

Perceived Organizational Support and Teachers' Work Engagement: The Mediating Role of Work Motivation in Indramayu Regency

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Abstract

This study aims to analyze the influence of the perception of organizational support on teachers' work involvement with work motivation as a mediating variable in teachers in Indramayu Regency. The background of this research is based on the phenomenon of low motivation and work involvement of teachers, even though the role of teachers greatly determines the quality of education. The research method used is quantitative with a survey design. The study respondents totaled 230 teachers from various levels of education who were selected using the proportional stratified random sampling technique. The research instrument was in the form of a questionnaire with a Likert scale to measure three main constructs, namely perception of organizational support, work motivation, and teacher work involvement. Data analysis was carried out with Structural Equation Modeling–Partial Least Squares (SEM-PLS) using SmartPLS. The results of the study showed that the perception of organizational support had a positive and significant effect on teacher work involvement. Organizational support also has a positive effect on work motivation, and work motivation has been shown to have a significant effect on work engagement. Furthermore, mediation analysis found that work motivation plays a partial mediator in the relationship between perceptions of organizational support and work engagement. The implications of this study emphasize the importance of schools and education offices to improve organizational support practices through recognition of achievements, effective communication, and the provision of professional development programs. Further research suggests adding other variables such as job satisfaction or leadership style, as well as using longitudinal design to provide a more comprehensive picture of teachers' motivation dynamics and work engagement.

Keywords: Perception of Organizational Support, Work Motivation, Work Engagement, Teachers

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh persepsi dukungan organisasi terhadap keterlibatan kerja guru dengan motivasi kerja sebagai variabel mediasi pada guru di Kabupaten Indramayu. Latar belakang penelitian ini didasarkan pada fenomena rendahnya motivasi dan keterlibatan kerja guru, padahal peran guru sangat menentukan mutu pendidikan. Metode penelitian yang digunakan adalah kuantitatif dengan desain survei. Responden penelitian berjumlah 230 guru dari berbagai jenjang pendidikan yang dipilih menggunakan teknik proporsional stratified random sampling. Instrumen penelitian berupa kuesioner dengan skala likert untuk mengukur tiga konstruk utama, yaitu persepsi dukungan organisasi, motivasi kerja, dan keterlibatan kerja guru. Analisis data dilakukan dengan Structural Equation Modeling–Partial Least Squares (SEM-PLS) menggunakan SmartPLS. Hasil penelitian menunjukkan bahwa persepsi dukungan organisasi berpengaruh positif dan signifikan terhadap keterlibatan kerja guru. Dukungan organisasi juga berpengaruh positif terhadap motivasi kerja, dan motivasi kerja terbukti berpengaruh signifikan terhadap keterlibatan kerja. Lebih lanjut, analisis mediasi menemukan bahwa motivasi kerja berperan sebagai mediator parsial dalam hubungan antara persepsi dukungan organisasi dan keterlibatan kerja. Implikasi dari penelitian ini menekankan pentingnya sekolah dan dinas pendidikan untuk meningkatkan praktik dukungan organisasi melalui pengakuan prestasi, komunikasi yang efektif, dan penyediaan program pengembangan profesional. Penelitian lebih lanjut menyarankan penambahan variabel lain seperti kepuasan kerja atau gaya kepemimpinan, serta menggunakan desain longitudinal untuk memberikan gambaran yang lebih komprehensif tentang dinamika motivasi dan keterlibatan kerja guru.

Kata Kunci: Persepsi Dukungan Organisasi, Motivasi Kerja, Keterlibatan Kerja, Guru

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INTRODUCTION

Teacher work engagement has become an important topic in educational research and organizational psychology, especially because of its significant role in determining the quality of teaching and student learning outcomes. Schaufeli and Bakker (2004) define work involvement as a positive psychological condition characterized by vigor, dedication, and absorption, which affects performance and job satisfaction. In the context of education, teachers' work involvement is crucial because teachers function as the main agents in the learning process, so their involvement directly affects the effectiveness of teaching (Klusmann et al., 2008). A number of studies emphasize that teachers' work involvement is not only influenced by internal factors, but also by external factors, one of which is the perception of organizational support (POS). POS is defined as the extent to which employees believe that the organization values their contributions and cares about their well-being (Eisenberger et al., 2025). Thus, organizational support is a fundamental element in building teachers' motivation and work involvement in the educational environment.

