The Influence of Collaborative Leadership and Organization Based Self-Esteem on Work Engagement of Public Junior High School Teachers

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Abstract

Teachers are one of the most important human resources in education. Frequent curriculum changes, teachers' lack of understanding in running a digital-based education system, and the many administrative tasks that must be fulfilled make teachers rarely engage and contribute to the latest education system. This is due to the complexity of the teacher's role and the demands of a busy job. This study uses a quantitative approach with survey method and Structural Equation Modeling (SEM). The research data were obtained by questionnaire. The survey involved 148 teachers as samples. The sampling technique used simple random sampling. The results showed that (1) There is a direct effect of collaborative leadership on teacher work engagement with an Original Sample (O) value of 0.512 and P Values 0.000. (2) There is a direct effect of organizational based self esteem on teacher work engagement with an Original Sample (O) value of 0.206 and P Values 0.032. (3) There is a direct effect of collaborative leadership on organizational based self esteem with an Original Sample (O) value of 0.68 and P Values 0.000. (4) There is an indirect effect of collaborative leadership on teacher work engagement through organizational based self esteem with an Original Sample (O) value of 0.14 and P Values 0.038. The results of this study reinforce the urgency of the role of collaborative leadership and the importance of organizational based self esteem in improving teacher work engagement. The implications of this study highlight the importance of supporting teachers in facing changes and challenges and emphasize the need for leadership that motivates and builds teacher confidence.

Keywords: collaborative leadership of school principals, organization based self-esteem, work engagement, public junior high school teachers

Introduction

In carrying out the educational process, of course, a student does not escape the duties of the teacher. As in Law Number 14 of 2005 which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

According to a survey from PERC (Politic and Economic Risk Consultant), the quality of education in Indonesia is in the last place, namely 12th out of 12 countries in Asia. Pustekkom survey results show that around 60 percent of teachers in Indonesia are stuttering in information technology. Even the emergence of the term Gaptek teachers who are forced to be literate in science and technology. One of the reasons for the low quality of education in Indonesia is the low quality of teachers. The results of the UKG in 2012-2022, around 81% of teachers in Indonesia did not even reach the minimum score. In Bekasi City in 2022, the average UKG score for teachers was only 61.4 out of a passing standard score of 70 (Ministry of Education and Culture, 2023). The data shows the low competence of teachers in Bekasi city. The challenge

for teachers today is not only in the realm of competence but the ability of teachers to adapt to digital innovations in the world of education. .

Frequent curriculum changes, teachers' lack of understanding in running a digital-based education system, and the many administrative tasks that must be fulfilled make teachers rarely engage and contribute to the latest education system. This is due to the complexity of the teacher's role and the demands of a busy job. Associated with a sense of passion, enthusiasm, and being absorbed in work in the organization is commonly referred to as work engagement. According to Bakker & Albrecht (2018), work engagement is an attitudinal condition that occurs in a person when they feel fully involved in their work activities.

The problem of low teacher work engagement is also seen in the state junior high school in Jatiasih sub-district, Bekasi city. The results of the preliminary study obtained from interviews and observations on October 03 to 05, 2023 at 11.00 to 14.00 WIB with the deputy principal for curriculum at the State Junior High School in Jatiasih sub-district, Bekasi city obtained the results that many teachers are not enthusiastic in teaching, which is indicated by the majority of teachers are often late for teaching, leaving the class before the learning time ends. Most teachers are unable to innovate digital-based learning models, so the learning process in the classroom is monotonous and boring, because the learning model is not relevant to the needs of students. In addition, teachers also admitted to facing problems with the initial change to the independent curriculum, which was considered a difficult challenge. Most teachers only use the same annual management, teachers focus more on doing administrative tasks when requested by the principal. This is because the workload is too great for teachers and also facing a very large number of students with 38-40 students per class which causes teachers to be exhausted in carrying out their duties.

Teachers of SMP Negeri Jatiasih District, Bekasi City are very interesting and relevant research objects because they face the problem of very low work engagement, in schools in the area, teacher work engagement is very low. Developing and solving solutions to improve teachers' work engagement in these schools is very important to improve the quality of these teachers. The research on teachers of public junior high schools in Jatiasih Sub-district, Bekasi City can be a reference and guide to develop effective programs and strategies to improve teachers' work engagement in schools in the area. This research can also be a reference for the government and other parties related to education to improve the education system in the area and increase teacher performance.

