all of the scale factors are successfully validated. All of the loading factors are further known to be > 0.50 and thus, it can be concluded that the items used as indicators of leadership are valid. Reliability testing by coefficient of cronbach alpha generates the lowest value of 0.791 and the highest value of 0.921 and thus can be concluded that all of the factors have good reliability (cronbach alpha > 0.70).

Individual characteristic is measured based on two factors including self-esteem and self-efficacy. Self-esteem consists of 10 items such as "being welcome in this environment"; "being treated well"; and "contributing to the organization" ([45]), while self-efficacy is consisted of 6 items such as "being able to solve complex problems", "setting and attain goals", and "being able to handle difficult situation" ([44]). All of the items are rated using 5-point scale, ranged from 1 (strongly disagree) to 5 (strongly agree). Instrument testing by factor analysis results in the elimination of two items from dimension of self esteem. The value of total variance explained after the elimination of 2 items is a group of 14 items used as 2 factors. Furthermore, the results of reliability testing suggest that both factors of self esteem and self efficacy have coefficient of cronbach alpha > 0.70, and thus it can be concluded that these factors have good reliability.

Work engagement is measured by using 3 subscales: vigor, dedication, and absorption ([15]) and one additional dimension namely passion. Vigor consists of 7 items such as "being excited to go to work", "reluctant to be absent from work"; dedication is measured by 7 items such as "actively involved in every activities", "work gives positive inspiration", "having pride"; absorption is consisted of 5 items like "time passes by quickly when working", "often forget about promises to someone"; and passion is measured by 5 items like "this job is a form of dedication", "the work is a job goal since childhood". All of the items are rated using 5-point scale, ranged from 1 (strongly disagree) to 5 (strongly agree). Instrument testing by factor analysis results in the elimination of three items, two of which from dedication factor and the other from absorption factor. The results of reliability testing suggest that all of the factors have met the reliability requirement (coefficient of cronbach alpha > 0.70). A correction on dedication factors, done by eliminating two items, results in the increase of cronbach alpha from 0.771 to 0.837. As for absorption factors, the cronbach alpha increases from 0.741 to 0.851 after the elimination of one factor from absorption factors.

3.3 Analyses

To test the study hypotheses, partial least square-structural equational modeling (PLS-SEM) were utilized with the help SmartPLS. Whereas CBSEM estimates model parameters so that the discrepancy between the estimated and sample covariance matrices is minimized, in PLS path models the explained variance of the endogenous latent variables is maximized by estimating partial model relationships in an iterative sequence of ordinary least squares (OLS) regressions ([47]). SmartPLS is a software application for (graphical) path modeling with latent variables (LVP), and partial least-square (PLS) method is used for the LVP analysis. This software is developed by Ringle, Christian Marc/Wende, Sven/Will, Alexander from Hamburg University of Technology, Germany.

II. RESULTS AND DISCUSSION

4.1. Evaluation of Outer Model and Inner Model

An evaluation of outer model consists of convergent, discriminant validity and composite reliability. The results of analysis test obtained from variables measurement demonstrate that all of the variables in this research have outer loading above 0.50. This means that all of the indicators, as a measurement of the construct, have been proven to have convergent validity. The results of discriminant validity analysis test also show higher correlation between variables and each of indicators than between variables and other indicators. This means that the model has met discriminant validity. As for the composite reliability model, the results show that all of variables have composite reliability value of above 0.70. It can be concluded, therefore, that the evaluation of outer model has been fulfilled so the next evaluation is the evaluation of inner model.The models of organizational culture, leadership, and personal characteristics against work engagement give the R Square value of 0.757, indicating that 75.70% of work engagement variation can be explained by organizational culture, leadership, and personal characteristics. Endogenous variable of performance shows R Square value of 0.696, indicating that teacher performance variation can be explained by organizational culture, leadership, and personal characteristics and work engagement by 69.60%. Therefore, Q^2 predictive relevance for structural model is $Q^2 = 0.926$ ([1]).

4.2. Hypotheses Testing

The hypotheses test results show confirmation of all of the hypotheses. Organizational culture (OCS), leadership (LDR) and personal characteristics (PCR) positively and significantly influence work engagement (t value > 1.96) hence supporting the hypotheses 1, 2, and 3. Organizational culture (OCS), leadership (LDR), personal characteristics (PCR), and work engagement (ENG) also proven to positively and significantly influence teacher performance (PERF), hence supporting the hypotheses 4, 5, 6, and 7 (see tab 2).

4.3. Discussion and implications

The research has successfully proved the positive relationship of organizational culture, leadership and personal characteristics towards work engagement, and causal relationship of work engagement, organizational culture, leadership, and personal characteristics towards performance of teachers in accredited high schools with Islamic background in Jakarta. The finding broadens previous studies that mostly use JD-R model of work engagement by adding two new concepts as predictors of work engagement: organizational culture in schools and transformational leadership.