The influence of the perception of organizational support on teacher work involvement has been proven in various international and local studies. Klusmann et al. (2008) emphasized that there is a close relationship between teacher well-being and teaching quality, and organizational support plays an important role in creating conducive learning conditions. Li and Serrano (2024) added that teachers who felt higher organizational support showed better levels of job satisfaction and performance, while Hulpia and Devos (2010) found that the lack of support from school leaders can reduce teachers' organizational commitment. Slišković et al. (2019) also highlighted that the support of school principals can reduce burnout while increasing work motivation, thus creating a strong foundation for effective teaching practices. This is consistent with the findings of Tran et al. (2023) and Wahib (2024) who show that transformational leadership styles and supportive organizational climates can increase teacher creativity, commitment, and engagement. In other words, when teachers perceive adequate support from the school, they tend to show higher involvement in carrying out their duties.

In addition to influencing work engagement, the perception of organizational support has also been shown to affect teachers' work motivation. Work motivation is a psychological force that drives a person to act, commit, and persevere in achieving certain goals (Deci & Ryan, 2000). Ompok and Teo (2021) show that continuous support from education management, especially in rural schools with limited resources, can significantly increase teacher motivation. Ereş's (2011) research also confirms that the support of school principals influenced by transformational leadership styles is able to strengthen teachers' motivation at work. Furthermore, Wang (2025) found that perceptions of organizational fairness strengthen teachers' identification with their schools, which in turn increases intrinsic motivation for professional development. Alev (2024) added that the use of motivational language by school principals can increase the perception of organizational support, which in turn encourages teacher involvement and work motivation.

However, the literature also shows that the relationship between POS and motivation is not always linear. Wahyudi (2024), for example, found that organizational support sometimes has a limited influence on motivation, especially when influenced by other factors such as leadership style or organizational civic behavior. Nevertheless, the consensus that emerges from various studies remains that the perception of organizational support plays an important role in building teachers' work motivation, especially when combined with supportive contextual factors.

High work motivation in turn contributes significantly to teacher work engagement. Nurfadhilah and Widiasih (2024) found that a positive perception of organizational support, combined with individual resilience, is able to increase teacher involvement. Hidayati et al. (2025) reinforce these findings by showing that job satisfaction functions as a mediator that links organizational support to teacher involvement, thus proving the existence of a motivational pathway in the relationship. Research by Yan et al. (2025) also highlights that ethical leadership styles are able to increase motivation, which then has an impact on teacher work involvement, through mediation mechanisms involving POS and voice behavior. Even Kotera et al. (2021), despite researching education students, found that high intrinsic motivation is highly correlated with better engagement, which is relevant for teachers when organizational support is able to facilitate their psychological needs.

Although there has been a lot of research on the relationship between POS, motivation, and work involvement, there are still research gaps and theoretical gaps that need to be answered. Saks (2006) and Alfes et al. (2013) have indeed proven the positive influence of POS on work engagement, but these studies are mostly conducted in the corporate sector or service industry, not in the education sector. In Indonesia, research on this relationship is still limited, especially in the context of teachers in the regions. In addition, most studies have only highlighted the direct relationship between POS and work engagement, without examining the psychological mechanisms that bridge the relationship. Self-Determination Theory (Deci & Ryan, 2000) asserts that intrinsic motivation plays an important role in driving engagement, but the integration of work motivation as a mediating variable in the relationship between POS and teacher involvement is still rarely explored. Thus, there is a theoretical opportunity to enrich the literature by testing this mechanism.

Recent research supports the importance of this mediation approach. Zhao et al. (2022) show that work motivation can bridge the relationship between organizational support and engagement, while Suwarno et al. (2023) assert that the perception of organizational support not only has a direct effect but also increases engagement through work motivation. Lu et al. (2018) added that social support from organizations can increase teacher efficacy which ultimately contributes to work engagement. This suggests that to understand the relationship between POS and teacher work engagement, it is necessary to look not only at the direct influence, but also the psychological mechanisms that mediate it.

