

# QUALITY OF WORK LIFE AND PERCEPTIONS OF ORGANIZATIONAL SUPPORT ON TEACHER WORK ENGAGEMENT

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**Abstract.** This study aims to determine the effect of quality of work life and perceived organizational support on teacher work engagement. This research is quantitative research with a research design using correlation research and multiple linear regression. The research subjects were 83 teachers of SMK Negeri 4 Jakarta with population study techniques or the total number of respondents used. Collecting data in this study using a psychological scale and interviews. The instruments used are the quality of work life scale, perceived organizational support scale, and work engagement scale. The reliability test of the instrument using the Alpha Cronbach formula resulted in the value of  $r_{\alpha} = 0.923$  for the quality of work life scale, the value of  $r_{\alpha} = 0.938$  for the perceived organizational support scale and the value of  $r_{\alpha} = 0.918$  for the work engagement scale. Data analysis in this study used the Spearman Rank correlation technique and Multiple Linear Regression Test to test the hypothesis. The results of the study between the variables of quality of work life and perceived organizational support for work engagement showed an F value of 21.072 with a significance of 0.000 ( $p < 0.05$ ). This means that the quality of work life and perceived organizational support simultaneously have a significant influence on work engagement. The coefficient of determination ( $R^2$ ) is 0.345, meaning that the quality of work life and perceived organizational support have an influence of 34.5% on work engagement and the remaining 65.5% is influenced by other variables not examined in this study.

**Keywords:** *Quality of work life, Perceived organizational support, Work engagement*

## 1. INTRODUCTION

In the current era of globalization, education is an important asset in preparing future generations to achieve success. Humans will have good resources if humans are educated and vice versa. Education can be achieved in various ways, one of which is at school. School is a formal educational institution that systematically organizes orientation, teaching, or learning programs to help students develop their potential optimally in the moral-spiritual, intellectual, emotional, social, and physical-motor aspects. One of the tools for forming national character and playing a role in achieving the mission of education is in the hands of educators or what are called teachers. The existence of qualified teachers can support the success of learning activities in educational institutions. The teacher is the front guard in the teaching and learning process because the teacher is the person who interacts directly with students.

Currently, the quality of education in Indonesia is still not good and there are still many problems in the world of education. In particular, after the COVID-19 pandemic (global pandemic), the government inevitably adopts a distance learning policy, which can also indirectly impact the decline in the quality of education in Indonesia. The distance learning method (learning from home) is considered less effective by students, they usually study face-to-face at school, but now it has become virtual face-to-face from home. This can also cause students not to understand student material provided by the teacher and also often find several obstacles such as a lack of understanding of using the media used for online learning (e-learning), internet quota, unstable networks or devices or laptops that are owned (kompasiana.com, 2021).

Evidence of the quality of education in Indonesia is still low, including the results of the PISA (Program for International Student Assessment) which is a test on reading,

mathematics, and science. In 2018 Indonesia was ranked 10th lowest out of 78 countries with 371 points for reading, 379 for mathematics, and 396 for science. According to a survey from PERC (Political and Economic Risk Consultant), the quality of education in Indonesia is also in the lowest position, namely 12th out of 12 countries in Asia (Kastara. id, 2021). The problem of the low quality of education in Indonesia certainly cannot be solved by changing the curriculum, changing the minister or directorate general, the quality of education can only be answered by the quality of teachers or teaching staff (Mediaindonesia.com, 2018). If the quality of teachers is not improved, the quality of education will be far behind and nothing will change. Teachers are expected to always bring a spark of hope and imagination while maintaining enthusiasm and love for teaching and learning.

The profession of teacher or educator can be very difficult and challenging because student success is the main criterion for school accreditation and creating a better generation. Therefore, a teacher is needed who can provide an effective program or curriculum so that students can understand and master the material provided. In addition, to achieve good academic results, teachers also need to have high self-confidence, a sense of accomplishment, and enthusiasm, and participate fully physically and emotionally in their work. The feeling of someone who feels enthusiastic, passionate about what they do and is involved in their work, loves their job and is directly motivated by their work, tends to work harder, feels that they are an important part of the organization, and produces satisfying performance is called work engagement.

Work engagement with the teacher is the involvement and enthusiasm of the teacher in teaching students so that they are better according to the applied curriculum, reflecting the enthusiasm of the teacher in carrying out the task and being able to show the best performance. Teachers who are involved or bound by their work will display maximum performance and at the same time be able to bring out engagement in students so that they can influence students in improving their learning achievement (Muliana & Rahmi, 2019).

