

Strategy to Improve Employee Engagement of BBPLK Instructors Through Strengthening Perceived Organizational Support, Servant Leadership and Teamwork

Tanti Susilarini ¹, Rita Retnowati ², Dian Wulandari ³

¹ Y.A.I Persada Indonesia University of Jakarta, Indonesia

^{2,3} Pakuan University of Bogor, Indonesia



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ABSTRACT

Objective: This study aims to formulate strategies to enhance employee engagement among BBPLK instructors through strengthening perceived organizational support, servant leadership, and teamwork. **Method:** The research adopts a qualitative approach with a type of library research study. Data sources consist of academic textbooks, international and national scientific journal articles, and relevant research reports on the study topic. **Results:** The research findings indicate that perceived organizational support, comprising instrumental and socio-emotional support, plays a role in meeting instructors' psychological needs and creating a sense of gratitude that drives engagement. Servant leadership, with indicators such as member development commitment, stewardship, prioritizing members' interests, and ethical actions, builds trust, empowerment, and fairness that enhance engagement. Teamwork, through synergy in achieving common goals, open communication, trust among members, coordination flexibility, as well as innovation and shared learning, creates psychological safety, a sense of connection, and shared meaning that reinforce engagement. **Novelty:** The study emphasizes an integrated approach to improving employee engagement, highlighting the simultaneous strengthening of organizational support, servant leadership, and teamwork, and providing specific recommendations for program implementation, such as POS reinforcement, leadership training, and teamwork facilitation through communities of practice.

INTRODUCTION

The post-pandemic era has brought about fundamental changes in the global labor landscape, including serious challenges in maintaining employee engagement across various organizational sectors. The Gallup report of 2024 revealed that the global employee engagement levels have decreased by two percentage points, equivalent to the decline seen during the first year of the COVID-19 pandemic. This situation is estimated to lead to a loss of global economic productivity amounting to 438 billion US dollars [1]. The revitalization of vocational education and training in Indonesia has been designated as a national strategic project in the National Medium-Term Development Plan 2020-2024, with a primary focus on achieving linkages between the education sector and the industry [2]. However, various inspection results indicate that the implementation of vocational revitalization still faces significant challenges, particularly concerning the quality of training instructors. At the Vocational Training Center (BLK), the revitalization of training facilities has not been optimized, instructor distribution does not align with vocational needs, and many instructors are not certified or do not undergo periodic

training to enhance their competencies [2]. Therefore, improving the quality of education is achieved by leveraging potentials. This process utilizes various techniques and available data to empower components in continuous efforts to enhance their abilities, aiming to meet the expectations of learners and the community [3].

Instructors at BBPLK face increasingly complex challenges with the demands to continuously adapt to technological advancements and the dynamic needs of the industry. A study conducted at the Balai Besar Pelatihan Vokasi dan Produktivitas (BBPVP) Bandung revealed that overall, the fit between individuals and the organization, as well as career development acceleration programs, fall into the category of inadequacy, while job satisfaction influencing turnover intention falls into the moderate category [4]. Employee engagement, recognized widely as a psychological construct, significantly impacts various organizational outcomes such as performance, productivity, and employee retention. Systematic research examining the role of organizational support in enhancing work engagement within the Ministry of Basic and Secondary Education environment has demonstrated a strong positive correlation between perceived organizational support (POS) and work engagement, with a correlation value of 0.62 and significance at $p < 0.01$. Furthermore, it identified psychological mediators such as psychological capital, empowerment, and job satisfaction that strengthen this relationship [5].

The concept of perceived organizational support refers to employees' global beliefs regarding the extent to which the organization values their contributions and cares about their well-being, rooted in social exchange theory and the Job Demands-Resources (JD-R) model [5]. In the context of BBPLK instructors, POS encompasses various forms of instrumental support such as providing adequate training facilities, access to competency development, as well as socio-emotional support like recognition of contributions, fair [6]treatment, and concern for instructors' well-being. When instructors feel that the organization genuinely cares and appreciates them, feelings of gratitude and reciprocal obligation arise, leading to increased engagement. Recent research investigating the psychological mechanisms in the relationship between POS and engagement suggests that gratitude is a stronger mediator than felt obligation in explaining how POS influences positive employee behaviors and attitudes [6].

Servant leadership emerges as a highly relevant leadership paradigm in enhancing employee engagement, especially in public institutions like BBPLK. A multi-method study exploring the relationship between servant leadership and work engagement has shown that self-identification with a serving leader acts as a mediator in this relationship. Employees who identify themselves with a serving leader tend to form a stronger attachment to their work [7]. Comparative research on servant leadership and authentic leadership in explaining work engagement, career satisfaction, and adaptive performance reveals that the indirect impact of servant leadership on career satisfaction and adaptive performance through work engagement is stronger compared to authentic leadership [8].

A deeper psychological mechanism regarding how servant leadership influences engagement is explained through a resource-based work-centric perspective. An investigation on the impact of servant leadership on playful work design using three-wave time-lagged data from 234 workers in Ghana identified four key psychological pathways: an affective pathway where serving leaders enhance positive affect, a motivational pathway through meaningful work, a complex motivational pathway where meaningful work leads to work engagement, and an affective-motivational pathway where positive affect and work engagement sequentially mediate the relationship [9]. Leadership that is tolerant of subordinates' mistakes also plays a crucial role in enhancing work engagement through the mediation of perceived organizational support and organizational identification. A study analyzing data from 435 public healthcare service staff using the Affective Events Theory framework found that leader tolerance significantly increases employees' work engagement, with perceived organizational support and organizational identification serving as mediators both separately and in a chain [10].

