

# The Influence of Workplace Relationship on Employee Engagement of Teachers at Al-Fityan Kubu Raya

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**ABSTRACT** : Employee engagement is a crucial factor in improving the quality of teachers' work and the effectiveness of education. High teacher engagement can enhance performance, job satisfaction, and contributions to the school environment. However, the low engagement of some teachers at the Al-Fityan Kubu Raya Foundation poses a challenge, especially in participating in self-development activities. One factor that influences employee engagement is workplace relationship, which includes communication, empathy, and collaboration between teachers and their superiors. This study aims to examine the effect of workplace relationship on employee engagement of teachers at the Al-Fityan Kubu Raya Foundation. The research method used is quantitative, involving 125 teachers as samples with a saturated sampling technique. The data collection was conducted using a psychological scale measuring workplace relationship and employee engagement. The data were then analyzed using simple linear regression with software data analysis. The study results show that workplace relationship has a significant positive effect on employee engagement, with a significance level of  $0.000 < 0.05$  and a coefficient value of 0.648. The higher the workplace relationship, the higher the employee engagement of the teachers.

**Keywords** - Employee Engagement, teachers at Al-Fityan Kubu Raya. Workplace Relationship,

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## 1. INTRODUCTION

Schools as educational institutions have an important role in creating quality human resources. The success of education is highly dependent on the involvement of teachers in their work or what is known as employee engagement. Teachers who have high involvement will make maximum efforts in carrying out their duties, increasing the effectiveness of teaching, and contributing positively to the school. However, low employee engagement is still an obstacle in several educational institutions, including the Al-Fityan Kubu Raya Foundation. The Al-Fityan Kubu Raya Foundation implements an integrated education system that emphasizes religious values and character building of students. In addition to teaching, teachers are also expected to participate in various self-development activities such as seminars and studies. However, the participation of teachers in these activities is still low, as seen from minimal attendance or simply attending to fill in the absence. This hinders the effectiveness of the programs of teacher competency improvement aimed at improving the quality of education. Based on the interviews with the foundation secretary and several teachers, it was found that low employee engagement is influenced by a lack of sense of belonging to the institution, ineffective communication, and minimal appreciation as well as support from superiors. Teachers who are less involved in activities tend to be

influenced by other colleagues, which indicates weak social relationships in the school environment. In addition, the lack of appreciation for teachers' contributions also reduces their motivation to participate in activities that are organized by the foundation.

One of the main factors that influences employee engagement is workplace relationship. Lather & Singh (2015) stated that workplace relationship includes formal interactions and emotional support in the work environment. Robbins & Judge (2017) added that good relationships between coworkers can increase employee engagement. Positive working relationships allow teachers to feel support and attention from coworkers and superiors, thereby increasing work engagement and productivity. Based on the problems found, this study aims to analyze the effects of workplace relationship on the employee engagement of teachers at the Al-Fityan Kubu Raya Foundation. The results of this study are expected to provide a deeper understanding of the relationship between teachers in educational organizations and its implications for work engagement.

Employee engagement is the involvement, satisfaction, and enthusiasm of employees towards their work (Robbins & Judge, 2017). Engaged employees have high passion, are committed, and have a deep relationship with the company. This condition plays a role in improving employee welfare, productivity, creativity, and better work results (Albrecht, 2010). Employee engagement consists of several dimensions according to Febriansyah, H & Ginting (2020), which include: 1) physical and psychological energy, 2) pride in the institution, 3) intention to survive, 4) proactive attitude, 5) constructive feedback, 6) resilience, and 7) promoting the institution.

Furthermore, employee engagement does not just happen, but is influenced by various factors. Robertson-smith & Markwick (2009) stated that employee engagement is influenced by, namely: 1) the nature of the work, 2) meaningful and purposeful work, 3) development opportunities, 4) recognition and reward, 5) effective and assertive relationships, 6) quality communications, 7) inspiring leadership.

Workplace relationship is an interpersonal relationship between leaders and employees that is oriented towards individual needs or task achievement, and affects job satisfaction, motivation, productivity, and employee well-being (Robbins & Judge, 2017). According to Wrench et al. (2020), there are 5 aspects of workplace relationship, namely: 1) communication, 2) active listening, 3) empathy, 4) collaboration, and 5) conflict resolution.