Work engagement will occur if there is support from the organization where they work. In general, perceptions of organizational support can be defined as a form of employee trust in how the organization values its contribution and welfare. Perceived organizational support is a form of organizational support that is perceived with the overall belief by members of the organization regarding the extent to which their organization can appreciate contributions, provide support, listen to complaints, and care about the welfare of its members (Rhoades & Eisenberger in Mujiasih, 2015). In general, if employees, or in this case, namely teachers (educators) feel that they are given support both morally and financially at work by the organization, then these employees will automatically try to repay the good treatment they receive and will dedicate themselves to work.

In addition to the form of support from the organization, there is also the quality of the work life of employees. Professional employees are employees who have good self-quality in carrying out their profession. The existence of full attention from schools to the quality of work life can increase the role and duties of teachers as educators. As good educators, teachers must be able to provide the best role so that educational goals can be achieved. If the quality of work life is good, it is expected that teacher productivity and enthusiasm will be higher, because the main goal of quality work life is to create the best work environment for all members, to be able to provide job satisfaction which of course has a positive impact on the teacher's performance and enthusiasm in the process learn how to teach.

Quality of work life is an inseparable part of the source of work because the quality of work life is an effort to fulfill the needs of employees to carry out their duties properly and efficiently while at work. Therefore, the quality of work life allows employees or teachers to feel comfortable at work. When teachers feel comfortable, they can have a positive effect on the teaching and learning process and on doing other work. According to Robbins (Nurendra & Purnamasari, 2017), the quality of work life is an organizational process that is aware of and responds to the needs of employees by developing

mechanisms to allow employees to exchange ideas fully in making decisions that are useful for designing their work lives.

Based on preliminary interviews conducted at SMK Negeri 4 Jakarta with six respondents (teachers) regarding work engagement issues, six interviewees said that they felt less enthusiastic and had weak mental resilience when facing difficulties in the teaching and learning process, which had an impact on strength aspects. Two respondents were less enthusiastic when they were given sudden assignments. In another aspect, namely, the dedication aspect, one respondent stated his intention to move to work if there was a better opportunity than the institution where he currently works, and another respondent expressed his disappointment with the institution where he worked because he felt there were other employees whose duties were mediocre but whose income was the same as work more than 100%.

On the perceived organizational support variable, the fairness aspect of the respondents who were interviewed said that the organization is indifferent to the ideas or new ideas of its members, and there is minimal opportunity for teachers to be involved in formulating policies that exist in schools. Organizations tend to listen to ideas from other people who hold a certain position. In addition, the form of appreciation given by superiors is only in the form of praise and motivation, and there is no reward for achievements that have been made.

On the quality of work life variable, on the aspect of the physical environment, the respondents who were interviewed revealed that working hours could exceed formal working hours; even outside working days teachers, were not guaranteed to be off, and they could do work outside working hours at any time. In addition, if there is work that has not been completed, the teacher will inevitably overtime.

Based on the explanation above, the researcher is interested in examining the influence of the quality of work life and perceptions of organizational support on work engagement in SMK Negeri 4 Jakarta. Researchers chose teacher respondents in this study because they are required to have good work engagement and are fully dedicated to their work and institutions to advance the quality of education in the current era. This study aimed to determine the effect of quality of work life and perceptions of organizational support on work engagement. The hypotheses in this study are as follows:

1.  $H_{a1}$ : There is a significant relationship between quality of work life and work engagement.  
 $H_{o1}$ : There is no significant relationship between quality of work life and work engagement.
2.  $H_{a2}$ : There is a significant relationship between perceived organizational support and work engagement.  
 $H_{o2}$ : There is no significant relationship between perceptions of organizational support and work engagement.
3.  $H_{a3}$ : There is a significant effect of quality of work life and perceived organizational support on work engagement.  
 $H_{o3}$ : There is no significant effect of quality of work life and perceived organizational support on work engagement.

## **2. LITERATURE REVIEW**

### **2.1 Work Engagement**

According to Schaufeli and Bakker (Zidni, 2018), work engagement is defined as a positive mental state related to work well-being. According to Gunawan (Saputri, 2021) work engagement is a positive concept that reflects whether a person is passionate, focused, and highly dedicated to doing their job in the company or organization where they work. According to Schaufeli and Bakker (Ufaira, et al., 2020), work engagement is a positive factor in carrying out tasks and can provide insight into work attitudes consisting of energy, dedication, and appreciation. Schaufeli, et al. (Schaufeli & Bakker, 2006; Ufaira, et al., 2020) defined work engagement as a positive state, a state of mind related to work, and self-fulfillment that has the characteristics of enthusiasm, dedication, and appreciation.

