



## The Influence of Locus Of Control and Resonant Leadership on Teacher Performance through Teacher Work Engagement in Gaung Anak Serka District

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**Abstract.** *This study aims to determine the effect of Locus of Control and Resonant Leadership on Elementary School Teacher Performance in Gaung Anak Serka District, Indra Hilir Regency, Riau. The number of samples in this study were 134. The techniques used to collect data were questionnaires and interviews. The results showed that 1. locus of control (X1) did not significantly influence work engagement (Y). 2. Directly there was a significant influence of resonant leadership (X2) on work engagement (Y). There is no direct significant effect of the locus of control variable (X1) on teacher performance (Z). 4 There is a direct significant effect of the resonant leadership variable (X2) on teacher performance (Z). 5. There is a direct significant effect of work engagement (Y) on teacher performance (Z). 6. Work engagement is not significant mediating locus of control on teacher performance. Work engagement significantly mediates resonant leadership on teacher performance.*

**Keywords:** *Locus Of Control, Resonant Leadership, Teacher Performance, Work Engagement*

### INTRODUCTION

The development of science and technology has brought changes in almost all aspects of human life. Various problems can only be solved by efforts to increase science and technology. This also has an impact on the world of education so that only educational institutions that are able to adapt to change will be able to survive. Education is an ongoing process that contains elements of teaching, training, guidance and leadership with a specific focus on the transfer of various knowledge, religious and cultural values and skills that are useful to be applied by individuals (teachers or educators) to individuals who need that education (Kusyairy, 2014; Purba et al., 2018)

Teachers as a driving force for achieving the goals of educational institutions must think about and deal with strategic problems within the institution. Therefore, the involvement of all teachers, from the highest to the lowest levels, is needed to deal with various conditions together. With good cooperation between teachers, institutions will be better prepared to build competitive advantage and continue to exist in the rapidly developing and dynamic world of education.

Within the scope of the school, children are required to be able to understand what lessons are given by the teacher. However, the fact is that in the classroom a teacher teaches, students certainly pay attention and listen to what is being described. This situation is in stark contrast to what students are experiencing now. They underestimate and are lazy to study which is their responsibility as a student. For example, a child is reading a book, surely we assume that he is learning. Though not necessarily, who knows his eyes are directed into the book, but his mind wanders in another direction that interests him.

The comprehension power of each child in receiving subject matter at school is indeed different. The comprehension of children who are classified as low will greatly affect the acquisition of knowledge. In fact, the acquisition of knowledge is directly proportional to the acquisition of grades in school. Problems with children's ability to receive material at school can be seen from internal factors, for example in terms of nutrition that is not fulfilled so that their immune system is disturbed, which results in them not being able to concentrate at school. In addition, the child's psychological factors, for example, the lack of attention from parents or teachers.

The external factors that influence include the way the teacher teaches at school that the child does not understand or doesn't like. Or, learning conditions that are not conducive, for example, the classroom is too crowded and noisy, thus disturbing the concentration of learning. In addition to studying at school, children need to repeat their lessons outside of school. Unfortunately, not a few parents have difficulty accompanying their children to study at home because they are busy, or the children's lessons are not necessarily understood by their parents. Not to mention the pile of homework (PR) given by the teacher, so students are increasingly lazy to do it because they find it difficult. Learning competition in class can also affect the ups and downs of learning achievement. So, it's no wonder that the class winner still needs extra extra lessons, both outside of school and outside the home, to maintain his achievement (Natalia and Alie, 2014).

## RESEARCH METHOD

Collecting data in this study using quantitative methods. This research was conducted on elementary school teachers in the Gaung Anak Serka District, Indragiri Regency, Riau Province with the research object being Resonant Leadership, Locus of Control, Work Engagement and Performance of Elementary School Teachers in Anak Serka District. The unit of analysis in this study is an active teacher. as teachersdWhere the number of teachers who are active as teachers is 194 people. This study used a census or simple random sampling, with determining the number of samples in this study using the Slovin formula which is written as follows:

Where:

- n = Number of samples  
N = Total sample population  
= Number of errors in sampling (error term).

