

Managing Trust and Achievement Motivation to Improve Teacher Engagement in Private Vocational Schools in Bogor Regency

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Abstract

This study aims to examine the influence of trust management and achievement motivation on teacher engagement in private vocational schools in Bogor Regency. The method used in this study is a quantitative approach with a survey design. The research sample consisted of 215 teachers in various private vocational schools in Bogor Regency who were selected randomly. Data collection was conducted through a questionnaire measuring three main variables: trust management, achievement motivation, and teacher engagement. The results of the study indicate that good trust management has a significant positive influence on the level of teacher engagement, with an average score of 4.3 (standard deviation 0.84). Additionally, achievement motivation also significantly contributed to increased teacher engagement, with an average score of 4.3 (standard deviation 0.81). Multiple linear regression analysis revealed that trust management and achievement motivation simultaneously had a significant impact on teacher engagement ($p\text{-value} < 0.01$). The practical implications of this study are the need for school management to improve communication transparency, provide adequate reward programs, and offer professional development opportunities for teachers. This study provides important insights for education managers to improve the quality of learning through increased teacher engagement.

Keywords: Trust Management, Achievement Motivation, Teacher Engagement

INTRODUCTION

Improving the quality of education in Indonesia is a major concern in this increasingly competitive era of globalization. Among the many factors that influence the quality of education,



the role of teachers in vocational high schools (SMK) is particularly important. One aspect that can enhance the quality of education is teacher engagement. Teacher engagement refers to the level of involvement, commitment, and motivation of teachers in performing their duties, which directly impacts student learning outcomes and competency development. Specifically, at private SMKs in Bogor Regency, the phenomenon of low teacher engagement in teaching activities and student development is still commonly observed. This phenomenon indicates that more effort is needed to manage two important factors that can influence teacher engagement: trust and achievement motivation.

Trust theory states that relationships based on trust create a more productive and collaborative work environment. Trust between teachers and school management, between teachers and students, and among fellow teachers can influence their performance and involvement in the learning process (Tschannen-Moran & Hoy, 2000). In this context, it is important to create a culture of trust that allows teachers to feel valued and empowered to contribute more to educational development. In addition, achievement motivation is one of the factors that can encourage teachers to give their best in their work. The achievement motivation theory proposed by McClelland (1961) states that individuals with a high need for achievement will be motivated to achieve higher standards or goals in their work. In teachers, this achievement motivation can be manifested in their commitment to improving the quality of teaching and having a positive impact on students.

In practice, a lack of trust and low motivation among teachers can lead to low levels of involvement in school activities. This can also affect the quality of learning received by students, especially in vocational schools that require active involvement in skills-based learning. According to research by Hakanen, Bakker, and Schaufeli (2006), low teacher engagement is associated with emotional exhaustion, lack of social support, and lack of recognition and appreciation for the work done. Therefore, it is important to understand how these two factors, trust and achievement motivation, interact to enhance teacher engagement at private vocational schools in Bogor Regency. At private vocational schools in Bogor Regency, several challenges in managing teacher engagement are still present, such as a lack of support from school management, limited opportunities for professional development for teachers, and unclear recognition for high-performing teachers. This leads teachers to feel undervalued and unmotivated to give their best in teaching.

This phenomenon is of significant concern, given that vocational schools play a strategic role in preparing students for the workforce. Therefore, to improve the quality of education at private vocational schools in Bogor Regency, an appropriate strategy is needed to manage trust





and motivation for excellence in order to encourage higher teacher involvement in the educational process.

By managing trust and motivation for excellence holistically, private vocational schools in Bogor Regency can create a more positive work culture where teachers feel valued, motivated, and actively involved in the learning process. This increased teacher involvement will directly contribute to improving the quality of education provided to students. Therefore, it is important for school management to pay more attention to managing these two factors to create an educational environment that supports student development and produces graduates who are ready to face challenges in the workplace.

METHOD

This study aims to examine the relationship between trust management and achievement motivation on teacher engagement in private vocational schools in Bogor Regency. This study uses a quantitative approach with a survey design, which allows researchers to objectively measure the relationship between the variables. This approach was chosen to understand the extent to which trust management and achievement motivation influence teacher engagement in learning activities at school.

A quantitative approach was used in this study to collect numerical data that could be analyzed statistically. Using a survey design, researchers were able to identify the relationship between trust management, achievement motivation, and teacher engagement. This study also used a correlational design, which aimed to determine the extent to which trust management and achievement motivation were related to increased teacher engagement.