According to Macey, Schneider, Barbera & Young (Mujiasih, 2015) employee engagement consists of 2 aspects, namely attachment as psychic energy and attachment as behavioral energy. According to Bakker and Leiter (Mujiasih, 2015) there are 3 aspects of employee engagement: cognitive, affective, and behavioral. Schaufeli and Bakker (Ufaira, et al., 2020) explain the aspects contained in work engagement, namely strength (vigor), dedication, and appreciation (absorption).

## *2.2 Perceptions of Organizational Support*

The perception of organizational support is a global employee belief regarding the extent to which the organization values their contributions and cares about their welfare (Eisenberger, et al in Pertiwi, et al., 2019). According to Rhoades and Eisenberger (Mujiasih, 2015), perceptions of organizational support refer to employees' global beliefs based on how organizations evaluate employee contributions and provide support and care for employee welfare. In this case, the school as an organization in the educational environment is assessed by the teacher based on what has been experienced and felt while interacting with the school organization. According to Abed and Elewa (Pertiwi, et al., 2019), perceived organizational support is the extent to which employees believe that the organization values their services and considers the role of employees, and the extent to which employees need to be met by the organization.

According to Rhoades and Eisenberger (Rhoades & Eisenberger, 2002; Mujiasih, 2015), perceptions of organizational support include aspects such, as appreciation for employee contributions and concern or care about employee well-being. Rhoades and Eisenberger's research develops (Rhoades & Eisenberger, 2002; Fatdina, 2015) conduct discussions and update aspects by conducting a meta-analysis in a general form so that there are 3 (three) aspects that are the main concern of organizations that are considered good and can increase support organizations perceived by employees: fairness, superior support, rewards from the organization and working conditions.

## *2.3 Quality of work life*

According to Sinha (Nurendra & Purnamasari, 2017), quality of work life is an effort to meet the needs of employees who carry out their duties properly and efficiently at work. In addition, quality of work life can also make employees feel comfortable with their work. According to Siagian (Ruhyaningtias & Hapsari, 2013), quality of work life is the process by which organizations respond to the needs of their employees by developing special mechanisms that allow them to fully participate in making decisions about their lives at work. According to Zin (Aryansah & Kusumaputri, 2013) quality of work life is a condition where employees' needs are met; they have the opportunity to play a role in determining how they work and can contribute to the organization.

Aspects of quality of work life according to Flippo (Himam & Pratiwi, 2014) include opportunities for self-development, work participation, social relations, and safe and decent work situations. According to Zin (Aryansah & Kusumaputri, 2013), several aspects of the quality of work life are expected to improve the quality of human resources, namely growth and development, participation, superiors, salaries and benefits, social relevance, and work integration.

## **3. RESEARCH METHODS/METHODOLOGY**

This study used a quantitative research method with a correlational design. Correlational research is conducted by researchers to determine the level of relationship between two or more variables, without making changes, additions, or manipulation of existing data (Arikunto, 2014). The data analysis technique used in this study used descriptive statistics. In this study, researchers used a population study, and the subjects were all teachers at SMK Negeri 4 Jakarta, which had 83 members.

Data were collected using interviews and a psychological measurement scale. The measurement tools used in this study were the modified quality of work life scale from the behavioral indicators developed by Zin (2004), the modified perceptions of organizational support (SPOS) scale, and the modified work engagement scale (UWES). This study used the Likert scale as the research instrument.

Data analysis in this study included descriptive techniques, assumption tests, and correlation tests. Descriptive statistics are used to analyze data by describing the data that have been collected as they do not intend to make general conclusions or generalizations. The assumption test carried out is the variable normality test using the Kolmogorov-Smirnov one sample and the independent variable linearity test with the dependent variable. Hypothesis testing or correlation testing is based on the results of normality and linearity tests, namely, the Spearman Rank test and multiple linear regression tests.