The population (N) is 194 people assuming an error rate of 5%, then the calculation of the number of samples is as follows:  $n = 1941 + 194 \{ (0.05)^2 \} = 133.79$  , So the sample used is 134.

## LITERATURE REVIEW

### Performance

According to Bernardin and Russel (2013) Achievement or performance is a record of the results obtained from certain job functions or activities over a certain period of time. Dessler (2013) argues that performance is the employee's actual achievement compared to the expected performance of the employee. Expected work performance is a standard achievement that is compiled as a reference so that employees can see the performance according to their position compared to the standards set. The definition of performance according to Armstrong (2006), Performance is not only the final result that is seen but we can see the performance process by looking at how people achieve it (Colquitt, 2009).

According to some of the definitions above, we can conclude that performance is the result of a work process carried out by an individual whose work is carried out within a certain period of time. Performance will be said to be effective if subordinate parties have the opportunity to be involved or participate in the budget preparation process. Bernardin & Russel (2013) defines performance as a record of the output of a particular

job function or activity over a certain period of time. Performance is the level of success in carrying out tasks and the ability to achieve the goals that have been set.

### **Resonant Leadership**

Leadership is the ability to influence other people, this has the intention to achieve the goals that have been set. In influencing people, leaders can do this through motivation which can move someone to do something the leader wants to do. Leadership can be defined as both a process and a property. As a leadership process, it involves the use of non-coercive influence. As a property, leadership is a set of characteristic traits in a person who is perceived to use influence successfully. While influence is the ability to influence the perceptions, beliefs, attitudes, motivations, and/or behavior of other people (Griffin and Moorhead, 2014). According to Colquitt et al (2015) Leadership is the use of power and influence to direct the activities of followers towards achieving goals, where direction can affect the interpretation of followers of the main goals. Leadership is a process of influencing and supporting others to work enthusiastically to achieve goals (Malczewski et al., 2011).

According to Wibowo (2016) Leadership is a critical factor that helps individuals or groups identify their goals, and then motivates and assists in achieving the stated goals. According to Robbins et al. (2015) Leadership is as the ability to influence a group towards achieving a vision or a set of goals, where the source of the influence may be formal, as given by managerial levels in the organization. From these various views, it can be formulated that the notion of leadership is the ability to influence, encourage and facilitate subordinates to contribute to achieving goals.

### **Locus of control**

Locus of control according to Rotter (1996) is a form of psychology which means a person's belief about what causes good or bad luck in his life, both in general matters and in specific matters such as health or academics. Understanding this concept was developed by Julian B. Rotter in 1954 and has since become an important aspect of personality studies. Locus of control shows the level of one's belief that one can control events that affect one's life. According to Larsen et al. (2005) stated that locus of control is a concept that describes a person's perception of his responsibilities or events that occur in his life. Meanwhile, according to Zakowski et al. (1981) stated that locus of control implies a general expectation regarding a person's ability to control the reinforcement received.

Based on some of the definitions above, it can be concluded that locus of control contains elements of perception or views, the ability to control or control responsibility for all events that occur in one's own life. Thus it can be concluded that locus of control is an individual's perception or view of his ability to determine his own destiny. According to Friedman & Schuck (2008) locus of control is divided into two, namely, internal locus of control and external locus of control. Larsen et al. (2005) locus of control is divided into two namely, external locus of control and internal locus of control.

### **Work Engagement**

Work engagement is a person's statement in full, positive thoughts related to his work (Xanthopoulou et al., 2008). Engagement is the intuition of people, especially leaders in the organization, about work motivation (Macey and Schneider, 2008). Work engagement or job engagement is a positive state of mind, filled with matters related to work which are characterized by enthusiasm, dedication and solemnity (Kurniawati & Diantoro, 2014). The verb "to engage" has many meanings, varying from the immediate emotional state of being "equipment", of being engaged and committed, to another transactional state of working in return for a fair economic exchange at work (Schaufeli, 2013). Schaufeli also added that the word engagement is a unique condition related to job demands, factors that influence the job and performance that will describe the original and unique psychological conditions experienced by members of the organization.