Indramayu Regency as one of the regions in West Java has a large number of teachers, with specific challenges such as high administrative burden, limited school facilities, and the demands of curriculum implementation that continue to change. In these conditions, organizational support from

schools and local governments is very crucial to maintain teachers' motivation and work involvement. Research by Nurfadhilah and Widiasih (2024) and Hidayati et al. (2025) provides empirical evidence that POS is able to increase teachers' motivation and job satisfaction, which ultimately encourages their involvement. By examining this relationship in Indramayu, the research is expected to provide a more contextual picture of how organizational support affects teacher motivation and engagement in the region.

Thus, this study aims to examine the influence of the perception of organizational support on teachers' work involvement, both directly and through the role of work motivation mediation, in the context of teachers in Indramayu Regency. Theoretically, this research contributes to the enrichment of the literature by broadening the understanding of the psychological mechanisms that bridge the relationship between POS and work engagement. Practically, the results of this study are expected to provide recommendations for schools and local governments in designing policies that support teachers, increase motivation, and strengthen their work involvement, which ultimately has a positive impact on improving the quality of education.

The Effect of Perception of Organizational Support on Teacher Work Engagement

The perception of Perceived Organizational Support (POS) has long been a major concern in the study of organizational psychology and educational management. POS refers to the extent to which an individual feels that the organization values his or her contributions as well as cares about his or her well-being (Eisenberger et al., 2025). In the context of education, this means the extent to which teachers feel that the school and the leadership are providing the attention, reward, and support they need to carry out their duties. This form of support can be in the form of emotional, instrumental, or informational support which ultimately increases motivation and teacher work involvement.

A number of previous studies have shown a strong link between perceptions of organizational support and work engagement. Klusmann et al. (2008) emphasized that organizational support is closely related to teacher well-being and teaching quality. When teachers feel supported, they show a higher level of involvement in teaching because they feel valued and cared for. Li and Serrano's (2024) research found that teachers who felt higher organizational support showed better job satisfaction and performance, while Hulpia and Devos (2010) showed that lack of principals' support negatively impacted teachers' organizational commitment. Thus, POS is an important factor in maintaining the sustainability of teacher work involvement.

In addition, organizational support also serves as a buffer against work stress and burnout. Slišković et al. (2019) emphasize that support from principals is essential to reduce emotional fatigue while increasing teacher motivation, which ultimately impacts work engagement. This is in line with research by Tran et al. (2023) and Wahib (2024) which shows that transformational leadership and a supportive organizational climate are able to strengthen teacher engagement and creativity. In other words, work engagement not only arises from internal factors such as intrinsic motivation, but is also influenced by how teachers perceive support from their organization.

Recent research also highlights the role of psychological needs in explaining this relationship. Li-Mei et al. (2022) explain that the fulfillment of basic psychological needs, such as autonomy, competence, and connectedness, can mediate the influence of organizational support on teacher well-being, which in turn increases work engagement. Selamat et al. (2013) added that a healthy organizational climate, characterized by effective communication and clear support mechanisms, has a close relationship with teachers' performance and their involvement in work. This indicates that POS creates conducive working conditions, which encourages teachers to work with full energy, dedication, and concentration.

From a theoretical point of view, this relationship is also supported by Social Exchange Theory (Blau, 1964), which states that individuals tend to reciprocate the positive treatment they receive from the organization. When teachers feel supported, they will reciprocate by showing greater commitment and involvement. Thus, teachers' work involvement can be seen as a form of reciprocity for the support they receive from the organization. Based on these theoretical and empirical descriptions, the following hypotheses can be formulated:

H1: Perception of organizational support has a positive effect on teacher work engagement

The Effect of Perception of Organizational Support on Teachers' Work Motivation

Perceived Organizational Support (POS) is seen as the extent to which teachers feel that the school values their contributions and cares about their well-being (Eisenberger et al., 2025). POS not only includes rewards in material form, but also includes emotional support, fairness, and recognition of professional competence. Within the framework of social exchange theory (Social Exchange Theory; Blau, 1964), when teachers feel they are receiving positive treatment from the organization, they tend to reciprocate by increasing motivation, loyalty, and contribution to their work. Thus, POS functions as an external factor that can strengthen teachers' intrinsic and extrinsic motivation.