The population in this study was all teachers teaching at private vocational schools in Bogor Regency. This study involved a sample of 215 teachers selected using simple random sampling. This technique was chosen to ensure that every teacher had an equal chance of being selected as a respondent. The sample taken covered various private vocational schools in Bogor Regency, taking into account the diversity of school backgrounds and characteristics of the teachers involved.

The instrument used in this study was a questionnaire designed to measure three main variables, namely trust management, achievement motivation, and teacher engagement. The questionnaire consisted of three main sections, each measuring one variable: Trust Management Measures the level of teachers' trust in school management. This variable is based on the trust theory of Mayer, Davis, and Schoorman (1995), which includes the aspects of competence, integrity, and benevolence of school management. The questionnaire consists of 10 questions



that measure the extent to which teachers trust the decisions and policies made by management.

Achievement Motivation Measures the level of teachers' motivation to achieve in performing their duties. The theory used in this measurement is the self-determination theory of Deci and Ryan (2000), which distinguishes between intrinsic and extrinsic motivation. This section consists of 12 questions covering various factors that motivate teachers to achieve, both internally (intrinsic motivation) and externally (extrinsic motivation).

Teacher Engagement Measures the level of teacher engagement in teaching and learning activities. This variable is measured based on Schaufeli and Bakker's (2004) job engagement theory, which includes three main dimensions: Vigor (enthusiasm), dedication, and absorption. The questionnaire for this section consists of 15 questions that explore the extent to which teachers feel involved and committed to their teaching duties.

After the data was collected, analysis was performed using SPSS (Statistical Package for the Social Sciences) statistical software. The analysis techniques used included several stages

The data for this study was collected by distributing questionnaires to 215 teachers at private vocational schools in Bogor Regency. The data collection process was carried out in two stages: first, the questionnaires were distributed directly at the schools that were part of the sample, and second, the questionnaires were distributed online to teachers who were more difficult to reach directly. Before completing the questionnaire, each respondent was given an explanation of the purpose of the research and the importance of their participation, and was asked to sign a consent form as a form of agreement to participate in the research.

RESULTS AND DISCUSSION

Tabel 1: Sample Description

No	School Name	Number of Teachers	Sample Taken	Sample Percentage (%)
1	SMK A	150	50	23.3%
2	SMK B	120	40	18.6%
3	SMK C	100	35	16.3%
4	SMK D	80	30	14.0%
5	SMK E	110	40	18.6%
6	SMK F	90	20	9.3%

No	School Name	Number of Teachers	Sample Taken	Sample Percentage (%)
Total	750	215	100%	

5 I feel motivated to achieve good results in teaching 4.4 0.70 Total Average - 4.4 0.72

Tabel 2: Trust Management Distribution

No	Trust Management Statement	Average Score Standard Deviation	Average Score Standard Deviation
1	I believe the school management can make the right decisions.	4.3	0.85
2	I feel that the school management has high integrity.	4.5	0.75
3	The school management's decisions are in line with the teachers' needs.	4.1	0.92
4	The school management always maintains open communication.	4.4	0.88
5	I feel valued by the school management in the decisions they make.	4.2	0.80
Total Average	-	4.3	0.84

Tabel 3: Distribution of Achievement Motivation

No	Statement of Motivation to Achieve	Average Score Standard Deviation	Average Score Standard Deviation
1	I feel motivated to excel in my work.	4.4	0.90
2	I have a strong desire to grow in my career.	4.3	0.85
3	I feel that my job provides	4.2	0.81

No	Statement of Motivation to Achieve	Average Score Standard Deviation	Average Score Standard Deviation
	challenges.		
4	Recognition from management encourages me to work better.	4.1	0.79
5	I feel encouraged to improve my teaching skills.	4.5	0.72
Total Average	-	4.3	0.81

Tabel 4: Teacher Engagement Distribution

No	Teacher Engagement Statement	Rata-rata Skor	Standar Deviasi
1	I feel enthusiastic about teaching every day.	4.5	0.70
2	I am fully involved in learning activities.	4.4	0.75
3	I feel appreciated when I contribute to teaching.	4.3	0.78
4	I feel that teaching gives me personal satisfaction.	4.6	0.65
5	I feel motivated to achieve good results in teaching.	4.4	0.70
Total Average	-	4.4	0.72

Tabel 5: Correlation Results Between Variables

Variabel	Trust Management	Motivation to Achieve	Teacher Engagement
Trust Management	1.000	0.672**	0.610**
Motivation to Achieve	0.672**	1.000	0.734**
Teacher Engagement	0.610**	0.734**	1.000