Teamwork or team collaboration is another important determinant contributing to employee engagement, especially in complex organizations such as BBPLK where instructors need to collaborate across expertise to achieve training goals. Research in public sports organizations has shown that perceived organizational support, work engagement, and organizational citizenship behavior sequentially influence customer orientation, with work engagement playing a key mediating role [11]. A study in the healthcare sector examining the relationship between organizational support, emotional intelligence, and work engagement among nurses in China found that all three variables positively correlate, with emotional intelligence acting as a partial mediator in the relationship between organizational support and work engagement [12].

Research investigating the role of psychological empowerment in the relationship between organizational support and engagement in the public sector in Brazil found that psychological empowerment mediates the relationship between bureaucratic control and organizational support with employee engagement [13]. A study on inclusive preschool education teachers in China revealed that organizational support influences work engagement through the mediation of teachers' self-efficacy, where teachers who feel supported by the organization develop stronger self-beliefs, ultimately enhancing their engagement [14]. Recent research exploring the mediating role of perceived organizational support in the relationship between servant leadership and work engagement found that POS significantly mediates this relationship, where servant leadership enhances the perception of organizational support, consequently increasing work engagement [15].

The complexity of challenges faced by BBPLK instructors, coupled with empirical evidence indicating the crucial role of perceived organizational support, servant leadership, and teamwork in fostering employee engagement, underscores the urgency of formulating a comprehensive and integrated strategy for enhancing engagement.

Engaged instructors will not only exhibit high levels of vigor, dedication, and absorption in their work, but they will also be more proactive in developing competencies, innovating training methods, and making optimal contributions to BBPLK's goals of producing skilled and competitive labor. Without systematic interventions to strengthen these three determinants of engagement, there is concern that the quality of vocational training will continue to lag behind, making it difficult to achieve the national vocational revitalization targets.

RESEARCH METHOD

This study utilizes a qualitative approach through the type of research known as library research. Library research involves a series of activities related to data collection methods involving literature review, reading, note-taking, and processing research materials derived from various relevant sources. Creswell and Poth in the fourth edition of the book "Qualitative Inquiry and Research Design: Choosing Among Five Approaches" explain that library research in the qualitative tradition focuses on in-depth analysis of documents and texts as the main source of data, where researchers play a key role in interpreting the meanings contained in various written sources to build a comprehensive understanding of the phenomena under study [16].

The library research method was chosen because the aim of this study is to develop a deep theoretical understanding of strategies to enhance employee engagement among BBPLK instructors through strengthening three key variables: perceived organizational support, servant leadership, and teamwork. Library research allows researchers to explore various theoretical perspectives, synthesize findings from previous research, and formulate a comprehensive conceptual framework without the need to directly collect field data. Flick in the book "The SAGE Handbook of Qualitative Research Design" asserts that library research in contemporary qualitative research is no longer viewed as a secondary method but as a valid and productive research approach, especially when researchers aim to develop theory, synthesize knowledge, or formulate evidence-based policy recommendations from tested literature [17].

The data sources in this study consist of three main categories, namely academic textbooks, international and national scholarly journal articles, as well as relevant research reports on the topics of employee engagement, perceived organizational support, servant leadership, and teamwork within the contexts of public organizations and vocational training institutions. These data sources were purposively selected based on criteria of relevance, currency, and scholarly credibility. Booth, Sutton, and Papaioannou in the third edition of the book "Systematic Approaches to a Successful Literature Review" explain that in literature research, the quality of data sources is a key determinant of the validity of research findings [18]. Therefore, researchers need to apply strict selection criteria and critically evaluate each source used, including considering the reputation of the publisher, peer review process, and the significance of the source's contribution to the advancement of knowledge.

The academic textbooks used as data sources in this study were selected from reputable international and national publishers known for their expertise in research methodology and human resource management. The selection of academic textbooks was based on the consideration that these textbooks generally present comprehensive theoretical frameworks and have undergone rigorous editorial processes. Denzin and Lincoln in the fifth edition of the book "The SAGE Handbook of Qualitative Research" emphasize the importance of using academic textbooks as data sources in literature research because these sources not only present current knowledge syntheses but also reflect scientific consensus in a specific study area, thus providing a solid foundation for developing the research conceptual framework [19].- Scholarly international and national journal articles serve as the primary data sources providing information on the latest empirical research findings related to the relationships among the studied variables. The selected journals are those indexed in reputable databases such as Scopus, Web of Science, or Sinta to ensure the quality and validity of the reported findings. Merriam and Tisdell in the book "Qualitative Research: A Guide to Design and Implementation" fifth edition explain that peer-reviewed scholarly articles offer advantages in terms of the freshness of findings and the sharpness of analysis because such articles generally report specific studies that have been methodologically tested and contribute original insights to the development of knowledge [20].