#### 4. RESULTS AND DISCUSSION

Based on the assumption test carried out, namely the variable normality test using the Kolmogorov-Smirnov one sample with the help of IBM Statistics 26, the resulting Kolmogorov-Smirnov coefficient on the quality of work life variable is 0,001 ( $p < 0,05$ ) or not normally distributed, on the perceived organizational support variable, which is 0,151 ( $p > 0,05$ ) or normally distributed, and on the work engagement variable, which is 0,200 ( $p > 0,05$ ) or normally distributed. Based on the results of the normality test, we can then determine which data analysis technique will be used in the nonparametric type. Therefore, to test the hypothesis based on the results of the normality test, Spearman's rank test was used. The results of the normality test can be seen in Table 1 below.

**Table 1 Normality Test Results**

Variable	Sig. (2-tailed)	Sig	Information
Quality of work life	0,001	$p < 0,05$	Not normal
Perceptions of organizational support	0,151	$p > 0,05$	Normal
Work engagement	0,200	$p > 0,05$	Normal

The next assumption test, namely the linearity test, the linearity test also aims to determine whether the two variables have a linear relationship between the independent and dependent variables. The basis for making decisions in the linearity test can be done using the guidelines from Widhiarso (2010), namely, by looking at the significance value of linearity. The results of the linearity test in this study are as follows.

**Table 2 Linearity Test Results**

Variable	F	Linearity	Dev. Linearity	Information
Quality of work life on work engagement	0,658	0,000 ( $p < 0,05$ )	0,873 ( $p > 0,05$ )	Linear
Perceptions of organizational support for work engagement	1,716	0,000 ( $p < 0,05$ )	0,043 ( $p > 0,05$ )	Linear

Based on the values of the Sig. Deviation from linearity X1 with Y, that is,  $0,873 > 0,05$  (linear), while the value of Sig. The deviation from linearity X2 and Y is  $0,043 < 0,05$  (not linear). For linearity  $< 0,05$ , then linear regression can be used to explain the influence of existing variables (Widhiarso in Apriliana, 2010). Based on the linearity test above, it can be seen that the independent variable of quality of work life on work engagement shows a linearity significance value of 0,000 where the value is  $< 0,05$ , which means it's linear. Furthermore, the variable perceived organizational support on work engagement shows a significance value of 0,000 where the value is  $< 0,05$ , which means linear. Based on the assumption test that was carried out, the data analysis technique can be determined, namely, the nonparametric type. Therefore, we next tested the correlation or tested the hypothesis using Spearman's rank test and multiple linear regression analysis.

**Table 3 Spearman's Rank Correlation Test Results**

Variable	Spearman Correlation Coefficient	Sig	Information
Quality of Work Life with Work Engagement	0,539	0,000	Significant (There is a relationship)

Perceptions of Organizational Support with Work Engagement	0,521	0,000	Significant (There is a relationship)
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In the correlation test the researcher used Spearman's Rho Correlation with the help of the IBM SPSS Statistics 26 application for Windows. The results of the Spearman Rank correlation test between the variable quality of work life and work engagement are positively and significantly correlated with a correlation coefficient of 0,539, the category is quite strong and produces a Sig (2-tailed) value of 0,000 ( $p \leq 0.05$ ). Thus, it can be concluded that  $H_{01}$  is rejected and  $H_{a1}$  is accepted, so this means that there is a significant relationship between quality of work life and work engagement for teachers at SMK Negeri 4 Jakarta. Based on the correlation coefficient reference Sarjono and Julianita (2011) the number 0,539 illustrates that the relationship between quality of work life and work engagement is quite strong. With a positive correlation, the relationship between the two variables was unidirectional. Thus, the higher the quality of work life, the higher the work engagement of teachers in SMK Negeri 4 Jakarta.

Rahmayuni & Ratnaningsih (2018) in their research stated that the quality of work life has a positive correlation and makes an effective contribution of 11.9% to work engagement for tv X Jakarta journalists. This is also in line with Kumalawati and Aulia's research (2021), which revealed a relationship between quality of work life and work engagement. Quality of work life makes an effective contribution of 13,86% to work engagement. That is, the higher the quality of work life, the higher the work engagement of the BNPP employees.

The results of the Rank Spearman correlation test between the variables perceived organizational support and work engagement are stated to be positively and significantly correlated with a correlation coefficient of 0,521, the category is strong enough to produce a Sig (2-tailed) value of 0.000 ( $p \leq 0,05$ ). Thus, it can be concluded that  $H_{02}$  is rejected and  $H_{a2}$  is accepted; thus, so this means that there is a significant relationship between perceptions of organizational support and work engagement for teachers in SMK Negeri 4 Jakarta. Based on the correlation coefficient reference Sarjono and Julianita (2011), the number 0.521 illustrates that the relationship between perceived organizational support and work engagement is quite strong. With a positive correlation, the relationship between the two variables was unidirectional. Thus, the higher the perception of organizational support, the higher the work engagement of teachers in SMK Negeri 4 Jakarta.