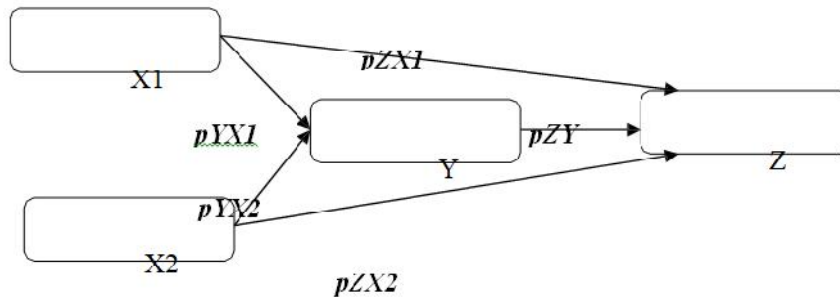
The positive behavior of employees with their workplace and value system, in other words, is called the positive relationship of employees to their work (Ravinder & Anitha, 2013). In addition, this is also a discretionary effort or a form of role or extra role or effort that encourages change (Mercey and Scneider, 2008).

## **RESULT**

### **Calculating Path Coefficients**

In the first stage, the calculation of the model I path coefficient and the model II path coefficient is carried out which can be explained as follows. Before carrying out the analysis, the author wants to display a path diagram of the causal relationship between the variables X1, X2, Y, and Z which the author proposes based on existing theories.

**Chart 1. Path Diagram Model 1 (Table 1) Variables X1, X2, Y Against Z**



The equation for the sub-structure above is as follows:  $Y = p_{Yx1} + p_{Yx2} + e$ . As for the 2nd (two) substructure that connects the variables X1, X2, Y, and Z. The equation for the sub-structure above is as follows:  $Y = p_{Zx1} + p_{Zx2} + p_{Zy} + e$ . The purpose of this research is to determine the influence of Locus of Control and leadership resonance on employee performance and its implications for employee engagement.

**Analysis of Sub-Structure Path 1 (Locus of control (X1) and the Influence of Resonant Leadership (X2) on Employee Engagement (Y)**

The following is the result of multiple linear regression analysis using SPSS. The effect of X1 and X2 on Y is shown in table 1 below.

**Table 1. Effect of X1 and X2 on Y**

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.014	2.736		1.467	.145
Locus of Control (X1)	.040	.056	.049	.713	.477
Kepemimpinan Resonan (X2)	.609	.066	.640	9.278	.000

a. Dependent Variable: Ketelitian Kerja (Y)  
Sumber: Hasil Olahan Data

Based on table 1, it can be seen that the significance value of the two variables namely Locus of Control (X1) is 0.477 which is greater than the Significance value of 0.05 and Resonant Leadership (X2) is 0.000 which is less than 0.05. These results conclude that Locus of Control (X1) has no significant effect on employee engagement while the Resonant Leadership variable (X2) has a positive and significant effect on employee engagement (Y). The results of testing the coefficient of determination in the equation of the influence of Locus of Control variables (X1) and Resonant Leadership (X2) on Employee Engagement (Y) are as follows:

**Table 2. Coefficient of Determination of X1 and X2 on Y**

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.656 <sup>a</sup>	.431	.422	6.22227

a. Predictors: (Constant), Kepemimpinan Resonan (X2), Locus of Control (X1)  
Sumber: Hasil Olahan Data

Based on the test results for the coefficient of determination (table 2), the R Square value is 0.431 or 43.1%. These results indicate that the influence of Locus of Control (X1) and Resonant Leadership (X2) variables on Work Engagement (Y) is 43.1%, while 56.9% is the influence of research variables outside of this study. Based on the picture above about the results of the analysis of sub-structural path 1 (one) it can be obtained that the effect of locus of control on work engagement is 0.040 and the effect of resonant leadership variables on work engagement is 0.609.