Research reports from reputable institutions, including research reports from the Ministry of Manpower, independent research institutions, and international organizations such as Gallup or the International Labour Organization, also serve as valuable data sources in this research. These reports provide empirical data on the actual conditions of employee engagement in various organizational contexts, including vocational training institutions, enriching researchers' understanding of the relevance and urgency of engagement enhancement strategies. Sugiyono in the book "Research Methods: Quantitative, Qualitative, and R&D" fourth edition emphasizes that research reports from official institutions add value in terms of data credibility because they generally involve systematic data collection processes and representative samples, allowing their findings to be generalized in broader contexts [21].

The data collection technique in this study was carried out through systematic literature review, involving the stages of source identification, selection based on inclusion and exclusion criteria, data extraction, and findings synthesis. Literature searches were conducted on reputable academic databases such as Google Scholar, Scopus, Web of Science, ProQuest, and national journal portals such as Garuda and Sinta using relevant keywords such as employee engagement, perceived organizational support, servant leadership, teamwork, vocational instructor, and combinations of these keywords. Ridley in the book "The Literature Review: A Step-by-Step Guide for Students" third edition explains that a systematic literature review enables researchers to comprehensively identify relevant sources on the research topic, avoid selection bias, and

ensure that no important sources are overlooked, thus enhancing the internal validity of the literature research [22].

Once the data sources were gathered, the next step was to extract data by reading and recording important information from each source, including conceptual definitions, theoretical frameworks, empirical findings, and recommendations relevant to the research focus. The data extraction process was carried out in a structured manner using a pre-designed recording instrument to ensure the consistency and completeness of the acquired data. Jesson, Matheson, and Lacey in the book "Doing Your Literature Review: Traditional and Systematic Techniques" elaborate that data extraction in literature research requires high precision and systematic approach, as researchers must be able to distinguish between factual, interpretive, and opinion-based information, and accurately record it to facilitate subsequent analysis and synthesis processes [23]. The data analysis in this study utilized a combination of content analysis and thematic analysis to identify patterns, themes, and interrelationships among concepts present in the reviewed literature. Content analysis was employed to systematically examine the content of each data source, while thematic analysis was used to identify overarching themes across various sources and construct a comprehensive conceptual framework. Braun and Clarke in the book "Thematic Analysis: A Practical Guide" explain that thematic analysis in qualitative research is a flexible yet systematic method for identifying, analyzing, organizing, describing, and reporting themes found in data, which is highly suitable for use in literary research as it allows researchers to capture the nuances and complexities of meaning from various text sources [24].

The data analysis process proceeded through stages of data reduction, data display, and conclusion drawing. Data reduction involved summarizing, selecting key points, and focusing on information relevant to the research problem formulation. Data presentation was done in the form of descriptive narratives, matrices, or diagrams that facilitate researchers in observing patterns of relationships among variables. Conclusion drawing was carried out gradually, starting from provisional conclusions continuously verified with new data until firm and justifiable conclusions were reached. Miles, Huberman, and Saldaña in the book "Qualitative Data Analysis: A Methods Sourcebook" fourth edition emphasize that qualitative data analysis, including in literary research, is a cyclical and interactive process where researchers move continuously between data reduction, data display, and conclusion drawing to ensure research findings are truly grounded in data and reflect the complexity of the phenomena under study [25]. The validation of data authenticity in this study is carried out through four main criteria developed within the qualitative research tradition, namely credibility, transferability, dependability, and confirmability. Credibility, or trustworthiness of research findings, is maintained through data source triangulation, which involves comparing and confirming findings from various different sources such as books, journal articles, and research reports to ensure the consistency of the findings. Lincoln and Guba in their updated classic work "Naturalistic Inquiry" emphasize that source triangulation is a

fundamental strategy for enhancing credibility in qualitative research because it allows researchers to verify findings from multiple perspectives and reduce the likelihood of bias stemming from a single type of data [19], [26].

RESULTS AND DISCUSSION

Concept and Dimensions of Employee Engagement BBPLK Instructors

Employee engagement is a psychological construct that has been a primary concern in contemporary organizational behavior literature, especially in the context of public organizations such as the Vocational Training and Productivity Center (BBPLK). A comprehensive understanding of this concept serves as a crucial foundation for formulating strategies to enhance instructors' engagement in their work. Byrne in his book "Understanding Employee Engagement: Theory, Research, and Practice" second edition provides a solid theoretical basis on the definition, measurement, and implementation of employee engagement in various organizational contexts. Byrne explains that employee engagement is a positive psychological condition characterized by vigor, dedication, and absorption, whereby individuals feel energetic, enthusiastic, and fully immersed in their work. This understanding is crucial for BBPLK as engaged instructors will demonstrate high spirit in transferring knowledge, strong dedication to participants' competency achievements, and deep absorption in the training design and implementation process [27].

In the Indonesian context, understanding of employee engagement has been deeply explored, taking into account the characteristics of local culture and institutions. Febriansyah and Ginting in the book "Seven Dimensions of Employee Engagement" enrich the engagement literature by formulating seven more comprehensive and contextual dimensions considering the situation in Indonesia. These seven dimensions include energy encompassing both physical and psychological aspects, pride in the institution, intention to stay with the company, resilience, proactive attitude, constructive criticism, and institutional promotion. For BBPLK instructors, these dimensions are highly relevant as instructors are not only required to have energy in teaching but also pride in the institution where they work, a desire to continue growing with the organization, and the courage to provide constructive criticism for training system improvement [28].