Overall, this research is different from previous studies because it includes collaborative leadership variables to see how the principal's leadership, organizational based self-esteem of teachers and the topic of the problem raised about the phenomenon of teacher work engagement which has not been widely studied in the domain of educational research. Therefore, the research wants to provide new contributions and innovations in understanding the importance of collaborative leadership and organizational based self-esteem and how it relates to teacher work engagement in the educational environment.

Method

This research was conducted in junior high schools in Jatiasih Sub-district, Bekasi City, West Java Province. The unit of analysis in this study was teachers at the junior high school in Jatiasih District, Bekasi City. The number of respondents in this study was 148. The instrument used in this study was a questionnaire that aimed to evaluate teachers' perceptions of principals' collaborative leadership. The questionnaires consisted of 30 questions each, developed based

on theories supporting the three variables, which had been tested for validity and reliability by a group of teachers who were not respondents.

This study uses a quantitative research approach survey method. Sugiyono (2018) explained that the quantitative approach applies data consisting of survey numbers collected from research samples and then analyzed through statistical analysis techniques. The data that has been collected will be analyzed by Structural Equation Modeling (SEM) through the help of SmartPLS 4 software (Piaw, 2023). Using SEM, researchers can analyze complex models and see how variables interact with each other simultaneously. In addition, SEM can also provide information about the quality of the model built, identify the most influential variables, and test theories that are thought to be relevant in research. Therefore, the use of SEM as an analytical method can help researchers in understanding the relationship between complex variables in research.

Results

1. PLS SEM Data Testing.

A. *Outer* Model Test

a) Indicator validity (*Outer loadings*) and *Convergent Validity* (AVE)

Table 1. *Validity* indicators (*Outer loadings* and *Convergent Validity (*AVE))

Variabel laten	Indikator	Loading (>0.70)	AVE(>0,5)
X₁ Kepemimpinan Kolaboratif	X1.1	0.840	0.642
	X1.10	0.799	
	X1.11	0.763	
	X1.12	0.836	
	X1.13	0.773	
	X1.14	0.823	
	X1.15	0.835	
	X1.16	0.800	
	X1.17	0.786	
	X1.18	0.792	
	X1.19	0.790	
	X1.2	0.819	
	X1.20	0.814	
	X1.21	0.824	
	X1.22	0.795	
	X1.23	0.821	
	X1.24	0.753	
	X1.25	0.809	
	X1.26	0.779	
	X1.27	0.790	
	X1.28	0.822	
	X1.29	0.771	
	X1.3	0.767	
	X1.30	0.821	
	X1.4	0.834	
	X1.5	0.781	
	X1.6	0.836	
	X1.7	0.794	
	X1.8	0.810	
	X1.9	0.745	
X₂ Organizational Based Self Esteem	X2.1	0.802	0.639
	X2.10	0.774	
	X2.11	0.784	
	X2.12	0.807	
	X2.13	0.778	
	X2.14	0.776	
	X2.15	0.818	
	X2.16	0.796	
	X2.17	0.826	
	X2.18	0.796	
	X2.19	0.785	
	X2.2	0.796	
	X2.20	0.821	
	X2.21	0.816	
	X2.22	0.781	
	X2.23	0.768	
	X2.24	0.825	
	X2.25	0.790	

X2.26	0.833	
X2.27	0.824	
X2.28	0.814	
X2.29	0.828	
X2.3	0.805	
X2.30	0.758	
X2.4	0.835	
X2.5	0.794	
X2.6	0.783	
X2.7	0.817	
X2.8	0.804	
X2.9	0.728	
Y *Work Engagement* Y.1	0.768	0.656
Y.10	0.770	
Y.11	0.747	
Y.12	0.809	
Y.13	0.795	
Y.14	0.816	
Y.15	0.811	
Y.16	0.826	
Y.17	0.789	
Y.18	0.806	
Y.19	0.809	
Y.2	0.819	
Y.20	0.813	
Y.21	0.806	
Y.22	0.824	
Y.23	0.820	
Y.24	0.810	
Y.25	0.827	
Y.26	0.835	
Y.27	0.845	
Y.28	0.821	
Y.29	0.797	
Y.3	0.794	
Y.30	0.823	
Y.4	0.817	
Y.5	0.800	
Y.6	0.822	
Y.7	0.802	
Y.8	0.823	
Y.9	0.841	