### Simultaneous Hypothesis Testing (F-Test)

This test is conducted to see whether all the independent variables included in the model have a joint effect on the dependent variable. The test criteria are:

1.  $H_0 : b_1 = 0$ , meaning that simultaneously there is no positive and significant influence of the independent variables on the dependent variable.
2.  $H_0 : b_1 \neq 0$ , meaning that simultaneously there is a positive and significant influence of the independent variables on the dependent variable.

The decision making criteria are:

1.  $H_0$  accepted if  $F_{count} < F_{table}$  on  $\alpha = 5\%$
2.  $H_0$  rejected if  $F_{count} > F_{table}$  on  $\alpha = 5\%$

To determine the value of F, it is necessary to have degrees of freedom in the numerator and degrees of freedom in the denominator, with the following formula:

1.  $df$  (Numerator) =  $k - 1$
2.  $df$  (Denominator) =  $n - k$

Information :

$n$  = Number of research samples

$k$  = The number of independent and dependent variables

Pada penelitian ini diketahui jumlah sampel ( $n$ ) 134 dan jumlah keseluruhan variabel ( $k$ ) adalah 3, sehingga diperoleh:

1.  $df$  (Numerator) =  $3 - 1 = 2$
2.  $df$  (Denominator) =  $134 - 3 = 131$

3. So  $F_{table} = 3.07$

The  $F_{count}$  value will be obtained using SPSS assistance, then it will be compared with the  $F_{table}$  at the level  $\alpha = 5\%$ .

**Table 3. Results of the Simultaneous Significance Test for Sub-Structure 1**

		ANOVA <sup>b</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3841.258	2	1920.629	49.607	.000 <sup>a</sup>
	Residual	5071.876	131	38.717		
	Total	8913.134	133			

a. Predictors: (Constant), Kepemimpinan Resonan (X2), Locus of Control (X1)

b. Dependent Variable: Keterikatan Kerja (Y)

Sumber: Hasil Olahan Data

In Table 3, above it can be seen that the results obtained by  $F_{count}$  in column F are 49,687 with a significance level = 0,000, greater than the  $F_{table}$  value of 3.07, with an error rate of  $\alpha = 5\%$  or 0.05, or in other words  $F_{count} > F_{table}$  ( $49,687 > 3.07$ ). Based on the hypothesis testing criteria, if  $F_{count} > F_{table}$  and the level of significance ( $0.000 < 0.05$ ), indicates that the effect of the independent variables (locus of control and resonant leadership) is simultaneously significant on the intervening variable (employee engagement).

### Partial Hypothesis Testing (T-Test)

This test was conducted to determine how far the influence of an independent variable partially (individually) on the variation of the dependent variable. The test criteria are:

1.  $H_0 : b_1 = 0$ , meaning that partially there is no positive and significant effect of the independent variable on the dependent variable.
2.  $H_0 : b_1 \neq 0$ , meaning that partially there is a positive and significant influence of the independent variables on the dependent variable.

The decision making criteria are:

1.  $H_0$  accepted if  $t_{count} < t_{table}$  on  $\alpha = 5\%$
2.  $H_0$  rejected if  $t_{count} > t_{table}$  on  $\alpha = 5\%$

Hasil pengujian adalah :

1. Error rate ( $\alpha$ ) = 5% and degrees of freedom (df) = (n-k)
2. n = number of samples, n = 134
3. k = number of variables used, k = 3
4. Degree of freedom(df) = (n-k) = 134- 3 = 131



The t-test is a one-way test, so the ttable used is  $t_{0.05} (131) = 1.978$ . The following are the results of the T-count test using the SPSS analysis tool.

**Table 4. Results of Testing the Partial Significance of Sub-Structure 1**

	T	Sig.
	.713	.477
	9.278	.000

Sumber: Hasil Olahan Data

1. Locus of Control Variable (X1)

The tcount value of the Locus of Control variable is 0.713 and the ttable value is 1.978, so  $t_{count} > t_{table}$  ( $0.731 < 1.978$ ) so it can be concluded that the Locus of Control variable has no positive and significant effect ( $0.477 > 0.05$ ) partially on teacher work engagement in elementary schools Gaung District.