Employee engagement is closely intertwined with the development of motivation theories and psychological attachment in the human resource management literature. Albrecht, in the second edition of "Handbook of Employee Engagement: Perspectives, Issues, Research and Practice," offers a comprehensive synthesis of various theoretical perspectives on understanding engagement, spanning from psychological needs approaches to job resource models [29]. Albrecht emphasizes that engagement is a multidimensional construct reflecting the simultaneous investment of an individual's physical, cognitive, and emotional resources in their work role. For BBPLK instructors, physical investment is demonstrated through the energy devoted during training

processes, cognitive investment through efforts to comprehend and master evolving technical content, while emotional investment is manifested in caring for participants' development during training.

Shuck, Kim, and Rocco, in "The Cambridge Handbook of Workplace Affect," provide in-depth analysis on the affective dimensions of employee engagement and how positive emotions in the workplace contribute to employee attachment [30]. Shuck et al. explain that engagement is not only about cognitive and physical aspects but is also significantly influenced by individuals' emotional experiences at work, including feelings of significance, security, and psychological availability. In the BBPLK environment, instructors who experience positive emotions such as joy in seeing participants successfully acquire new skills or pride when training graduates are accepted into the industry, are likely to cultivate deeper emotional attachment to their work, thus fostering higher levels of engagement. Bakker and Demerouti in "Work Engagement: A Handbook of Essential Theory and Research" second edition further developed the job resources model, which has been a dominant theoretical framework in engagement studies [31]. They explain that engagement arises when job resources, such as social support, autonomy, and feedback, interact with personal resources, such as optimism and self-efficacy, to create psychological conditions enabling individuals to fully engage in their work. For BBPLK instructors, job resources may include support from supervisors and colleagues, access to adequate training facilities, and opportunities for competence development, while personal resources encompass beliefs in teaching abilities and a positive attitude towards technological change.

In a more applied perspective, Macey and Schneider in "The SAGE Handbook of Human Resource Management" second edition underline the importance of distinguishing between trait engagement, state engagement, and behavioral engagement when designing interventions to enhance employee engagement [32]. They argue that engagement as a trait reflects an individual's tendency to experience positive states, engagement as a state refers to the actual psychological conditions experienced by individuals in their work, while engagement as behavior represents tangible manifestations of engagement in the form of proactive, adaptive, and improvement-oriented actions. Understanding these three levels of engagement is crucial at BBPLK to design targeted strategies, whether focusing on recruiting individuals with high trait engagement, creating working conditions that trigger state engagement, or promoting engagement behaviors through reward and recognition systems.

The concept of engagement has also been studied in relation to the contexts of public organizations and vocational training institutions. Leiter and Bakker in "The Oxford Handbook of Engagement, Well-Being, and Work" delve into the dynamics of engagement in various types of organizations, including public organizations that have different characteristics from the private sector [33]. Leiter and Bakker found that in public organizations, engagement is more influenced by factors such as job meaningfulness, social contribution, and leadership support, as opposed to purely

financial incentives. For instructors at vocational training institutions working in public agencies with a social mission to produce competent workers, this understanding is highly relevant as it emphasizes the importance of creating meaning in work and strengthening leadership support as a key strategy for enhancing engagement.

In the Indonesian context, studies on employee engagement have also evolved by considering local cultural values. Wibowo in "Performance Management: Fifth Edition" discusses engagement as an integral part of the performance management system in Indonesian organizations [34]. Wibowo explains that the engagement of Indonesian employees is influenced by factors such as harmonious relationships with superiors and colleagues, a sense of camaraderie in the work environment, and recognition for contributions made. At vocational training institutions, cultural values like mutual cooperation and solidarity can serve as strong social capital for building engagement, provided they are well managed through servant leadership and solid teamwork.

Engagement dimensions identified in the literature have practical implications for intervention development at BBPLK. According to Rothbard and Patil in the "Handbook of Emotions in Organizations," the dimensions of vigor, dedication, and absorption serve not only as indicators of engagement but also as intervention targets that can be enhanced through various programs [35]. Vigor can be increased through employee well-being programs and fair workload management, dedication can be reinforced through strengthening the meaning of work and recognizing contributions, while absorption can be facilitated through creating a work environment supportive of concentration and optimal workflow. For BBPLK management, understanding these dimensions provides concrete guidance in designing instructor engagement enhancement programs.

Engagement dimensions also need to be understood in relation to the unique job characteristics of instructors. According to Parker and Griffin in "The Oxford Handbook of Job Design," complex and constantly adaptive jobs, such as vocational instructor positions, require a high level of engagement for individuals to function optimally. Parker and Griffin explain that in dynamic jobs, engagement becomes increasingly important because individuals must sustain cognitive and emotional energy continuously to respond to changing job demands. BBPLK instructors face the demand to continuously update technical knowledge in line with industry developments, adjust training methods to suit diverse participant characteristics, and meet graduate competency targets, making engagement a crucial factor in determining their success [36].