Source: Research data processed using SmartPLS 4

Based on the validity table (Outer loadings) and Convergent Validity (AVE), the following information can be found:

1. All factor loadings are below 0.70
2. The Average Variance Extracted (AVE) value of all variables is greater than 0.50.
3. Based on the results of the calculation of the loading factor value and Average Variance Extracted (AVE), all variables and indicators have met the validity criteria and can proceed to further testing.

b) Construct Reliability (Cronbach's Alpha and Composite Reliability)

Table 2. Construct Reliability (*Cronbach's Alpha* and *Composite Reliability*)

Latent variable	*Cronbach's alpha*	*Composite reliability (rho_c)*
X_1 Collaborative Leadership	0.981	0.982
X_2 *Organizational Based Self Esteem*	0.980	0.981
Y *Work* Engagement	0.982	0.983

Source: Research data processed using SmartPLS 4

Based on the Construk Reliability table (Cronbach's Alpha and Composite Reliability), the following information can be found:

1. The Cronbach's Alpha value of all variables is greater than 0.70.
2. The Composite Reliability value of all variables is greater than 0.70
3. Based on the results of the calculation of Construk Reliability (Cronbach's Alpha and Composite Reliability) In the calculation of Cronbach's Alpha, all variables meet the criteria, the results of the calculation of Outer loading, AVE and Composite Reliability all meet the criteria. Based on these considerations, the research model can be used for further testing.

c) *Discriminat validity Heterotrait Monotrait* (HTMT)

Table 3. Heterotrait Monotrait (HTMT)

Variabel Laten	X₁: Kepemimpinan Kolaboratif	X₂: *Organizational Based Self Esteem*	Y: *Work Engagement*
X₁: Kepemimpinan Kolaboratif			
X₂: *Organizational Based Self Esteem*	0.689		
Y *Work Engagement*	0.658	0.556	

Based on the *Heterotrait Monotrait Discriminat validity* table, the following information can be found:

1. The calculated value of each dimension and latent variable of HTMT as a whole is smaller than 0.90. Based on this value, it can be decided that each construct variable can form its own latent variable and has met the Heterotrait Monotrait criteria.
2. There is an HTMT value greater than 0.90 which is marked with a red marker which is part of the Reflective variable so it can be ignored.
3. All research variables can be used for further testing.

B. *Inner Model* Test

a) Collinearity Assessment VIF

Table 4. Collinearity Assessment VIF

Latent Variable	X₂ :*Organizational Based Self Esteem*	Y: *Work* Engagement
X₁ : Collaborative Leadership	1.000	1.861
X₂ : *Organizational Based Self Esteem*		1.861

Source: Research data processed using SmartPLS 4

Collinearity assessment in the structural model has the same concept as the formative measurement model, namely by considering the VIF value. The VIF value must be smaller than 5.0 (Hair et al., 2017).

Based on the table above, the following information can be found:

1. The VIF value on each construct variable is smaller than 5.0 (<5.0).
2. Based on the results of the calculation of the VIF value, all variables do not have multicollinearity symptoms and can be used in further analysis.

b) *Coefficient of Determination* $(R)^2$

Table 5. Coefficient of Determination $(R)^2$1

Latent Variable	R-square	Adjusted R-square
X₂ : *Organizational Based Self Esteem*	0.463	0.459
Y: *Work* Engagement	0.449	0.441

Source: Research data processed using SmartPLS 4

Based on the table above, the following information can be found:

1. Accuracy of model estimation R 2 X2 : Organizational Based Self Esteem 0.463. Based on this value, it has a moderate accuracy estimation. In other words X1 : Collaborative Leadership affects 46.3% while the remaining 53.7% is influenced by other factors outside the research model.
2. Accuracy of model estimation R2 Y: Work Engagement 0.449. Based on this value, it has a moderate accuracy estimation. In other words, X1 : Collaborative