2. Resonant Leadership Variable (X)

The tcount value of the Resonant Leadership variable is 9.278 and the ttable value is 1.978, so  $t_{count} > t_{table}$  ( $9.278 > 1.978$ ) so that it can be concluded that the Resonant Leadership variable has a positive and significant effect ( $0.000 < 0.05$ ) partially on teacher work engagement in Elementary Schools in Gaung Anak District Serka.

**Path Analysis Sub-Structure 2 (Influence of Locus of Control (X1), Resonant Leadership (X2) and Employee Engagement (Y) on Employee Performance (Z))**

In testing the first sub-structure, researchers will examine the influence of the Locus of Control (X1), Resonant Leadership (X2) and Work Engagement (Y) variables on SD teachers in Gaung Anak Serka District. The following is the result of multiple linear regression analysis using SPSS.

**Table 5. Data on the Influence of X1, X2 and Y on Z**

Model	Coefficients <sup>a</sup>		Standardized Cefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	3.244	2.637			1.230	.221
Locus of Control (X1)	.034	.053	.037		.647	.519
Kepemimpinan Resonan (X2)	.416	.081	.374		5.147	.000
Keterikatan Kerja (Y)	.559	.084	.479		6.690	.000

a. Dependent Variable: Kinerja Guru (Z)

Sumber: Hasil Olahan Data

a. Dependent Variable: Teacher Performance (Z)

Source: Data Processed Results

Based on the table above it can be seen that the significance value of the three variables namely Locus of Control (X1) is 0.519 which is greater than 0.05, Resonant Leadership (X2) is 0.000 and the Work Engagement variable is 0.000 because it is smaller than 0.05. These results conclude that locus of control (X1) does not have a significant and positive effect on employee performance while the Resonant Leadership variable (X2) has a positive and significant influence on employee performance (Z) and employee engagement variables have a positive and significant effect on teacher performance (Z). The results of testing the coefficient of determination in the equation of the influence of Locus of Control variables (X1) and Resonant Leadership (X2), Employee Engagement (Y) on Employee Performance (Z) are as follows:

**Table 6. Coefficient of Determination X1, X2 and Y Against Z**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.788 <sup>a</sup>	.622	.613	5.94745

a. Predictors: (Constant), Keterikatan Kerja (Y), Locus of Control (X1), Kepemimpinan Resonan (X2)

Sumber: Hasil Olahan Data

Based on the test results of the coefficient of determination, the R Square value is 0.788 or 78.8%. These results indicate that the influence of locus of control variables (X1), Resonant Leadership (X2) and Work Engagement (Y) on Teacher Performance (Z) is 78.8% while 21.2% is the influence of research variables outside of this study. To find the value of e1, you can find it using the formula  $e1 = \dots$ . If it is described, the path analysis in the sub-structure equation 2 (two) is as follows.

### Simultaneous Hypothesis Testing (F-Test)

This test is conducted to see whether all the independent variables included in the model have a joint effect on the dependent variable. The test criteria are:

1.  $H_0: b_1 = 0$ , meaning that simultaneously there is no positive and significant effect of the independent variables on the dependent variable.
2.  $H_0: b_1 \neq 0$ , meaning that simultaneously there is a positive and significant effect of the independent variables on the dependent variable.

The decision making criteria are:

1.  $H_0$  is accepted if  $F_{count} < F_{table}$  at  $\alpha = 5\%$
2.  $H_0$  is rejected if  $F_{count} > F_{table}$  at  $\alpha = 5\%$

To determine the value of F, it is necessary to have degrees of freedom in the numerator and degrees of freedom in the denominator, with the following formula:

$$\text{df (Numerator)} = k - 1$$

$$\text{df (Denominator)} = n - k$$

Information :

n = number of research samples

k = number of independent and dependent variables

In this study, it was known that the number of samples (n) was 134 and the total number of variables (k) was 3, so that:

$$\text{df (numerator)} = 4 - 1 = 3$$

$$\text{df (denominator)} = 134 - 4 = 130$$

The Fcount value will be obtained using SPSS assistance, then it will be compared with Ftable at the level of  $\alpha = 5\%$ .