Organizational culture has positive relationship with work engagement, supporting the hypotheses proposed. Moreover, the results indicate that the contribution to explaining work engagement from organizational culture is more dominant than from personal characteristics and leadership. Therefore, organization aiming to increase work engagement can focus and pay attention to teachers' perceptions of organizational culture, wherein the aspects of communication-objective orientation, achievement orientation, rationality, control-formalization, and autonomy are five cultural aspects needed the most attention. Organizational culture becomes a strategic component in increasing work engagement because strong and relevant corporate culture leads the behaviors of members including work engagement ([28]).

Leadership has a positive relationship with work engagement, and transformational leadership model is relevant to predicting work engagement ([10]). Intellectual stimulation needs to be enhanced in giving a bigger role for teachers to make plans and targets intended to be reached and in assigning certain responsibilities to increase teachers' sense of responsibility about their given authorities. Organizations may contribute to increasing work engagement by harmonizing the values held by teachers with organizational values through recruitment process, open communication, and leader behaviors. It can build strategic relationship through inspiration and motivation like putting meaningful feelings in work and explaining well about the expectations of the school so that the understanding between the school interests and teachers' interests can be created.Personal characteristic has positive relationship with work engagement. Personal characteristics in this research use self-esteem and self-efficacy that are evidenced to explain work engagement and support previous findings ([7], [17], [26]). The finding shows that self-esteem and self-efficacy strongly enough contribute to explaining variance of work engagement, although the contribution is relatively weak compared to that of organizational culture. Hence, self esteem and self efficacy can facilitate teachers work engagement with self-efficacy as a dominant indicator representing personal characteristics.

Work engagement is proven to be the main indicator of teacher performance. The structure model demonstrates that work engagement is a main indicator in explaining performance variance, compared to other variables (organizational culture, leadership, and personal characteristics). In this study, work engagement is

defined as unified attitudes and emotions covering vigor, dedication, absorption, and passion ─ all of which can stimulate teacher engagement in learning plan, implementation, and evaluation as well as in professional attitudes shown in the workplace. This supports findings stating that workers with high work engagement work more creatively and productively and are more willing to do an extra work ([15], [27], [28]). Vigor is marked by high energy and continuous strive even when facing challenges. Dedication is represented by enthusiasm, inspiration, pride and challenge whereas absorption is marked by full concentration on work ([15]). One successfully added indicator is passion, marked by feelings of devotion, non-financial orientation, thinking hard to change the behavior of students, making teaching preparation in a long time, and frequently questioning the teaching effectiveness when performing the job. In relation to performance, the effort to increase energy (vigor) needs to be addressed as a major concern, followed by teachers' dedication, absorption, and passion.

Organizational culture has positive relationship with teacher performance. Strong and relevant corporate culture leads the behaviors of members to a way towards reaching company goals which ultimately improves the performance of the company ([30]). This finding supports previous findings that conclude the existing positive relationship between organizational culture and employees performance, whether in a group or in an organization as a whole ([33], [34]). Principals particularly need to provide teachers resources and benefits which will require them to return the favor with a higher level of involvement (engagement). In regards to performance, the effort to increase energy (vigor) needs to be addressed as a major concern, followed by teachers' dedication, absorption, and passion. Three components of engagement (vigor, dedication, and absorption) can be increased through organizational culture and leadership. Meanwhile, the passion as an intrinsic component can be increased through refinement of teacher selection and recruitment by ensuring that the recruited teachers are the ones passionate about dedicating their energy and mind to education.

Leadership is proven to have a positive relationship with teacher performance. Therefore, as a person whose task is to lead the entire school, a principal is responsible for the achievement of objectives, roles, and quality of education of the school by increasing the performance of teachers as a principal's subordinates. Through transformational leadership, this study succeeds to prove that transformational leadership may influence performance through motivation and inspiration, ideal influence, intellectual stimulation, and individualized consideration. This study successfully supports previous empirical findings about the relationship between leadership and subordinates performance (i.e., [37]) and in a context of transformational leadership ([38], [39]). Leaders must be able to build strategic relationship through inspiration and motivation like putting meaningful feelings in work and explaining well about the expectations of the school so that the understanding between the school interests and teachers' interests can be created. Intellectual stimulation needs to be enhanced in giving a bigger role for teachers to make plans and targets intended to be reached and in assigning certain responsibilities to increase teachers' sense of responsibility about their given authorities. Afterwards, the school needs to give teachers the freedom of being involved in various programs and make policy to ensure that the programs held can accommodate aspirations and ideas from all of the school components.