Empirical research supports a positive relationship between POS and teachers' work motivation. Ompok and Teo (2021) show that continuous support from education management, especially in schools with limited resources, can significantly increase teacher motivation. These findings are in line with the research of Ereş (2011), which confirms that the support of school principals, especially those who implement transformational leadership, is able to strengthen teachers' motivation in carrying out their roles. With consistent support, teachers feel that their work is more meaningful and they are encouraged to give their best performance.

In addition, Wang's (2025) research highlights the role of organizational fairness and organizational identification in explaining the relationship between POS and motivation. Teachers who perceive fairness in organizational practices are more likely to trust their institutions, which in turn reinforces their intrinsic motivation to thrive. Alev (2024) added that the use of motivational language by school principals is able to increase the perception of support, which directly impacts teachers' motivation and work engagement. This shows that organizational support is not only in the form of policies or facilities, but also includes daily interactions that build a sense of appreciation in teachers.

However, not all studies show a strong influence of POS on motivation. Wahyudi (2024) found that in some contexts, organizational support only has a limited influence on work motivation, depending on other contextual variables such as organizational citizenship behavior and leadership style. These findings confirm that although POS generally increases motivation, its impact can vary according to the characteristics of the organization and individual teachers.

Overall, the literature concludes that the perception of organizational support plays an important role in increasing teachers' work motivation through various mechanisms, ranging from increasing a sense of justice, organizational identification, to supportive communicative interactions. In other words, the higher the level of organizational support that teachers feel, the higher their work motivation in carrying out their duties and responsibilities. Based on these theoretical and empirical descriptions, the research hypothesis can be formulated as follows:

H2: The perception of organizational support has a positive effect on teachers' work motivation.

The Influence of Work Motivation on Teacher Work Engagement

Work motivation is a psychological factor that drives individuals to act, commit, and persevere in their work. In the context of education, teacher motivation includes intrinsic motivations such as the drive to teach for personal satisfaction—and extrinsic motivations, such as material rewards and recognition from the school (Deci & Ryan, 2000). Both play an important role in encouraging work engagement, which is a positive psychological condition characterized by vigor, dedication, and absorption (Schaufeli & Bakker, 2004). Thus, highly motivated teachers tend to be more energetic, committed, and fully engaged in teaching activities.

The empirical literature shows that work motivation has a significant influence on work engagement. Nurfadhilah and Widiasih (2024) found that a positive perception of organizational support, when combined with individual motivation and resilience, is able to increase teacher involvement in work. Research by Hidayati et al. (2025) confirms that high motivation and job satisfaction serve as important mediators between organizational support and teacher engagement. This suggests that motivation is not only a direct driving factor, but also an important mechanism that strengthens the relationship between the work environment and teacher engagement.

The leadership factor also plays a role in strengthening these relationships. Yan et al. (2025) show that ethical leadership has a positive influence on teacher motivation, which further impacts work engagement. This mechanism involves POS mediation pathways and voice behavior, which shows that work motivation is a key psychological component that connects leadership, organizational support, and engagement. Furthermore, Kotera et al. (2021) assert that high intrinsic motivation is significantly correlated with better engagement, although their research focused on education students, these findings remain relevant in the context of teachers.

In addition, Wang (2024) shows that organizational factors such as workload and social support have an effect on teachers' psychological well-being, which has direct implications for engagement. A work environment that supports continuous motivation can prevent burnout, while increasing teacher

involvement in teaching. This emphasizes the importance of creating an organizational climate that not only supports structurally, but also strengthens teachers' work motivation as a prerequisite for high involvement.

From a theoretical perspective, Self-Determination Theory (Deci & Ryan, 2000) emphasizes that meeting basic psychological needs—autonomy, competence, and connectedness—will increase intrinsic motivation, which in turn encourages work engagement. Highly motivated teachers are more motivated to show vigor, dedication, and absorption in their work because they feel the work is meaningful and in line with their personal and professional goals. Based on the support of these theories and empirical evidence, the research hypothesis can be formulated as follows:

H3: Work motivation has a positive effect on teacher work involvement.

The Effect of Perception of Organizational Support on Teacher Work Engagement with Work Motivation Mediation

The perception of Perceived Organizational Support (POS) not only has a direct effect on teachers' work involvement, but also works through psychological mechanisms in the form of work motivation. Within the framework of Blau's theory of social exchange, (1964), teachers who feel supported by the organization will develop a sense of responsibility to reciprocate that support with positive behaviors, such as increased motivation and involvement in work. The support received can be in the form of professional development opportunities, recognition, and effective communication, which ultimately increases teachers' motivation to be more involved in teaching activities.