**Table 7. Results of the Simultaneous Significance Test for Sub-Structure 2**

Model		ANOVA <sup>b</sup>				
		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7550.939	3	2516.980	71.157	.000 <sup>a</sup>
	Residual	4598.374	130	35.372		
	Total	12149.313	133			

a. Predictors: (Constant), Keterikatan Kerja (Y), Locus of Control (X1), Kepemimpinan Resonan (X2)

b. Dependent Variable: Kinerja Guru (Z)

Sumber: Hasil Olahan Data (2018)

a. Predictors: (Constant), Work Engagement (Y), Locus of Control (X1), Resonant Leadership (X2)

b. Dependent Variable: Teacher Performance (Z)

Source: Data Processed Results (2018)

In the table above it can be seen that the results obtained by Fcount in column F are equal to 71,157 with a significance level = 0,000, greater than the Ftable value of 2.67, with an error rate of  $\alpha = 5\%$  or 0.05, or in other words  $F_{\text{count}} > F_{\text{table}}$  (71,157 > 2.67 ). Based on the hypothesis testing criteria, if  $F_{\text{count}} > F_{\text{table}}$  and the level of significance ( $0.000 < 0.05$ ), indicates that the influence of locus of control, resonant leadership and work engagement simultaneously is significant to the dependent variable, namely the performance of elementary school teachers in the Gaung Anak Serka sub-district.

### Partial Hypothesis Testing (T-Test)

The test criteria are:

1.  $H_0 : b_1 = 0$ , meaning that partially there is no positive and significant effect of the independent variable on the dependent variable.
2.  $H_0 : b_1 \neq 0$ , meaning that partially there is a positive and significant influence of the independent variables on the dependent variable.

The decision making criteria are:

3.  $H_0$  accepted if  $t \text{ count} < t \text{ table on } = 5\%$
4.  $H_0$  rejected if  $t \text{ count} > t \text{ table on } = 5\%$

The test results are:

1. Error rate ( $\alpha$ ) = 5% and degrees of freedom (df) = (n-k)
2. n = number of samples, n = 134
3. k = number of variables used, k = 4
4. degree of freedom(df) =(n-k) = 134- 4 = 130

The t-test is a one-way test, so the ttable used is  $t_{0.05 (208)} = 1,978$ . The following are the results of the T-count test using the SPSS analysis tool.

**Table 8. Results of Testing the Partial Significance of Sub-Structure 2**

T	Sig.
.647	.519
5.147	.000
6.690	.000

Sumber: Hasil Olahan Data

Berdasarkan Tabel diatas dapat dilihat bahwa:

#### 1. Variabel Locus of Control (X1)

The tcount value of the Locus of Control variable is 0.647 and the ttable value is 1.978, so  $t \text{ count} < t \text{ table}$  ( $0.647 < 1.978$ ) so it can be concluded that the Locus of Control variable has no positive and significant effect ( $0.519 < 0.05$ ) partially on the performance of elementary school teachers in Gaung Anak District Serka

#### 2. Resonant Leadership Variable (X2)

The tcount value of the Resonant Leadership variable is 5.147 and the ttable value is 1.978, so  $t \text{ count} > t \text{ table}$  ( $5.147 > 1.978$ ) so it can be concluded that the Resonant

Leadership variable has a positive and significant effect ( $0.000 < 0.05$ ) partially on the performance of elementary school teachers in Gaung Anak Serka District.

### 3. Work Engagement Variable (Y)

The tcount value of the work engagement variable is 6,690 and the ttable value is 1,978, so  $tcount > ttable$  ( $6,690 > 1,971$ ) so it can be concluded that the work engagement variable has a positive and significant effect ( $0.000 < 0.05$ ) partially on the performance of elementary school teachers in Gaung Anak Serka District.

