

A DECADE MAPPING OF EDUCATOR WORK ENGAGEMENT IN INDONESIA: CRITIQUING THE MANAGERIALISTIC BIAS

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Abstract

This study maps the intellectual evolution of educator work engagement research in Indonesia over the past decade (2014-2025) to critique the dominance of managerialistic perspectives. Using a Bibliometric-based Systematic Review approach, 57 reputable empirical journal articles were extracted from the Scopus database. Co-occurrence network analysis and thematic evolution mapping via RStudio and VOSviewer reveal a sharp structural fragmentation between teacher performance stressors and lecturer functional tensions. Qualitative synthesis identifies a three-phase evolutionary shift: from (1) normative operational compliance, (2) system justice prerequisites, toward (3) cross-sectoral innovation and mental well-being creation. Empirically, this study proves the existence of a managerial bias, where 63% of structural studies measure engagement purely for institutional accreditation targets, neglecting organic well-being preservation. This article proposes a Contextualized Engagement Evolution Model and formulates three moderated-mediation propositions for future research, recommending a recalibration of educational governance that not only demands innovative agility but also rehabilitates the psychological safety and spiritual meaning of educators.

Keywords: *Indonesian educators, innovative work behavior, systematic literature review, work engagement.*

INTRODUCTION

Work engagement has been recognized as a central psychological instrument in modern human resource management. The concept refers to a positive state of mind characterized by vigor, dedication, and absorption (Schaufeli et al., 2002). Within the educational ecosystem in Indonesia—from primary to higher education—work engagement has become a critical psychological prerequisite for educators to respond to disruptive policy dynamics. The transition to the Merdeka Curriculum and the renewal of Lecturer Workloads (BKD) pressures educators to transform from mere knowledge transmitters into facilitators of innovation and student moral resilience in the digital era (Saks, 2006).

Unfortunately, the theoretical understanding of work engagement in the Indonesian education sector is often trapped in functional reductionism. Most previous studies limit their scope to associating engagement with normative compliance, such as reducing absenteeism rates (Maryati & Astuti, 2022). In contrast, global literature demands the evolution of engagement toward the creation of resilience and innovative work behavior (Kahn, 1990; Christian et al., 2011; Saks, 2019). Past prescriptive approaches have struggled to fully capture the psychological complexity of educators amidst structural welfare segregation, such as the dichotomy between civil servant (ASN) and honorary teachers, or state (PTN) and private (PTS) university lecturers.

To the best of our knowledge, no bibliometric-based systematic review specifically mapping educator work engagement in Indonesia over the past decade has been formulated. Filling this void, this article identifies three Identified Research Gaps: 1. Conceptual Gap: The majority of the literature remains trapped in a managerialistic view, positioning engagement merely as an institutional performance driver, rather than an achievement of educator psychological well-being. 2. Methodological Gap: There is a severe lack of studies that integratively combine cross-temporal quantitative bibliometric analysis (thematic evolution) with qualitative dissection (content synthesis) to formulate new conceptual models. 3. Contextual

Gap: The absence of explicit structural separation regarding the differences in stressors and resources between the teacher (school) and lecturer (higher education) ecosystems.

Departing from these gaps, this Systematic Literature Review formulates three main Research Questions (RQ):

- 1) RQ1: What are the publication metric trends and knowledge structures (network clustering) related to educator work engagement in Indonesia?
- 2) RQ2: What research themes dominate, orbit as motors, and evolve as novelties (thematic evolution) over the last decade?
- 3) RQ3: How has the causality focus shifted from normative performance to innovation and meaningful work over the past decade?

This study promises theoretical contributions in three exclusive ways: 1) Constructing a Contextualized Engagement Evolution Model that indicates a strong pattern shifting from normative performance to “Meaningful Work” in the developing world’s education sector; 2) Framing the Identified Research Gaps into three precise layers (conceptual, methodological, and contextual) guiding the research agenda for the next decade; and 3) Critically demonstrating concrete evidence of a managerialistic orientation where educators’ mental happiness is often reduced merely in pursuit of institutional accreditation targets.