The results of this research are in line with research (Pertiwi, et al., 2019), which revealed that there is a relationship between perceptions of organizational support and work engagement among employees of PT Pelindo III (Persero) Banjarmasin Branch. The positive relationship obtained indicates that the higher the perceived organizational support, the higher the work engagement of PT Pelindo III (Persero) Banjarmasin Branch employees. In this study, the effective contribution of perceptions of organizational support to work engagement was 21,2%.

The same thing was also found in research conducted by Ahmadi, Tavakoli and Heidary (2014) which revealed that perceived organizational support with employee engagement has a positive and significant relationship. The high perception of organizational support felt by employees can be due to the belief that the company values the performance that has been carried out by employees and that there is fair treatment from the company (Setiawan in Julita & Andriani, 2017). Research by Megawati & Khadijah (2020) also revealed that there is a significant positive relationship between the variable perceived organizational support for work engagement with a close relationship of 49,5%.

**Table 4 Multiple Linear Regression Test Results**

Model	Coefficient $\beta$	T	Sig
Constant	23,204	3,228	0,002
Quality of work life	0,450	3,454	0,001
Perceptions of organizational support	0,089	1,106	0,272
Uji F	21,072		0,000 <sup>b</sup>

R	0,587 <sup>a</sup>
Koefisien Determinasi ( $R_2$ )	0,345
Adjusted R	0.329

The multiple linear regression test aims to determine how much influence quality of work life and perceived organizational support have on work engagement. The results of multiple linear regression tests from this study indicate that quality of work life and perceived organizational support simultaneously affect work engagement for teachers at SMK Negeri 4 Jakarta with an F value of 21,072, and the significance test results show a significant value of 0,000. When compared to  $\alpha=0,05$ , the value of Sig. smaller than  $\alpha$  (Sig. $\leq\alpha$ ), that is,  $0.000\leq0.05$ ; therefore, the effect is significant. Therefore, it can be concluded that  $H_{a3}$  is accepted, or  $H_{o3}$  is rejected.

Based on the above table, it can be seen that  $H_{o3}$  is rejected and  $H_{a3}$  is accepted, which means that there is an influence between the variable quality of work life and perceptions of organizational support on work engagement in teachers at SMK Negeri 4 Jakarta. The coefficient of determination (R) was 0,587 and the coefficient ( $R_2$ ) was 0,345. This explains why the independent variables (quality of work life and perceptions of organizational support) contribute to the influence of the dependent variable (work engagement) of 34,5% while the remaining 65,5 % is influenced by other variables not examined in this study.

According to the researcher's analysis, these results are consistent with the influence test on the third hypothesis, which results in a positive and significant influence of the quality of work life and perceived organizational support on teacher engagement at SMK Negeri 4 Jakarta. The direction of the positive influence indicates a unidirectional influence. This means that the higher the quality of work life and one's perception of organizational support, the more bound a person is on his work. Based on the two independent variables used in this study, namely, quality of work life and perceived organizational support, the variable that most influences work engagement is quality of work life (beta coefficient of 0,450) compared to perceptions of organizational support (beta coefficient of 0,089).

The description of the research variables aims to obtain a description of the scale. Based on the psychological measurement scale that was distributed, variable descriptions of the quality of work life, perceptions of organizational support, and work engagement were obtained. Then, the three variables are measured, each divided into three parts: low, medium, and high. The following is a table and complete description of each variable:

**Table 5 Research Variable Categorization**

Variable	Category		
	Low	Medium	High
Quality of work life	-	11 (13,3%)	72 (86,7%)
Perceptions of organizational support	1 (1,2%)	35 (42,2%)	47 (56,6%)
Work engagement	-	12 (14,5%)	71 (85,5%)

Based on data processing from 83 research subjects, the results of the description of the quality of work life variable with none (0) were in the low category, 11 (13%) were in the medium category, and 72 (86.7%) were in the high category. Thus, it can be concluded that the variable quality of work life in this study is dominated by the majority of respondents in the high category. This means that the majority of teachers at SMK Negeri 4 Jakarta consider the quality of their work life to be good, marked by the existence of a career development program for teachers; teachers can participate in agencies; there is good conflict resolution, both in communication and relationships with colleagues; compensation is also decent and fair, and can create a synergistic relationship between work and other aspects of life.