Personal characteristic evidently has positive relationship with performance, but is considered the weakest predictor among the 3 other predictors (culture, leadership, and work engagement). Personal characteristic is a form of self-concept (self esteem and self efficacy) supporting previous findings about the relationship of personal characteristics (self efficacy and self esteem) ([41], [42]). High self-efficacy means that teachers with self confidence will succeed in doing their job as a teacher, while self esteem constitutes faith in self based on general self-evaluation. High self-efficacy and self-esteem will improve either teacher performance in learning activities or work attitudes in school. Ultimately, the model shown in this research provides researchers and practitioners a new conceptual framework to be considered, based upon initial and temporary theories about work engagement such as JD-R model of work engagement which identifies two main predictors of work engagement including job resources like social support from colleagues and supervisors, performance feedback, skill variety, autonomy, and learning opportunities and personal resources (self-efficacy, optimism, resilience, self-esteem) as the two potential factors influencing work engagement ([5], [6], [7], [8]). The shown model may serve as the basis for new strategies related to improvement of work engagement and teacher performance, especially strategies of organizational culture and transformational leadership that still have limitations in the study of work engagement. Moreover, the findings may provide empirical review about the relationships of organizational culture, leadership, personal characteristics on the improvement process of teacher performance in schools with Islamic background.

IV. CONCLUSION

This research clearly shows: organizational culture, leadership, and personal characteristics as antecedents of work engagement; good cultural development particularly indicated by communication-objective, achievement, rationality, control-formalization, autonomy, collegial-participation, and professional-oriented cultures as indicators of work engagement. Improving the quality of organizational culture in schools can increase teachers work engagement through transformational leadership indicators especially motivation and inspiration, ideal influence, intellectual stimulation, and individualized consideration. High acceptance of teachers on leadership behaviors will enhance teachers' engagement to work. Personal characteristic positively and significantly influences work engagement through self-esteem and self-efficacy indicators. Self-efficacy is a dominant indicator influencing work engagement as compared to self-esteem. High self-efficacy and self-esteem can increase work engagement.In the model of performance, this study successfully proves that work engagement, organizational culture, leadership, and personal characteristics can improve teacher performance. Increasing energy and enthusiasm (vigor), dedication, and absorption and ensuring individuals to sense the passion to teach can improve teacher performance, especially the learning process and professional attitudes shown in school. Organizational culture oriented on achievement, rationality, communication-objective and control-formalization, professional, collegial-participation, and autonomy can improve teacher performance and leadership through motivation and inspiration, ideal influence, individualized consideration, and intellectual stimulation. Personal characteristics can improve teacher performance, especially on their self-esteem and self-efficacy. High self-efficacy means that teachers with self confidence will succeed in doing their job as a teacher, while self esteem constitutes faith in self based on general self-evaluation. High self-efficacy and self-esteem will improve either teacher performance in learning activities or work attitudes in school.

The first limitation is that the research only takes a subject on teachers in accredited high schools with Islamic background in Jakarta, so the generalization to non-Islamic schools must be done carefully, considering the possibility of school culture and leaders behaviors differences applied in other non-Islamic schools. Therefore, it is suggested that future research examine this model by taking a subject on non-Islamic schools to get more comprehensive ideas. The second limitation is that the research design applies cross-sectional data by using two instruments filled by teachers and principals. Longitudinal and experimental studies need to be considered to give more definite conclusion about the causal effect between each variable. Another limitation in this research is that it does not specifically include respondents' biographical factors as personal characteristics so it is not clearly known whether there are differences between work engagement and performance based on the mentioned characteristics.

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Table 1. Variables and indicators used in this study

Variable	Indicators
Performance (PERF)	Learning plan
	Learning implementation
	Learning evaluation
	Attitude
Organizational Culture (OCS)	Control-formalization
	Rationality
	Achievement orientation
	Collegial-participation
	Communication-objective
	Professional orientation
	Autonomy
Leadership (LDR)	Idealized influence
	Inspirational motivation
	Intellectual stimulation
	Individualized consideration
Personal Characteristics (PCR)	Self-esteem
	Self-efficacy
Work Engagement (ENG)	Vigor
	Dedication
	Absorption
	Passion

Table 2 Structural model

Causal Model	Path coefficients	t value	Conclusion
OCS -> ENG	0.470	12.376	Significant
LDR -> ENG	0.253	7.069	Significant
PCR -> ENG	0.309	6.623	Significant
OCS -> PERF	0.222	4.804	Significant
LDR -> PERF	0.256	5.722	Significant
PCR -> PERF	0.149	3.976	Significant
ENG -> PERF	0.335	5.448	Significant