LITERATURE REVIEW

This study is positioned as a theory-building systematic review, rather than a theory-testing study. The proposed model and propositions are intended as heuristic frameworks for future empirical validation. The article positions itself as a contextual refinement of the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2008; Lesener et al., 2019) and Engagement Condition Theory (Kahn, 1990). In the Indonesian educational ecosystem, job demands in the form of dual administrative burdens and status segregation are often far more massive than their supporting job resources. Conventional global engagement concepts are inadequate to explain this anomaly. Unlike educators in OECD contexts where job resources such as high autonomy, supportive school climates, and highly adequate financial compensation consistently buffer the negative impacts of heavy workloads, Indonesian educators are frequently demanded to exhibit maximal performance without being counterbalanced by equivalent supporting infrastructure. This chronic imbalance forces educators to extract their personal resources more deeply, seeking spiritual meaning from their profession as a form of compensation for the lack of material rewards. This theoretical realignment is critical to dismantle the assumption that engagement theory always operates symmetrically across various geographical conditions.

This article proposes the model as a conceptual abstraction informed by bibliometric thematic patterns (rather than direct empirical causality testing), suggesting that the transition from mere “Normative Performance” to “Innovative Behavior” is highly mediated by the internalization of “Meaningful Work.” Based on the construction of evidence from the Indonesian bibliometric pattern, this shift in thematic structure becomes a new ontological foundation asserting that engagement theory requires context-sensitive refinement when faced with extreme welfare limitations typical of developing countries.

Proposition Development. This theoretical repositioning offers three key propositions for future empirical testing directions:

- 1) P1 (Mediation): The search for Meaningful work fully mediates (centrally) the transition of adaptive work pressure towards educators' innovative work behavior.
- 2) P2 (Antecedent Paradigm): Organizational justice predicts a stronger level of binding force in developing ecosystems compared to pure financial incentives.
- 3) P3 (Moderation Boundary): Institutional employment status (regular ASN vs. Honorary/Contract) acts as a strong moderator that can blunt the phase leap from daily performance to innovation.

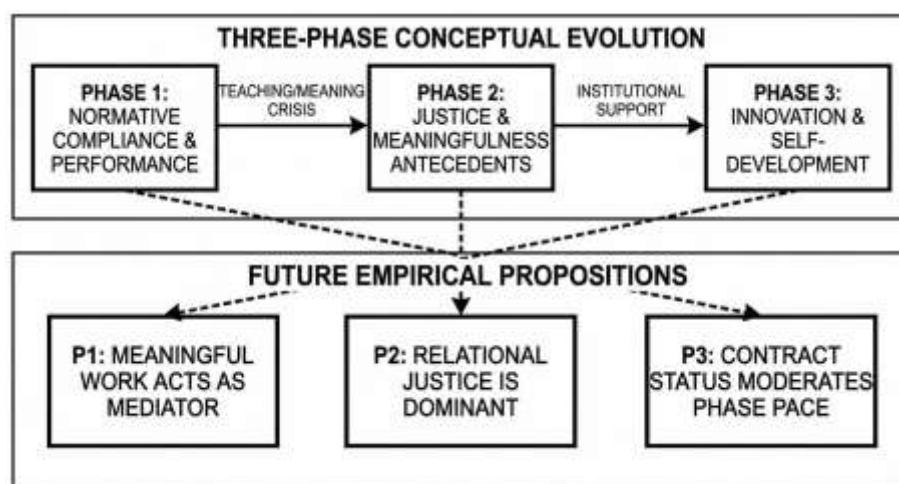


Figure 1. Visual Framework of the 3-Phase Conceptual Model and Proposition Relations

Source: Researchers' Elaboration (2026)

METHOD

This research employs a Bibliometric-based Systematic Review approach that combines quantitative bibliometric analysis (Donthu et al., 2021) with qualitative thematic synthesis (Content Analysis). This approach was chosen to comprehensively map the evolution of educator work engagement research in Indonesia over the past decade.

PRISMA Protocol and Data Expansion Criteria

Literature data collection was strictly executed following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines (Moher et al., 2009). Data extraction was conducted on the global Scopus database in February 2026. The search string was constructed into three main parameter blocks: TITLE-ABS-KEY (("employee engagement" OR "work engagement" OR "job engagement" OR "occupational engagement") AND (teacher OR lecturer OR educator OR "academic staff" OR "faculty member" OR "higher education") AND (indonesia)).