Leadership and X2 : Organizational Based Self Esteem affect 44.9% while the remaining 55.1% is influenced by other factors outside the research model.

c) *Predictive relevance* $(Q)^2$

Table 6. Predictive relevance $(Q)^2$

Latent Variable	SSO	SSE	Q^2 (=1-SSE/SSO)
X_1 : Collaborative Leadership	4440	4440	0.000
X2: Organizational Based Self Esteem	4440	3170.643	0.286
Y: Work Engagement	4440	3197.159	0.280

Based on the test results in the table above, the following information can be obtained:

1. Q value2 predictive relevance for the constructive model Variable X2 : organizational based self esteem influenced by X1 : Collaborative Leadership is 0.286 and is classified as having Moderate predictive relevance.

2. Q value2 predictive relevance for the constructive model Variable Y: work engagement is influenced by X1 collaborative leadership, Variable X2 : organizational based self esteem is 0.280 and is classified as having Moderate predictive relevance.

d) Effect size $(f)^2$

Table 7. Affect Size Table f^2

Variabel Laten	X_2 : *Organizational Based Self Esteem*	Y Work Engagement
X_1: Kepemimpinan Kolaboratif	0.861	0.256
X_2 : *Organizational Based Self Esteem*		0.042

Source: Research data processed using SmartPLS 4

Based on the test results in the table above, the following information can be obtained:

1. Value of f^2 affect size for constructive model Variable X^1 : Collaborative Leadership affects variable X2 : Organizational Based Self Esteem is 0.861 and is classified as having a large estimation value.

2. Value of f^2 affect size for the constructive model Variable X^1 : Collaborative Leadership affects variable Y: Work Engagement is 0.256 and is classified as having a Medium estimation value.

3. The f^2 affect size for the constructive model of Variable X^2 : Organizational Based Self Esteem affects variable Y: Work Engagement is 0.042 and is classified as having a small estimation value.
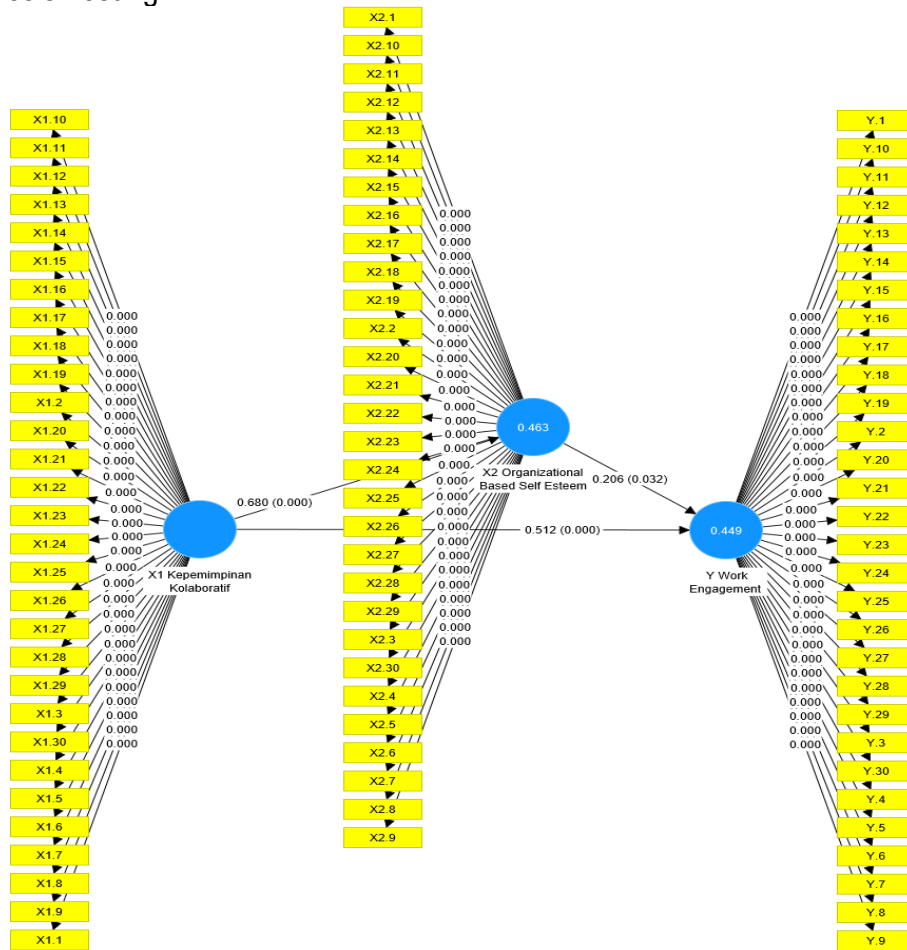
C. Hypothesis Testing