Empirical research reinforces this argument. Aliazas et al. (2023) found that when work practices are aligned with teachers' needs and motivations, it can increase motivation as well as work involvement. Feng et al. (2024) also show that a high perception of organizational support encourages positive work attitudes and behaviors, which facilitates engagement. Strong principal support has even been shown to reduce burnout and improve teachers' emotional well-being, leading to greater work engagement (Slišković et al., 2019). Thus, it can be seen that POS forms a conducive environment that strengthens motivation, which in turn encourages teacher engagement.

In addition, motivational communication and interaction also strengthen this mediation process. Alev (2024) shows that the motivational language used by school leaders contributes to building perceptions of support, which in turn increases teacher motivation and involvement. Zhao et al. (2022) add that organizational identification can strengthen this mediation pathway, because when teachers feel they are an important part of their organization, their intrinsic motivation increases and is reflected in work engagement. This is in line with the findings of Suwarno et al. (2023) who affirm that POS increases work involvement through motivation channels, not just directly.

Similar findings were also shown by Lu et al. (2018) who found that social support, teacher efficacy, and work engagement are closely related. This suggests that teacher motivation plays an important psychological mechanism that links perceptions of organizational support with work

engagement. In other words, the higher the level of organizational support felt, the higher the teacher's motivation to work, which will ultimately increase their involvement in the teaching task.

From the perspective of motivation theory, Self-Determination Theory (Deci & Ryan, 2000) also supports this view. Organizational support that meets teachers' basic psychological needs—autonomy, competence, and connectedness—will increase intrinsic motivation, which in turn encourages deeper work engagement. This confirms that work motivation is not only a consequence of POS, but also becomes the main bridge that translates organizational support into a tangible form of teacher involvement in the workplace. Based on the theoretical description and empirical findings, the research hypothesis can be formulated as follows:

H4: The perception of organizational support has a positive effect on teachers' work involvement through work motivation as a mediating variable.

METHOD

This study uses an explanatory quantitative design with a cross-sectional approach to test the influence of Perception of Organizational Support, Work Motivation, and Work Involvement on teachers in Indramayu Regency. The research locations include public and private elementary/junior high/high school/vocational schools in Indramayu, with a total of 230 teachers who were selected using proportional stratified random sampling to be representative between levels and school status. All variables were measured using a Likert scale of 1–5 (1 = strongly disagree to 5 = strongly agree). The analysis technique used is Structural Equation Modeling–Partial Least Squares (SEM-PLS) (e.g. SmartPLS/WarpPLS). The analysis was conducted in a concise manner through the evaluation of measurement models (reliability & validity) and structural models (strength of interconstruct relationships/path coefficients) with bootstrapping to test the significance and mediating effect. The selection of PLS-SEM is important because: (1) it is appropriate for intermediate sample sizes ($N=230$) and data that may not be normally distributed; (2) support mediation testing on multi-path models efficiently; (3) predictively oriented, relevant to recommend managerial interventions in schools/offices; and (4) flexible for reflective models and moderate complexity without strict assumptions such as CB-SEM.

RESULTS AND DISCUSSION

The respondents of this study were 230 teachers from various levels of education in Indramayu Regency. Based on gender, most of them are women as many as 138 people (60%), while men 92 people (40%), in line with the tendency of the teaching profession in Indonesia which is mostly filled by women. In terms of age, respondents were quite diverse, with 40 people (17.4%) under 30 years old, 88 people (38.3%) aged 31–40 years, 67 people (29.1%) aged 41–50 years, and 35 people (15.2%) aged over 50 years. This shows that the majority of teachers are of productive age, so they are relatively able to adapt to changes in curriculum and the demands of educational innovation. Judging from work

experience, 28 teachers (12.2%) have less than 5 years of service, 64 teachers (27.8%) have 6–10 years of experience, 89 teachers (38.7%) have taught for 11–20 years, and 49 teachers (21.3%) have more than 20 years of experience. This condition indicates that the majority of teachers in Indramayu have a long enough teaching experience, so they understand the dynamics of education in schools in depth.