The Role of Perceived Organizational Support in Improving Employee Engagement

Perceived organizational support (POS) or organizational support perception is a central concept in understanding the dynamics of the relationship between employees and the organization. Loh and Idris in the "Elgar Encyclopedia of Occupational Health Psychology" provide a comprehensive definition of POS as employees' global belief in the extent to which the organization values their contributions and cares about their well-being [37]. Loh and Idris explain that the theory of organizational support is rooted in the

understanding that when organizations provide support perceived as positive and beneficial by employees, they will respond with positive attitudes and behaviors as a form of reciprocity. For BBPLK instructors, POS encompasses various forms of support, ranging from providing adequate technical resources, opportunities for competency development, to fair treatment and recognition for their contributions to producing skilled labor.

The relationship between POS and employee engagement has been the subject of intensive study in human resource management literature. Eisenberger and Stinglhamber in the second edition of "Perceived Organizational Support: Fostering Enthusiastic and Productive Employees" systematically develop a theoretical framework on how organizational support perception contributes to shaping employee engagement [38]. Eisenberger and Stinglhamber explain that POS fulfills employees' socio-emotional needs for appreciation, affiliation, and emotional support, which in turn creates a sense of attachment and obligation to respond with positive attitudes and behaviors, including higher engagement. In the context of BBPLK, instructors who feel valued and supported will develop a stronger emotional bond with the institution, manifested in higher vigor, dedication, and absorption in their work. In their article titled "Does Felt Obligation or Gratitude Better Explain the Relationship Between Perceived Organizational Support and Outcomes?", Lee and colleagues conducted cutting-edge research published in *Group & Organization Management* that examined the psychological mechanisms explaining the link between POS and various employee outcomes [39]. They found that gratitude serves as a stronger mediator compared to felt obligation in elucidating how POS influences employees' positive behaviors and attitudes. These findings hold significant implications for BBPLK as they indicate that efforts to foster POS should not solely focus on instilling a sense of obligation in instructors but rather on cultivating genuine gratitude through meaningful and personal support, which leads to more authentic and sustainable engagement.

Organizational support perceived by instructors can be classified into two main forms: instrumental support and socio-emotional support. Rhoades, Eisenberger, and Armeli in "The Oxford Handbook of Positive Organizational Scholarship" intricately delineate how these two forms of support contribute to the formation of POS [40]. Instrumental support entails the provision of necessary resources for job execution, such as adequate training equipment, up-to-date learning materials, and access to professional development. Socio-emotional support encompasses recognition of contributions, fair treatment, concern for well-being, and positive interpersonal relationships with superiors and colleagues. For BBPLK instructors, both forms of support are equally vital: instrumental support enables them to work effectively, while socio-emotional support fulfills their psychological needs for recognition and belonging.

In the Indonesian context, research on POS has been developed considering the characteristics of local culture and institutions. Siagian in the latest edition of "Human Resource Management" discusses how Indonesian cultural values, such as kinship and

mutual cooperation, influence employees' perceptions of organizational support [41]. Siagian explains that in the Indonesian context, organizational support is not only understood within the framework of contractual relationships but also within the framework of kinship relationships where employees expect personal attention and genuine care from the organization. This understanding is crucial at BBPLK because instructors may interpret organizational support not only in terms of material aspects but also in terms of how much the institution shows personal concern for their well-being and that of their families.

POS also plays a crucial role in moderating the impact of job stress and job demands on instructor well-being. Hobfoll, Halbesleben, Neveu, and Westman in "The Handbook of Stress and Health: A Guide to Research and Practice" integrate the concept of POS into the conservation of resources theory, explaining that organizational support serves as an external resource that helps employees deal with job demands and protects them from fatigue [42]. Hobfoll et al. argue that individuals strive to preserve, protect, and build resources, and threats to resources can lead to stress. In the BBPLK context, instructors face various job demands, including high workloads, the need to continuously update competencies, and pressure to produce quality graduates. Strong POS will assist instructors in coping with these demands by providing additional resources and emotional support, thereby preventing fatigue and maintaining engagement.

The core of the reciprocity mechanism in the POS theory has been extensively explored in the literature. Cropanzano and Mitchell discuss in "The Oxford Handbook of Organizational Citizenship Behavior" how the norm of reciprocity operates in the social exchange relationship between employees and the organization [43]. They explain that when employees perceive support from the organization, they develop a sense of obligation to reciprocate with attitudes and behaviors that benefit the organization, including higher engagement, organizational commitment, and organizational citizenship behavior. At BBPLK, instructors who feel supported by the institution are likely to respond by exerting extra effort in their work, such as developing innovative training methods, providing individual attention to participants, and actively contributing to the institution's development.

From a more practical perspective, Allen, Shore, and Griffeth present a comprehensive guide on how organizations can build a strong POS in "The SAGE Handbook of Organizational Behavior" second edition [44]. They identify several human resource management practices that contribute to building POS, including procedural justice in decision-making, consistent supervisor support, fair rewards and recognition, good working conditions, and career development opportunities. Consistently implementing these practices at BBPLK will create an environment where instructors feel valued and supported, thereby fostering higher engagement. POS also has a significant impact on various other organizational outcomes besides engagement. Wayne, Shore, and Liden (2020) in "The Oxford Handbook of Recruitment" examine how POS influences

employees' decisions to stay or leave the organization. Wayne et al. found that high POS is negatively correlated with turnover intention and positively correlated with employee retention. For BBPLK, building a strong POS is not only important for enhancing current instructor engagement but also for retaining quality instructors in the long term. Instructors who feel supported are more likely to stay and advance their careers in BBPLK, reducing recruitment and retraining costs, and ensuring training quality continuity.