## **2. RESEARCH METHODS**

The study used a quantitative research method with a cross-sectional study approach. The sample size in this study was 88 samples. The measuring instrument used was a psychological scale instrument. The data collection technique was by distributing G-forms to respondents. The form of the psychological scale in this study used a Likert scale to measure employee engagement and workplace relationships based on aspects of each variable that the researcher developed himself and had been tested for validity and reliability. Validity testing in this study used content validity with logical validity, which ensures that the measuring instrument is in accordance with the established behavioral indicators. Data analysis used statistical data analysis software. Data analysis carried out in the form of validity tests, reliability tests, normality tests, linearity tests, and linear regression tests. In the linearity test, a statistical test was used where the significance of the linearity was  $p(F \text{ linearity}) < 0.05$  and  $p(\text{deviation from linearity}) > 0.05$ .

## **3. RESULT AND DISCUSSION**

### **a. Data reliability test**

The results of the data reliability test on the research instrument on the employee engagement scale obtained a Cronbach's Alpha value of 0.967, while for the workplace relationship scale, the Cronbach's Alpha value was 0.948. These results indicate that both instruments have high reliability values (0.70-0.90), as seen in Table 1 below.

**Table.1 Reliability Test Results**

Measuring Instruments	Nilai (Cronbach's Alpha)	Reliabilitas
Employee engagement scale	.967	
Workplace relationship scale	.948	

**b. Data normality test**

Data normality test was conducted using Kolmogorov-Smirnov test analysis. To ensure that the data obtained met the requirements of statistical analysis, a normality test was conducted using Kolmogorov-Smirnov. The results showed  $p = 0.063$  ( $p > 0.05$ ), which indicates that the data is normally distributed.

**c. Description of employee engagement and workplace relationship distribution**

Table 2. Description of employee engagement and workplace relationship

Variable		n=88	
		f	%
<b>Employee Engagement</b>			
1.	Low (skor $\leq 80$ )	0	0
2.	Medium (skor 81-120)	37	42
3.	High (skor $> 120$ )	51	58
<b>Workplace Relationship</b>			
1.	Low (skor $\leq 52$ )	0	0
2.	Medium (skor 53-78)	36	40.9
3.	High (skor $> 78$ )	52	59.1

The results of this study found that, in the employee engagement variable, there were no teachers in the low category, while in the medium category there were 37 teachers (42%) and in the high category there were 51 teachers (58%). In line with the employee engagement variable, the results of the study on the work place relationship variable found that there were no teachers in the low category, while in the medium category there were 37 teachers (42%) and in the high category there were 51 teachers (58%).

**d. Linearity Test**

The researcher conducted a linearity test resulting in a deviation from linearity value of 0.15 ( $> 0.05$ ), which indicates a linear relationship between workplace relationships and employee engagement. This means that the higher the workplace relationship, the higher the level of teacher employee engagement.

**Table 3. Linearity Test**

			Sum of Squares	df	Mean Square	F	Sig.
Employee Engagement Workplace relationship	Between Groups	(Combined)	18148.898	86	211.03	26.379	.15
		Linearity	44.245	1	44.24	5.531	.25
		Deviation from Linearity	18104.653	85	212.99	26.624	.15
		Within Groups	8.000	1	8.000		
	Total	18156.898	87				

**e. Regression test of the influence of workplace relationship on employee engagement.**

Linear regression analysis was used to test the influence of workplace relationship on employee engagement. The results showed an F-count value of 24.899 with a significance of 0.000 ( $< 0.05$ ), so the regression model used is reliable. The regression coefficient of 0.648 indicates that every one unit increase in workplace relationship can increase employee engagement by 0.648 units as seen in Tables 4 and 5. These results strengthen the

understanding that positive working relationships can encourage teacher involvement in carrying out their duties.