Figure 1. Calculation results of Structural Bootstraping Test of Research Pathways

Structural model coefficient analysis is used to test the hypothesis by knowing which relationship has a significant effect. If the p-value < a (0.05) then the relationship is significant, otherwise if the p-value> a (0.05) then the relationship is not significant. (Hair *et al.*, 2017).

Table 4.14 Hypothesis Test of Direct Effect of Research Model

Hipotesis	Koefisien Jalur	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Keterangan
H1	X_1 Kepemimpinan Kolaboratif -> Y *Work Engagement*	0.512	6.329	0.000	Diterima
H2	X_2 *Organizational Based Self Esteem* -> Y *Work Engagement*	0.206	2.149	0.032	Diterima
H3	X_1 Kepemimpinan Kolaboratif -> X_2 *Organizational Based Self Esteem*	0.68	7.935	0.000	Diterima

Source: Research data processed using SmartPLS 4

Based on the results of bootstrapping testing, the results obtained are H_1 Collaborative Leadership -> Y Work Engagement has an Original Sample (O) value of 0.512 and P Values 0.000 smaller than 0.05. Based on this value, it can be seen that there is a significant positive effect. Then Ha is accepted and H0 is rejected.

Based on the results of the first hypothesis analysis, it is found that collaborative leadership affects work engagement. So it can be concluded that work engagement is directly influenced by collaborative leadership. High collaborative leadership will lead to increased work engagement.

Based on the results of bootstrapping testing, the results obtained, H_2 Organizational Based Self Esteem -> Y Work Engagement has an Original Sample (O) value of 0.206 and P Values of 0.032 are smaller than 0.05. Then Ha is accepted and H_0 is rejected.

Based on the results of the second hypothesis analysis, it is found that organizational based self esteem affects work engagement. So it can be concluded that work engagement is directly influenced by organizational based self esteem. High organizational based self esteem will lead to increased work engagement.

Based on the results of bootstrapping testing in the table, the results obtained, H_3 Collaborative Leadership -> X_2 Organizational Based Self Esteem, have an Original Sample (O) value of 0.68 and P Values of 0.000 smaller than 0.05. Based on this value, it can be seen that there is a significant positive effect. Then Ha is accepted and H0 is rejected.

Based on the results of the third hypothesis analysis, it is found that collaborative leadership affects organizational based self esteem. So it can be concluded that organizational based self esteem is directly influenced by collaborative leadership. High collaborative leadership will lead to increased work engagement.

Table 9. Hypothesis Test of Indirect Effect of Research Model

Hipotesis	Koefisien Jalur	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Keterangan
H4	X_1 Kepemimpinan Kolaboratif -> X_2 *Organizational Based Self Esteem* -> Y *Work Engagement*	0.14	2.082	0.038	Diterima

Source: Research data processed using SmartPLS 4

Based on the results of bootstrapping testing, the results obtained are X_1 Collaborative Leadership -> X_2 Organizational Based Self Esteem -> Y Work Engagement has an Original Sample (O) value of 0.14 and P Values of 0.038 smaller than 0.05. Based on this value, it can be seen that there is a significant positive effect. Then Ha is accepted and H0 is rejected.

Based on the results of the fourth hypothesis analysis, it is found that collaborative leadership through organizational based self esteem affects work engagement. So it can be concluded that work engagement is indirectly influenced by collaborative leadership through organizational based self esteem. High collaborative leadership will lead to increased work engagement.