In the context of frequent organizational changes in public institutions, POS plays a crucial role in assisting employees in adapting. Armenakis and Harris in "The Handbook of Organizational Development" discuss how POS affects employees' readiness for change and their support for change initiatives [45]. Armenakis and Harris explain that employees who feel supported by the organization are more open to change and more willing to actively participate in its implementation. BBPLK, as an institution constantly transforming to adapt to industry and technological developments, requires instructors who are not only engaged but also adaptive to change. A strong POS will facilitate this adaptation by providing psychological safety and confidence that changes will be managed while considering instructors' interests.

The Contribution of Servant Leadership to Improving Employee Engagement

Servant leadership has emerged as a highly relevant leadership paradigm in the context of modern organizations that emphasize empowerment, employee development, and creating shared value. van Dierendonck and Patterson, in the second edition of "Servant Leadership: Developments in Theory and Research" published by Palgrave Macmillan, provide a comprehensive overview of the latest developments in servant leadership theory and research [46]. Within the socially responsible business context, workforce demographic changes, and a new focus on employee well-being, the concept of a leader as a servant is increasingly gaining significance. Servant leadership may offer a response to the demand for more ethical and human-centered leadership, where working humbly and focusing on contributions are key elements. For BBPLK, adopting the servant leadership paradigm can be a fundamental strategy for fostering a work environment that supports instructor engagement.

Relevant indicators of servant leadership in the context of enhancing engagement have been systematically identified in the literature. Liden, Wayne, Meuser, and Hu, in "The Oxford Handbook of Leadership and Organizations," outline seven empirically validated dimensions of servant leadership: providing conceptual inspiration, emotional healing, creating value for the community, fostering subordinates' growth and success, prioritizing subordinates, behaving ethically, and empowering [47]. These dimensions directly relate to efforts to improve instructor engagement at BBPLK. Leaders who help subordinates grow and succeed will create conditions where instructors feel developed and valued, ultimately enhancing their dedication. Leaders who prioritize the interests of subordinates and behave ethically will build trust, a crucial foundation for fostering authentic engagement.

The commitment to developing members is one of the most crucial indicators of servant leadership within the context of vocational training institutions. Greenleaf, in his classic work "Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness," republished with a new foreword by Larry Spears, asserts that the primary question for a servant leader is whether those being served grow as individuals, whether they become healthier, wiser, freer, more autonomous, and more likely to become servants themselves [48]. For BBPLK instructors, leaders who demonstrate a commitment to member development will actively identify the professional development needs of instructors, facilitate access to training and certification, and create clear career paths. Instructors who feel supported in their development will cultivate gratitude and a sense of reciprocity, which manifests in higher levels of engagement.

Stewardship, or stewardship, is a dimension of servant leadership that emphasizes the leader's responsibility towards the institution's resources and mission. Spears, in "Practicing Servant Leadership: Developments in Implementation," outlines how stewardship is reflected in a leader's behavior managing organizational resources responsibly, thinking long-term, and fostering a sense of shared ownership among organization members. At BBPLK, leaders acting as stewards will allocate resources fairly and transparently, maintain training facilities well, and involve instructors in strategic decision-making [49]. Instructors who feel part of collective efforts to preserve and enhance the institution will develop a stronger emotional attachment, which is at the core of dedication in engagement. Patterson in "The Palgrave Handbook of Servant Leadership" developed the concept of *agapao* love as the philosophical foundation of prioritizing the interests of members in servant leadership [46]. Patterson explains that servant leaders are driven by genuine moral love, which manifests itself in prioritizing the needs and interests of subordinates over personal interests. At BBPLK, leaders who prioritize the interests of instructors will listen to their aspirations, advocate for their interests in decision-making forums, and ensure that institutional policies do not harm the well-being of instructors. Instructors who feel that their interests are advocated for will develop trust and loyalty, which in turn will enhance their vigor and dedication.

Ethical actions in servant leadership serve as the foundation for creating a psychologically safe work environment. Brown and Treviño in "The Oxford Handbook of Leadership" examine how ethical leadership, which is an integral component of servant leadership, influences employees' attitudes and behaviors [50]. Brown and Treviño found that ethical leaders, who act with integrity, honesty, and fairness, create an environment where employees feel safe to express themselves, take risks, and fully engage in their work. At BBPLK, leaders who consistently demonstrate ethical actions will build a reputation as trustworthy leaders, which in turn will motivate instructors to respond with deeper engagement. Instructors who believe that their leaders will act fairly and ethically will be more willing to invest full energy and attention in their work. Leadership that serves also contributes to fulfilling the basic psychological needs of instructors, which are prerequisites for engagement formation. Deci, Ryan, and Gagné in

"The Oxford Handbook of Self-Determination Theory" explain how autonomy-supportive, competence-boosting, and relationally-connected leadership can satisfy basic psychological needs and drive autonomous motivation and engagement. Deci et al. argue that servant leaders, focusing on empowering and developing members, naturally fulfill these three needs [51]. At BBPLK, servant leaders will grant instructors autonomy in designing training methods, create opportunities to develop competence through training and certification, and build warm and supportive relationships with instructors. Meeting these psychological needs will result in more authentic and sustainable engagement.