In line with this, in research conducted by Suhara (2013), the quality of work life is the level of individuals (employees) meeting their personal needs while they are still employed. However, it also requires response and effort from the company or institution to meet the needs of their employees. Quality of work life is a process in which

organizations respond to the needs of employees by developing mechanisms that allow them to share fully in making decisions that design their lives (Tabassum in Ruhyaningtias & Hapsari, 2013). The quality of work life in an organization or institution is an effort by the leadership to meet the needs of its members and organization. Quality of work life is also the degree of fulfillment of human needs in a work environment.

Based on this, it means that the majority of teachers at SMK Negeri 4 Jakarta have a good quality of work life. This description indicates that quality of work life has a relationship with work engagement, where the relationship is positively significant and closeness is at a fairly strong level. This means that the higher the level of quality of work life for each individual at work, the higher his work engagement. The more teachers who have a high quality of work life, the more teachers can complete their duties well, are able to survive and be attached to their current job, and achieve organizational goals optimally.

Based on data processing from 83 research subjects, the results of the description of the variable perception of organizational support with one person (1.2%) were in the low category, 35 people (42.2%) were in the medium category, and 47 people (56.6%) were in the high category. Thus, it can be concluded that the variable perception of organizational support in this study is dominated by the majority of respondents in the high category. This means that the majority of teachers at SMK Negeri 4 Jakarta have a good perception of organizational support, indicated by support from superiors who appreciate the contributions made by teachers.

It can be concluded that the majority of teachers at SMK Negeri 4 Jakarta felt the form and support provided by the organization. However, the organization, in this case, the school institution, continues to strive for teachers and/or professional educators to feel that there is organizational (school) support, both showing support for ideas from teachers, helping to solve problems felt by each teacher, and improving the welfare of teachers.

The results of the description of the work engagement variable with none (0) were in the low category, 12 people (14.5%) were in the medium category, and 71 people (85.5%) were in the high category. Thus, it can be concluded that the work engagement variable in this study was dominated by the majority of respondents in the high category. This means that the majority of teachers at SMK Negeri 4 Jakarta feel attached to their work, characterized by having high enthusiasm at work, having high dedication to their current job and profession, and experiencing appreciation for their work.

In this study, there was no difference in work engagement between teachers and employees with civil servant status and those who were not civil servants. However, contract employees have several advantages: they tend to try to learn new things at work and express more or bring up a sense of desire at work. The status of employees or non-permanent employees indirectly makes individuals work harder and improves their performance to maintain the company or agency where they work. Putro and Nanda (2021) found that work status that differentiates between permanent and non-permanent employees will certainly affect the rights that employees will receive. One of the rights received by employees is wages and benefits. The payment of benefits and allowances is a dimension of the quality of work life or a factor affecting work engagement. This is also in line with the research of Fadzlul and Semi (2018), who state that there is no difference in employee engagement between civil servants and non-PNS employees.

## **5. CONCLUSION**

Based on the results of research that has been done, calculations and analysis, it can be concluded that the results are as follows, based on the correlation test or hypothesis testing, there is a positive and significant relationship between the quality of work life and work engagement for teachers at SMK Negeri 4 Jakarta with a correlation coefficient of 0,539, meaning that the higher the quality of work life, the higher the work engagement of teachers at SMK Negeri 4 Jakarta and  $H_{a1}$  is accepted and  $H_{01}$  is rejected. The results of testing the second hypothesis also show a positive and significant relationship between perceptions of organizational support and work engagement for teachers at SMK Negeri 4 Jakarta with a correlation coefficient of 0,521, meaning that



the higher the perception of organizational support, the higher the teacher's work engagement at SMK Negeri 4 Jakarta and  $H_{a2}$  accepted, and  $H_{02}$  rejected. In testing the third hypothesis, there is also a significant influence between the quality of work life and perceived organizational support for work engagement for teachers at SMK Negeri 4 Jakarta, with a coefficient of determination of 0,345 or an effective contribution of 34,5%.

Researchers submit suggestions for future research to choose respondents based on the characteristics of employment status, such as teachers or non-PNS employees, to measure work engagement in the school environment and increase the number of subjects from various schools in Jakarta. Future researchers are also encouraged to analyze other variables that might affect work engagement, such as leadership, organizational culture, social support, and rewards, so that they can diversify and broaden knowledge in the world of research.

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