Discussion

The Direct Effect of Collaborative Leadership (X_1) on Work Engagement (Y)

The results of testing this hypothesis are in line with some literature. According to Srimulyani & Hermanto (2022): Employees with a positive outlook often have a higher level of attachment to their organization. This is due to the factor that the organization establishes a positive work environment and leads to effective communication between employees. As a result, it increases engagement and motivation. Employee management and high work engagement must coexist, as increased organizational progress will prevail if these two elements can coexist.

Further explained from the research of Kanan & Marimuthu (2021); Daulay (2023): Collaborative leadership allows leaders to lead the organization actively, especially through the

exchange of information and experiences. Collaborative leadership style encourages open communication, empowers teams, and promotes mutually beneficial cooperation between principals and teaching teams.

Based on research by Retnodiani & Hartono (2023): Leadership has a positive and significant effect on Work Engagement. When principals are able to collaborate with teachers, include them in the decision-making process, and stimulate cooperation and joint development within the school environment. This makes teachers feel involved in their work.

Further explained by Arnun (2023); Dakabesi & Wicaksono (2022) stated that collaborative leadership is essential to shape teacher engagement by having a strong team, as demonstrated by the ability to improve teacher professionalism, build solid work teams, and enable cooperation as a group that has the ability to overcome problems and become a collective force ready to face challenges.

Based on the research results that have been presented above, conceptually and empirically, the collaborative leadership of school principals in public junior high schools in Jatiasih sub-district, Bekasi City has a positive effect on the work egagement of teachers in public junior high schools in Jatiasih sub-district, Bekasi City.

The Effect of Organizational Based Self Esteem (X_2) on Work Engagement (Y)

According to Noguri et al (2023) Organizational based self esteem is the level of one's belief in ability, importance as a member of the organization at work. By fostering an individual's sense of confidence and pride in their company, organizations can increase employee productivity and performance.

According to Khusna et al (2023) High organizational based self esteem can make employees feel important and valuable to the company, so they can control their behavior, accept criticism well, like challenging tasks, worry less when making mistakes, and can cope with environmental pressure.

Furthermore, Hur et al (2021) state that if individuals feel proud to be part of a respected organization with high social awareness, then they are likely to show positive work behavior. This can also increase employees' organizational based self esteem and show positive attitudes and behaviors in the workplace. Positive messages from superiors and coworkers.

Several studies from Herlina & Izzati (2021), Firdha and Budiono (2020); Fabiola & Prakoso (2022), Arianna (2019) state that: There is a positive relationship between self esteem and work engagement. Employees who feel valuable and competent in the organization will be more motivated to make a positive contribution to their organization, which is reflected in their level of work engagement. Employees will feel more involved in their work, show improved performance, and have greater commitment to the organization.

Based on the research results that have been presented above, conceptually and empirically, organizational based self esteem of teachers in public junior high schools in Jatiasih sub-district, Bekasi City has a positive effect on Work Engagement of teachers in public junior high schools in Jatiasih sub-district, Bekasi City.

The Effect of Collaborative Leadership (X_1) on Organizational Based Self Esteem (X_2)

According to Shu & Wang (2021) Collaborative leadership is a form of leadership involving collaboration that refers to taking a leadership role in an organization where all members are on equal footing and work together to solve problems, create innovations, or manage an organization.

According to Modha (2023) Collaborative leadership encourages all team members to participate democratically by providing ideas and thoughts. This allows team members to combine their strengths to overcome each other's weaknesses.

According to Rino et al (2020) Organizational Based Self Esteem refers to the level of individual self-esteem as part of the organization where they work. This relates to a person's belief in themselves as a member of the organization, the contribution and positive impact they can make, as well as their ability and competence in carrying out tasks in the workplace.

According to Karizi & Maousavi (2021): Leaders to instill hope in their workforce, inspire them to think positively about the company and themselves, and make them feel important. Their self-esteem will rise and they will commit themselves to the organization and accomplish its objectives if they feel that their needs are being satisfied, that their efforts are valued and that they play a significant role in both society and the organization.

Based on the research results that have been presented above, conceptually and empirically, the collaborative leadership of school principals in public junior high schools in Jatiasih sub-district, Bekasi City has a positive effect on organizational based self esteem of teachers in public junior high schools in Jatiasih sub-district, Bekasi City.