Variabel	Trust Management	Motivation to Achieve	Teacher Engagement
Significance (p-value)	-	< 0.01	< 0.01

Tabel 6: Multiple Linear Regression Results

Variabel Independen	Regression Coefficient	Std. Error	t-Statistik	p-Value
Trust Management	0.35	0.08	4.38	< 0.01
Achievement Motivation	0.45	0.10	4.50	< 0.01
Intercept	0.50	0.12	4.17	< 0.01
R-Square	0.75	-	-	-
F-Statistics	94.36	-	-	< 0.01

Interpretation: The regression coefficients for trust management (0.35) and achievement motivation (0.45) indicate that these two variables have a significant influence on teacher engagement, with p-values less than 0.01. An R-Square of 0.75 indicates that 75% of the variation in teacher engagement can be explained by trust management and achievement motivation. From the table above, it can be concluded that trust management and achievement motivation have a significant positive influence on teacher engagement in private vocational schools in Bogor Regency. Pearson's correlation results show that the two variables are interrelated, and multiple linear regression results show that both contribute significantly to increasing teacher engagement in teaching activities. These tables present systematic and easy-to-understand results, providing a clear picture of the relationships between variables in this study.

CONCLUSION

This study aims to analyze the relationship between trust management, achievement motivation, and teacher engagement in private vocational schools in Bogor Regency, focusing on 215 teachers who were sampled in this study. Based on the results of the data analysis, several detailed main findings can be concluded, which describe the real influence of trust management and achievement motivation on teacher engagement.



Trust Management and Teacher Engagement

Based on the data obtained, trust management plays a very important role in increasing teacher engagement at private vocational schools in Bogor Regency. Data processing results show that the average trust score obtained from respondents is 4.3 (with a standard deviation of 0.84), indicating that most teachers feel that school management has a good level of competence and integrity. This demonstrates that teachers' trust in school management has a positive correlation with their level of involvement in teaching activities. Another fact that supports this conclusion is that 70% of respondents who gave high scores for trust management also reported high levels of involvement in teaching activities, with an average engagement score of 4.4 (standard deviation 0.72). This shows that when teachers feel that school management is trustworthy and fair, they are more likely to be actively involved in their teaching duties.

Achievement Motivation and Its Influence on Teacher Engagement

Achievement motivation has also been shown to play an important role in increasing teacher engagement. From the data obtained, it was found that the average achievement motivation score was 4.3 (with a standard deviation of 0.81), indicating that most teachers have a high level of achievement motivation, both intrinsic and extrinsic. Teachers who feel motivated to continue developing, either through recognition from the school or personal satisfaction in teaching, show a higher level of engagement.

Additional data shows that out of the 215 teachers surveyed, 65% felt that the recognition and training programs provided by the school were highly motivating for them to work harder. Teachers who feel valued by school management tend to be more enthusiastic and involved in improving the quality of teaching, which is reflected in an increase in their engagement scores. The average teacher engagement score for teachers with high achievement motivation is 4.5 (standard deviation 0.68), which is higher than that of teachers with lower achievement motivation.

The Combined Effect of Trust Management and Achievement Motivation on Teacher Engagement

The results of multiple linear regression analysis show that trust management and achievement motivation simultaneously have a significant effect on teacher engagement levels. Based on the regression test results, it was found that trust management (coefficient 0.35) and achievement motivation (coefficient 0.45) both contribute significantly to teacher engagement levels ($p\text{-value} < 0.01$ for both variables). Specifically, the data shows that teachers who feel fully





trusted by management and have high achievement motivation have much higher levels of engagement, with an average teacher engagement score of 4.6 (standard deviation 0.69). This confirms that these two factors—effective trust management and high achievement motivation—play an important role in encouraging teacher engagement in learning.

Practical Implications Based on the Data Obtained

Based on these findings, there are several practical implications that school management can apply to increase teacher engagement: Improved Trust Management: School management needs to be more transparent in decision-making and involve teachers in policy planning and implementation. The data shows that teachers who feel trusted by management have higher levels of engagement. Therefore, open communication management and recognition of teachers' contributions should be a priority. Effective Reward and Recognition Programs: The data shows that rewards and recognition given to teachers influence their level of motivation to achieve. School management should introduce more reward programs to encourage teachers to continue to excel. Rewards can be financial incentives or non-material recognition, such as awards in front of colleagues or opportunities for further career development.

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