To overcome the above problems, how can a child's learning outcomes not be as low as they should be, especially from a cognitive perspective. How so that students can be effective in terms of learning at school, it is necessary to get deep attention. It is better for a child to be given a tutoring service for them so that they are effective and efficient in learning and can gain learning achievements to be proud of.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The role of the teacher is very important in the world of education, because in addition to playing a role in transferring knowledge to students (students), elementary school teachers are also required to be able to provide character education, must be an example of good character for their students. Teachers must always develop themselves and utilize the resources they have in order to provide the best service for their students. Teachers who have a desire to improve performance need to have characteristics.

The success of an organization, both profit-oriented and non-profit-oriented organizations is influenced by the job performance of its members. The term performance or performance is a benchmark for employees, in this case a teacher at a school in carrying out all the tasks carried out by the teacher, so efforts to evaluate performance in a school are important. Performance or results of work achieved by a person in carrying out tasks in accordance with the responsibilities given to him. Factors that affect performance are ability (ability) and motivational factors. Every organization or company will try to improve employee performance to achieve organizational goals that have been set (Mangkunegara & Agustine, 2016; Siahaan et al., 2022; Amin et al., 2021). Based on the definition of a teacher, the individual characteristics of the teacher play an important role in the success of the goals of a tutoring organization.

Based on the results of random interviews with elementary school students and field observations, it was found that 23 out of 30 elementary school students said class started between 08.15-08.30 WIB, which according to elementary school regulations the school starts at 07.15 WIB. This delay in learning hours occurs because students generally wait for the teacher to arrive late to class to start school lessons, when viewed from the condition of the road infrastructure to school which is generally located in villages (kelurahan) with dirt road contours whose conditions are damaged, slippery and waterlogged making it possible teachers to arrive late if leaving not earlier especially since the domicile of the teachers is in the sub-district.

Work engagement or job engagement is a positive state of mind, filled with matters related to work which are characterized by enthusiasm, devotion or dedication and solemnity or appreciation. (Kurniawati & Diantoro, 2014; Xanthopoulou et al., 2008), so that a teacher who has high work engagement must be excited when he wants to go to work, and forgets the time or is addicted to his work because of the fun of working. Based on the results of random interviews, 30 out of 30 elementary school students said they left school on time, namely 09.30 WIB. It does not characterize high job engagement.

Each teacher has their own personality according to their life background before they become teachers. The teacher's personality is recognized as an aspect that cannot be ruled out from the framework of successful teaching and learning to deliver students to become knowledgeable and personable people. That personality influences the leadership pattern that the teacher shows when carrying out teaching assignments in the classroom (Djamarah and Zain, 2010; Purba et al., 2020; Sutiah et al., 2021; Amal et al., 2022).

The teacher's leadership style in teaching is the behavior or actions taken by the teacher in learning that is tailored to the needs based on student characteristics. The style or pattern that must be possessed by the teacher is a pattern of action that is task-oriented, has the goal of helping and guiding students in carrying out assignments so that they can complete their tasks properly and correctly. According to Taner and Aysen, (2013) Resonant leadership is a leadership style that accommodates emotional intelligence by emphasizing the leader's ability to understand one's own emotions, weaknesses and deficiencies as well as internal limitations. Besides being able to adapt to the social environment by having empathy, interest in organizational components, working together and belonging. The teacher's leadership style in learning is very important. By having

high leadership skills, teachers are able to influence their students to learn teaching materials well, and are able to influence students' attitudes and behavior.

Locus of control is a personality trait that explains the perception from which individuals determine the causes of events in life (Malik & Singh, 2015; Purba et al., 2019). Locus of control is defined as a person's belief about how and where events are felt to be pleasant or unpleasant, being the basis for action (Tashko & Elena, 2015). Robbins and Judge (2015), divided the locus of control into two, namely: internal and external locus of control. Shuping et al. (2017) those who tend to have an external locus of control will feel that every event that is experienced in their life is beyond their control, for example due to chance, fate or luck and for people with a dominant internal locus of control they will feel they have a role or power in everything that happens. happened in his life.