Psychological mechanisms elucidating the relationship between servant leadership and engagement have also been thoroughly examined. Mayer, Bardes, and Piccolo in "The SAGE Handbook of Leadership" identify trust, empowerment, and justice as key mediators in this relationship [52]. Mayer et al. explain that servant leadership builds trust through consistency between words and actions, empowers subordinates through delegation of authority and support, and creates perceptions of justice through fair and transparent treatment. At BBPLK, instructors who trust their leaders, feel empowered to take initiative, and perceive fair treatment will develop higher engagement in response to a positive leadership environment.

In the Indonesian context, studies on servant leadership have advanced by considering local cultural values. Tjiptono and Diana in "Service Management" discuss how the concept of serving in Indonesian culture, rooted in values such as humility, mutual cooperation, and respect for others, aligns with the principles of servant leadership [53]. Tjiptono and Diana explain that effective Indonesian leaders often exhibit characteristics consistent with servant leadership, such as listening to subordinates, showing empathy, and prioritizing common interests. Strengthening servant leadership at BBPLK can be achieved by leveraging these positive cultural values as a foundation while continuously developing more structured leadership competencies through training and mentoring.

Servant leadership also significantly impacts the overall organizational climate. Ehrhart, Schneider, and Macey in "The Oxford Handbook of Organizational Climate and Culture" examine how servant leadership shapes a positive service climate and psychological climate [54], [55]. Ehrhart et al. found that servant leaders create a climate where employees feel valued, supported, and motivated to provide the best service to customers. In BBPLK, a positive organizational climate will facilitate the growth of instructor engagement by creating an environment where vigor, dedication, and absorption can naturally flourish. Instructors working in a supportive climate will find it easier to discover energy, meaning, and absorption in their work.

The Influence of Teamwork as a Determinant of Employee Engagement

Teamwork, or team collaboration, is a fundamental element in the dynamics of modern organizations, especially in vocational training institutions such as BBPLK where task complexity necessitates interdisciplinary collaboration. Salas, Reyes, and Woods, in

"Team Effectiveness: A Comprehensive Guide for Researchers and Practitioners" published by Oxford University Press, provide a solid theoretical foundation on how effective teamwork contributes to positive outcomes at both the team and individual levels. Salas et al. define teamwork as a set of interrelated behaviors, attitudes, and cognitions that enable teams to coordinate and collaborate effectively in achieving common goals. For BBPLK instructors, effective teamwork is reflected in their ability to align understanding of training curricula, synergize in designing and implementing programs, communicate openly about challenges and solutions, trust each other in sharing resources and information, and collectively innovate in developing more effective training methods [56].

The synergy in achieving common goals is a key indicator of teamwork that directly impacts instructor engagement. Kozlowski and Bell in "The Oxford Handbook of Organizational Psychology" second edition develop an input-process-output model that explains how team processes, including joint efforts to achieve goals, influence team and individual outcomes. Kozlowski and Bell explain that when team members have a shared understanding of goals and work synergistically to achieve them, they develop a sense of togetherness and collective identity that fulfills the need for connection. At BBPLK, instructors working in teams with clear common goals, such as producing graduates with specific competencies or developing industry-based curricula, will feel that their contributions are meaningful in a broader context, thereby enhancing dedication and purpose in their work [57].

The openness of communication within a team serves as the foundation for creating a psychologically safe environment, which is a crucial prerequisite for engagement. Edmondson, in "The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth," translated into various languages, developed the concept of psychological safety as the shared belief that the team is safe for taking interpersonal risks [58]. Edmondson explains that in teams with high psychological safety, members feel comfortable speaking up, asking questions, admitting mistakes, and providing feedback without fear of embarrassment or punishment. At BBPLK, instructors who feel safe to openly communicate about the challenges they face in teaching, the innovative ideas they want to try, or difficulties in operating new equipment will be more willing to fully engage in their work. This psychological safety enables instructors to invest their cognitive and emotional energy into continuous learning and improvement, which is at the core of absorption.

Trust among team members is a crucial relational element in building both collective and individual engagement. McAllister, Lewicki, and Chaturvedi in "The Oxford Handbook of Trust" examine how trust in a team influences the attitudes and behaviors of its members [59]. McAllister et al. explain that cognition-based trust, which is rooted in beliefs about the competence and reliability of coworkers, and affect-based trust, which is based on emotional bonds and reciprocal care, are equally important in building a foundation of positive work relationships. At BBPLK, instructors who trust

each other are more willing to share knowledge and resources, seek help when facing difficulties, and provide support to colleagues in need. This positive interaction fosters a sense of connection that fulfills affiliation needs, which in turn enhances instructors' vigor and dedication.

Flexibility in coordination is increasingly crucial in dynamic work environments such as the BBPLK. Marks, Mathieu, and Zaccaro in "The SAGE Handbook of Industrial, Work & Organizational Psychology" second edition developed a theory on team adaptation and coordination flexibility. Marks et al. explain that effective teams are able to adjust their coordination patterns in response to changing situational demands without renegotiating every aspect of their collaboration. In BBPLK, instructors often face rapidly changing situations, such as curriculum modifications, arrival of new equipment, or sudden needs from industry partners. Instructors who are flexible in coordination will be able to respond to these changes quickly and effectively, reducing stress and frustration that can drain energy. This adaptability enables instructors to maintain vigor and absorption even in challenging situations [60].