**Table 4. Regression test**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4076.537	1	4076.537	24.899	.000 <sup>b</sup>
	Residual	14080.361	86	163.725		
	Total	18156.898	87			

Dependent Variable: Employee Engagement

Predictors: (Constant), Workplace Relationship

**Table 5. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	70.886	10.576		6.703	.000
	Workplace Relationship	.648	.130	.474	4.990	.000

Dependent Variable: Employee Engagement

#### 4. DISCUSSION

The results of this study provide an in-depth description of the relationship between workplace relationships and employee engagement among teachers at the Al-Fityan Kubu Raya Foundation. In measuring the reliability of the instrument, the employee engagement scale showed a reliability value of 0.967, while the workplace relationship scale had a reliability value of 0.948. This high reliability value indicates that the instrument used is consistent and accurate in measuring the research variables. In addition, the linearity test produced a deviation from linearity value of 0.153 ( $> 0.05$ ), which indicates a linear relationship between workplace relationships and employee engagement. This means that the higher the workplace relationship, the higher the level of teacher employee engagement.

The collaboration aspect is the most dominant with the highest score, which illustrates strong cooperation among teachers. Good collaboration reflects open communication, mutual support, and trust between teachers. However, the empathy aspect gets the lowest score, indicating that there are still difficulties in understanding the perspectives of colleagues and building deeper relationships. This can be an important note for the foundation to strengthen empathy between teachers, which can support the creation of more harmonious working relationships.

In the employee engagement variable, 58% of teachers show a high level of involvement, while 42% are in the moderate category. The physical and psychological energy aspects have the highest scores, indicating that teachers have good work enthusiasm and are able to cope with the workload effectively. However, the aspect of pride in the institution has the lowest score. This indicates a challenge in building a sense of pride and loyalty to the foundation, which may be influenced by perceptions of management, organizational policies, or existing working conditions. Further regression analysis shows that workplace relationship has a significant effect on employee engagement. The F-count value of 24.899 and a significance of 0.000 ( $< 0.05$ ) indicate that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

Furthermore, there is an influence of workplace relationship on employee engagement which is in line with previous research, such as that conducted by Ariani (2015), which shows that employee engagement can be influenced by relationships with supervisors and co-workers, psychological conditions of 86.1%. In addition, employee engagement can also be influenced by perceived organizational support (Mustika & Rahardjo, 2017), work motivation (Wijaya, 2022), and job satisfaction (Arianti et al., 2020).

The regression coefficient of 0.648 confirms that increasing workplace relationship by one unit can increase employee engagement by 0.648 units. This result is supported by the correlation value of R of 0.474 with a

significance of  $p = 0.000$  ( $p < 0.05$ ), which indicates a positive relationship between workplace relationship and employee engagement. Workplace relationship contributes 22.5% to employee engagement, while the remaining 77.5% are influenced by other factors outside this study, such as individual teacher characteristics, foundation policies, and broader work environment conditions.

However, this study has limitations, especially related to the time of data collection which coincided with the foundation's academic agenda, which could affect the respondents' concentration and engagement. Nevertheless, these findings still provide a significant contribution to understanding the importance of building positive working relationships to increase teacher engagement in the educational environment. Therefore, strengthening aspects of empathy, effective communication, and appreciation for teacher contributions can be strategies considered by the foundation to improve workplace relationship and, ultimately, employee engagement.

## 5. CONCLUSION

The results of the study indicate that workplace relationship has a positive and significant effect on employee engagement of teachers at the Al-Fityan Kubu Raya Foundation, with an R square value of 0.225. The regression coefficient of 0.648 indicates that an increase in workplace relationship is directly proportional to employee engagement, with an effective contribution of 22.5%, while 77.5% are influenced by other factors. The majority of teachers have workplace relationship in the moderate (40.9%) to high (59.1%) category, in line with employee engagement which is also in the moderate (42%) to high (58%) category. However, the lowest scores were found in the aspects of resilience in work involvement and empathy in work relationships, which indicate challenges in adjusting to new tasks and understanding coworkers' perspectives.

This study is expected to be a reference in the field of industrial and organizational psychology related to workplace relationship and employee engagement. Practically, the leaders of the Al-Fityan Kubu Raya Foundation can strengthen work relationship through collaboration, communication, and conflict resolution training, as well as improve stress management programs for teacher welfare. Teachers are expected to be more active in communication, listen effectively, and work together to strengthen work relationships and manage stress in facing work challenges. Further researchers can explore other factors that influence employee engagement and overcome the time constraints of data collection so that research results are more optimal.

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