A study conducted by Wahyuni et al (2016) states that a higher internal locus of control can encourage increased employee performance. Besides that, in the study of Gurendrawati et al. (2014), Appiah and Addai (2014) state that locus of control can affect the performance of employees. Failure in a job should be responded to as unstable, where we assume that the success achieved is the result of external factors and when experiencing failure internal factors are said to be the cause (Yi & Li, 2014; Ade Galih et al., 2018; Amal et al., 2022). According to Ayudiati (2010) the ability to place the right internal and external factors in dealing with an incident can have a good impact on someone. Locus of control has deep beliefs and assumes that when someone does positive things, the results they will receive will also be positive and vice versa, when people think negatively in doing a job, negative results will also be obtained (Ridhawati and Ibnu, 2014; Ingtias et al., 2022; Ampera et al., 2020). And in Al Azhar's research (2013) also stated that the locus of control variable did not have a positive and significant effect on performance. In connection with the main ideas above, a study was carried out under the title of the effect of locus of control and resonant leadership on teacher performance through teacher work engagement in the echo children's district of Serkat.

## **DISCUSSION**

### **Analysis of the Effect of Locus of Control (X1) on Work Engagement**

Work engagement (Y) directly has a significant influence of locus of control (X1) on work engagement (Y). This research is not in line with the research of Matondang and Latifolia, Marti (2018). The results show that locus of control has a positive effect

### **Analysis of the Effect of Resonant Leadership (X2) on Engagement**

Work (Y) resonant leadership (X2) influences work engagement (Y). The results of this study are in line with the results of research conducted by Dajani (2015); Listiani (2015) who found that Resonant Leadership has an effect on work engagement

### **Analysis of the Effect of Locus of Control (X1) on Teacher Performance (Z)**

There is no significant effect of the locus of control variable (X1) on teacher performance (Z). These results are in line with previous research, which said locus of control has a significant effect on academic achievement (Anderson et al., (2005). Also supported by research according to Zuhain (2009) which states that there is an influence between academic achievement and locus of control.

### **Analysis of the Effect of Resonant Leadership (X2) on Performance**

The teacher (Z) directly has a significant influence on the resonant leadership variable (X2) on teacher performance (Z). The results of this study are in line with the results of research conducted by Listiani (2015); Pradityo et al (2012) who found that Resonant Leadership affects employee performance. The results of this study are in line with research from Miswan and Rahman (2012) who found that leadership behavior also influences and encourages employee performance improvement.

### **Analysis of the effect of Work Engagement (Y) on Teacher Performance (Z)**

There is a direct significant effect of work engagement (Y) on teacher performance (Z). The results of the partial significance test found that the work engagement variable has a positive and significant effect on employee performance. These results are also supported by the results of a descriptive analysis of work engagement. Work engagement does not significantly mediate locus of control on teacher performance, the percentage of work engagement variables is in a fairly good position. However, there are things that still need to be considered to increase the effect of work engagement on employee performance, namely the dimension of employee appreciation. The results of this study are consistent with research from Dajani (2015) who found that work engagement is a variable that can improve employee performance.



Work engagement significantly mediates resonant leadership on teacher performance. The results of this study are consistent with the results of research conducted by Listiani (2015); Pradityo et al (2012) who found that work engagement can be mediated by leadership on teacher performance.

## **CONCLUSION**

Based on the research above, it can be concluded that there are several things that are important:

1. Locus of control (X1) does not significantly influence work engagement (Y).
2. There is a direct significant influence of resonant leadership (X2) on work engagement (Y).
3. There is no direct significant effect of the locus of control variable (X1) on teacher performance (Z).
4. There is a direct significant influence of the resonant leadership variable (X2) on teacher performance (Z).
5. There is a direct significant effect of work engagement (Y) on teacher performance (Z).
6. Work engagement does not significantly mediate locus of control on teacher performance.
7. Significant work engagement mediates resonant leadership on teacher performance.

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