From the last education aspect, the majority of respondents have completed bachelor's (S1) as many as 168 people (73.0%), in accordance with the minimum standards of teachers' academic qualifications as regulated by the government. In addition, there are 50 people (21.8%) who have taken postgraduate education (S2). The high proportion of teachers with S1 education shows that most of them have met the requirements of professionalism, while the existence of teachers with S2 degrees reflects a strong commitment to improving competence, deepening knowledge, and strengthening professionalism. Teachers with S2 qualifications also have the potential to be agents of change as well as role models for colleagues in developing learning and research innovations. Thus, in general, the characteristics of the respondents of this study show the profile of Indramayu teachers who are productive, experienced, and have adequate academic qualifications to support the improvement of the quality of education.

Table 1. Measurement Model

Variables	Items	Factor Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Perception of Organizational Support (X)	X1_1	0,947	0,929	0,955	0,875
	X1_2	0,932			
	X1_3	0,928			
Work Engagement (Y1)	Y1_1	0,912	0,963	0,971	0,871
	Y1_2	0,931			
	Y1_3	0,955			
	Y1_4	0,927			
	Y1_5	0,941			
Teachers' Work Motivation (Y2)	Y2_1	0,948	0,934	0,958	0,883
	Y2_2	0,938			
	Y2_3	0,933			

The results of the measurement model test in Table 1 show that all constructs in this study have met the criteria of reliability and good validity. The load factor value of all indicators is above 0.90, which means that each item has a very strong contribution in measuring its own construct. Cronbach's Alpha values for all three variables were above 0.90 (POS = 0.929; Work Engagement = 0.963; Work Motivation = 0.934), shows very high internal consistency. Similarly, the Composite Reliability (CR) value which ranges from 0.955–0.971 is also well above the minimum limit of 0.70, so it can be ensured that this instrument has excellent reliability. In addition, the Average Variance Extracted (AVE) value for the entire construct exceeds 0.80 (POS = 0.875; Work Engagement = 0.871; Work Motivation = 0.883), indicating that this research instrument has a very strong convergent validity, where each construct is able to explain more than 80% of the variance of its indicators. Thus, the instruments used

in this study were proven to be reliable and valid to measure the perception of organizational support, teachers' work motivation, and work involvement.

Table 2. R Square and Q2

	R Square	Q2
Teachers' Work Motivation	0,600	0,876
Work Engagement	0,689	

Table 2 shows that the research model has a strong explanatory ability. The R-Square value for the Teacher Work Motivation variable of 0.600 indicates that 60% of the work motivation variance can be explained by the perception of organizational support, while the remaining 40% is influenced by other factors outside the model. Meanwhile, Work Engagement has an R Square value of 0.689, meaning that almost 69% of the variance in teacher work engagement can be explained by a combination of perception of organizational support and work motivation. A Q² value of 0.876 which is far above 0 indicates a very high predictive relevance, so this model not only has statistical explanatory power, but is also able to predict well the involvement of teachers in the field.

Table 3. Results of Hypothesis Test

Connection	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Perception of Organizational Support -> Work Engagement	0,775	0,771	0,048	15,993	0,000
Perceptions of Organizational Support -> Teachers' Motivation	0,304	0,308	0,097	3,133	0,002
Teacher Motivation -> Work Engagement	0,470	0,467	0,100	4,700	0,000
Perceptions of Organizational Support -> Teachers' Work Motivation -> Work Engagement	0,364	0,359	0,078	4,650	0,000

The results of the hypothesis testing in Table 3 show that the perception of organizational support has a very strong direct influence on teacher work engagement. The path coefficient value of 0.775 with a t value of 15.993 and the significance of p of 0.000 confirms that the higher the perception of organizational support felt by teachers, the higher the level of their work involvement. These findings show that the support provided by schools and leaders, whether in the form of attention, recognition, or facilities, encourages teachers to be more enthusiastic, dedicated, and energetic in carrying out teaching tasks.

In addition, the perception of organizational support has also been shown to have a positive effect on teachers' work motivation. The results of the analysis showed a coefficient value of 0.304 with t of 3.133 and p of 0.002, which means that organizational support provides a significant boost to increase work motivation. Teachers who feel cared for and appreciated tend to be more motivated to improve

the quality of their teaching. Furthermore, work motivation also has a direct influence on work involvement with a coefficient value of 0.470, t of 4.700, and p of 0.000. This proves that motivation is an important internal factor that is able to encourage teachers to be more focused, diligent, and dedicated in carrying out their professional roles.