The Indirect Effect of Collaborative Leadership (X_1) on Work Engagement (Y) Through Organizational Based Self Esteem (X_2)

Leadership plays a crucial role in the efficient functioning of an organization. The essence of leadership is the ability to influence human resources, optimize sources of organizational competitive advantage, and achieve desired results (Gemeda & Lee, 2022).

According to Farok & Zainal (2017): Leadership effectiveness and employee job dedication are two crucial factors for organizational success. A competent and capable leader guides the organization and motivates employees to achieve desired goals. Likewise, dedicated employees are more likely to go above and beyond in their daily tasks and prioritize organizational interests.

Organizational based self-esteem is a person's level of belief in their ability, importance, and worthiness as a member of the organization at work. Organizational based self-esteem reflects an individual's view of their role as important, meaningful, and valuable in the organizational context. (Sem et al., 2022). Research conducted by Debi and Ummi (2021); Costantini et al (2019) states that organizational based self esteem has a positive influence on work engagement.

The above description shows that collaborative leadership and organizational-based self-esteem play an important role in increasing teacher work engagement, especially in the school environment. Teachers who feel valued by the principal and the organization they work for tend to have high levels of organizational-based self-esteem and higher work engagement. Concrete steps related to increasing teachers' work engagement through collaborative leadership and organizational based self esteem variables, as follows:

1. Efforts to increase teacher work engagement through collaborative leadership. In order to improve teachers' work engagement at work through collaborative leadership. First, build strong relationships between leaders and teachers to increase engagement and commitment. Second, providing the necessary support and resources so that teachers feel valued and able to do a good job. Third, creating a work environment that supports growth and engagement. Fourth, regularly providing feedback to ensure that teachers are heard and can continue to improve their performance.
2. Efforts to increase teacher work engagement through organizational based self esteem. In order to increase teacher work engagement through organizational based self esteem. First, by providing opportunities for professional education for teachers, schools can value teachers' achievements. Second, schools can support collaboration and feedback between teachers. so that schools can form a school atmosphere that loves and looks after all community members.

3. Efforts to increase organizational based self esteem through collaborative leadership. In order to improve organizational based self esteem through collaborative leadership. First, building effective collaborative leadership to create a work environment that supports communication, cooperation, and respect for each other. Second, facilitate teachers' positive attitudes, abilities and personality characteristics, such as motivation, sociability, work ethic and personality. Third, improving the support and resources provided to teachers to make them feel valued and gain the necessary capabilities to complete the responsibilities assigned to them in the workplace.

Conclusion

Based on the results of the analysis of the variables of collaborative leadership, organizational based self esteem, and work engagement as previously explained, conclusions can be drawn, namely:

1. Collaborative leadership has a direct effect on teacher work engagement. This means that a good collaborative leadership style of the principal can increase the work engagement of teachers in public junior high schools.
2. Organizational based self esteem has a direct effect on teacher work engagement. This means that high organizational based self esteem of teachers can increase the work engagement of teachers in public junior high schools.
3. Collaborative leadership has a direct effect on organizational based self esteem. This means that a good collaborative leadership style of the principal can increase the organizational based self esteem of public junior high school teachers.
4. Collaborative leadership has an indirect effect on teacher work engagement through organizational based self esteem. This means that a good collaborative leadership style of the principal can increase teacher work through organizational based self esteem of public junior high school teachers.

The implications of the findings of this study include several recommendations and concrete steps related to increasing teachers' work engagement through the variables of collaborative leadership and organizational based self esteem, namely building strong relationships between leaders and teachers to increase engagement and commitment, schools can support collaboration and feedback between teachers so that schools can form a school atmosphere that loves and looks after all members of the community, and, increasing the support and resources provided to teachers to make them feel valued and gain the necessary abilities to complete the responsibilities assigned to them at work.

This research has limitations in the stages before, during, and after the research implementation. The limitation in this study lies in the object which is only in public junior high schools, with research subjects limited to teachers. Future research is expected to have the potential to expand the scope of the research object, namely at junior high schools in the Bekasi city area, using other variables that can increase teacher work engagement.

Acknowledgment

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