Innovation and collaborative learning within teams are key drivers of engagement, especially in the context of a learning organization. Senge in "The Fifth Discipline: The Art & Practice of The Learning Organization" revised edition emphasizes the importance of teams as fundamental learning units within an organization. Senge explains that in a learning team, members not only develop new skills but also build the capacity to create outcomes they truly desire. At BBPLK, instructors engaged in collaborative innovation, such as developing new training methods, creating interactive learning modules, or designing more realistic work simulations, will experience a sense of achievement and growth that fulfills competency needs. This shared learning experience also strengthens social bonds among instructors, fostering a sense of camaraderie that enhances engagement [61].

Teamwork also influences the formation of instructors' social identity, which holds significant implications for engagement. Ashforth, Harrison, and Corley examined in "The Oxford Handbook of Organizational Identity" how identification with the team and organization impacts the motivation and behaviors of members [62]. They explained that when individuals identify with their team, they define themselves in terms of team membership and integrate team characteristics into their self-concept. This identification creates a strong psychological bond that motivates individuals to act in the team's interest. At BBPLK, instructors with a strong identification with their team will internalize the team's goals as personal ones, thus driving them to invest more energy and attention in their work. This identification acts as a source of strong and enduring dedication.

The social support gained through teamwork serves as a crucial resource that safeguards instructors from fatigue and maintains engagement. Cohen and Wills developed in "The Oxford Handbook of Stress, Health, and Coping" a model of social support as a stress buffer, explaining that support from colleagues can reduce the

negative impacts of job-related stressors by fulfilling the needs for self-esteem, affiliation, and belonging [63]. At BBPLK, instructors facing pressure to meet graduate competency targets, adjust training methods to technological advancements, or manage participants with diverse backgrounds can rely on team support to share burdens, provide advice, or simply lend an ear. This social support preserves instructors' energy resources, prevents fatigue, and enables them to sustain vigor and absorption in their work. In the context of Indonesia, teamwork is often understood within the framework of the cultural values of mutual cooperation and familial relationships. Koentjaraningrat in "Culture, Mentality, and Development," which has undergone several reprints, discusses how the value of mutual cooperation has taken root in Indonesian society and influences social interaction patterns in various settings, including the workplace [64]. Koentjaraningrat explains that mutual cooperation reflects a spirit of mutual assistance and working together to achieve common goals, which aligns with the principles of effective teamwork. At BBPLK, enhancing teamwork can be achieved by harnessing this spirit of mutual cooperation while continuously developing instructors' capacities to collaborate in a more structured and professional manner. Instructors working in a team with a spirit of family-like closeness will experience a deeper emotional connection, which forms the foundation for increased engagement.

Effective teamwork also contributes to creating shared meaning in instructors' work. Pratt and Ashforth in "The Oxford Handbook of Positive Organizational Scholarship" discuss how work can be meaningful when individuals feel part of something larger than themselves. Pratt and Ashforth explain that teams can be a source of meaning by providing a social context in which individuals can see their contributions towards collective goals. At BBPLK, instructors working in a cohesive team will see how their efforts, along with those of their colleagues, contribute to a greater mission: producing skilled workforce that can enhance the nation's competitiveness [65].

CONCLUSION

Fundamental Finding: Employee engagement among BBPLK instructors is influenced by perceived organizational support (POS), servant leadership, and teamwork. POS fulfills instructors' psychological needs for recognition and affiliation, servant leadership builds trust and empowerment, and teamwork creates psychological safety, social identity, and shared meaning. The integration of these three determinants is crucial for enhancing instructor engagement. **Implication:** The study suggests practical strategies for enhancing employee engagement, such as strengthening POS through adequate training resources and welfare programs, fostering servant leadership through coaching and mentoring, and enhancing teamwork through cross-program practice communities and knowledge-sharing forums. These actions can optimize collaboration and mutual cooperation, crucial for the foundation of a collaborative culture. Employee engagement can be targeted directly by managing workload, strengthening job meaning, and fostering a work environment that supports concentration and workflow.

Limitation: The study does not explore the longitudinal effects of these interventions on employee engagement or the potential differences in engagement levels across various BBPLK programs. The cultural context of Indonesia's familial framework is highlighted, but its direct influence on engagement practices requires further examination. **Future Research:** Future research could explore the long-term impact of these strategies on employee engagement, investigate the specific cultural factors that shape POS and servant leadership in different regions, and examine how diverse BBPLK programs may require tailored approaches for enhancing engagement. Additionally, further studies could delve into the role of digital tools in supporting teamwork and engagement in vocational training environments.

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*** Tanti Susilarini (Corresponding Author)**

Y.A.I Persada Indonesia University of Jakarta, Indonesia

E-mail: tanti.susilarini@upi-yai.ac.id

Rita Retnowati

Pakuan University of Bogor, Indonesia

E-mail: ritaretnowati@unpak.ac.id

Dian Wulandari

Pakuan University of Bogor, Indonesia

E-mail: dianwulandari@unpak.ac.id