The results of the mediation test showed that work motivation played a significant role in bridging the relationship between the perception of organizational support and teacher work involvement. The indirect path coefficient of 0.364 with t of 4.650 and p of 0.000 proves that work motivation is able to strengthen the influence of perception of organizational support on work engagement. This means that teachers who feel organizational support are not only directly encouraged to be more involved in work, but also indirectly through increased work motivation. Thus, work motivation functions as a partial mediator that emphasizes the importance of the role of organizational support in building teacher work involvement in Indramayu Regency.

Discussion

The discussion of the results of this study shows that the perception of organizational support has a significant effect on the work involvement of teachers in Indramayu Regency. These findings are in line with the results of a study by Klusmann et al. (2008) which emphasized the close relationship between teacher well-being and teaching quality, and showed that organizational support is an important factor in creating a conducive learning environment. The research of Li and Serrano (2024) also corroborates these results with the finding that teachers who feel supported tend to have better job satisfaction and performance. On the other hand, the lack of support from school leaders can weaken the commitment of teachers' organizations as shown by the research of Hulpia and Devos (2010). Thus, high work engagement is a form of reciprocity from teachers when they feel they receive attention and support from their organization.

In addition, this study also found that the perception of organizational support has a significant effect on teachers' work motivation. This is consistent with the findings of Ompok and Teo (2021) who explain that education management support, especially in schools with limited resources, can significantly increase teacher motivation. Ereş (2011) also emphasized that the support of the principal based on a transformational leadership style is able to strengthen the motivation of teachers in carrying out their roles. In line with that, Wang (2025) states that perceptions of organizational fairness can increase teachers' trust and identification with the organization, which ultimately strengthens the intrinsic motivation to continue to grow. Thus, organizational support has been proven to not only have a direct effect on work engagement, but also play an important role in encouraging teachers' work motivation.

Other findings show that work motivation has a positive and significant effect on teacher work engagement. These results support the study of Nurfadhilah and Widiasih (2024) who found that perceptions of organizational support and individual resilience can increase teacher engagement through increased motivation. Hidayati et al. (2025) also show that job satisfaction plays a role as a

mediator that links organizational support to teacher engagement. In addition, Yan et al. (2025) added that ethical leadership contributes to increased motivation and engagement through POS mechanisms and voice behavior. In other words, teachers who have high motivation will be more energetic, dedicated, and immersed in their work, thereby improving the quality of learning in schools.

The results of the mediation analysis in this study also show that work motivation mediates the relationship between the perception of organizational support and teacher work involvement. This is in line with the findings of Zhao et al. (2022) who explain that organizational identification can strengthen the influence of organizational support on engagement through motivation. Suwarno et al. (2023) also emphasized that POS affects work engagement not only directly, but also through work motivation pathways. Furthermore, Feng et al. (2024) show that teachers who feel their emotional and professional needs are met will show a positive attitude and be fully involved in their work. Thus, it can be affirmed that organizational support creates a conducive work environment, which increases teachers' work motivation and ultimately results in higher work engagement.

CONCLUSION

Based on the results of the study, it can be concluded that the perception of organizational support has a significant effect on teacher work involvement, both directly and indirectly through work motivation. Teachers who feel valued, supported, and cared for by schools and leaders show a higher level of motivation and work involvement. This proves that organizational support not only increases satisfaction and motivation, but also has an impact on the involvement of teachers in carrying out their roles optimally. This research emphasizes the importance of creating a supportive school environment so that teachers are able to work with energy, dedication, and focus, so that the quality of education can improve.

The implication of this study is that schools and education offices in Indramayu Regency need to strengthen organizational support practices, for example through recognition of achievements, professional development opportunities, effective communication, and supportive leadership. These efforts are believed to increase motivation as well as teacher involvement in teaching tasks. Further research is suggested to expand the scope of variables by including other factors such as job satisfaction, organizational culture, or principals' leadership as additional moderation or mediation variables. In addition, the study can use longitudinal design to capture the dynamics of changes in teacher motivation and engagement over time, so that the results are more comprehensive in describing the factors that affect teacher performance.

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