During the screening stage, we applied a strict set of inclusion and exclusion criteria to ensure the relevance and quality of the research subject context. The temporal scope was sharply restricted to the last decade (2014-2025) to capture the modern evolution of the discourse. Document types were exclusively limited to *peer-reviewed journal articles*, intentionally excluding conference proceedings, book chapters, and reviews to filter out non-empirical or unverified preliminary findings. Furthermore, the selection of the Scopus database was prioritized to guarantee the filtering of reputable articles that have passed strict blind peer-review, thereby eliminating predatory journal bias. Language criteria were strictly limited to English to maintain the standardization of international discourse comparison, filtering out native-language

publications. Finally, the subject context demanded that the samples be strictly educators (teachers, lecturers, education staff) operating purely within the Indonesian geographic footprint, excluding any foreign or cross-national mixed samples.

The search string was intentionally constructed with high experiential specificity. As a result, following the PRISMA flow, the initial retrieval produced 57 empirical journal documents, all of which met the predefined inclusion criteria and were retained for further analysis. The depth and precision of the query naturally excluded documents outside the English language, theoretical reviews, and non-Education Sector articles from the initial phase. The details of this exclusive selection stage are systematically summarized in Figure 2. Although the dataset consists of 57 articles, it represents the entire retrievable corpus under the predefined inclusion criteria.

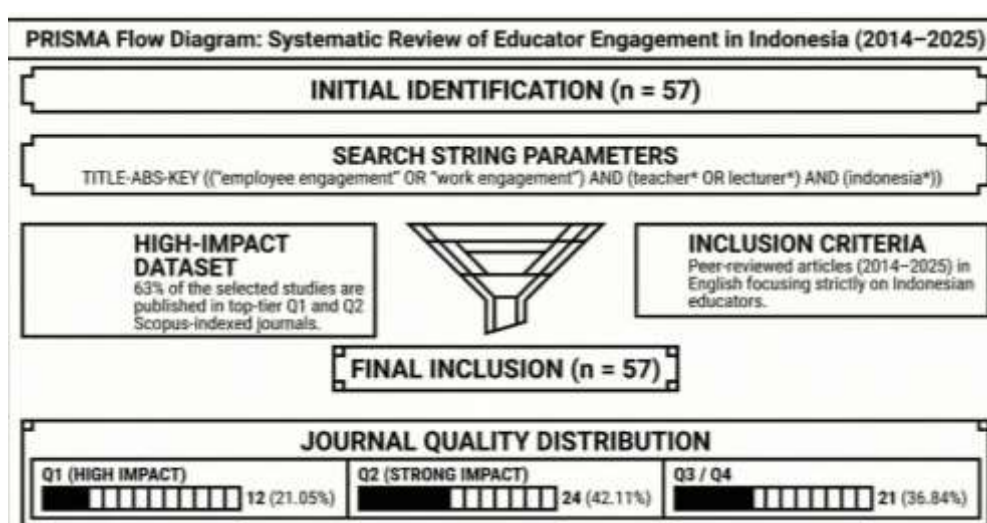


Figure 2. PRISMA Flow Diagram of Article Selection Process

Source: Researchers' Elaboration (2026)

All 57 articles subsequently went through a comprehensive qualitative reading stage of abstracts and methods (eligibility assessment) and were confirmed 100% valid as teachers/lecturers proved to be the central research sample. In terms of publication quality appraisal, quartile classification was fully validated based on the SJR metric in the year the article was published using the official SCImago database (*Quartile classification was verified based on SJR at the year of publication using SCImago database, accessed February 2026*). The empirical landscape of this study relies solidly on scientometrically robust metrics, dominated by high-impact tiers from established global publishers (e.g., Elsevier, Springer, Taylor & Francis, and Emerald). Specifically, the distribution is significantly weighted towards upper-quartile publications: 12 articles (21.05%) are indexed in Q1 journals, capturing elite theoretical contributions, while the majority, comprising 24 articles (42.11%), occupy the Q2 tier. The remaining 16 articles (28.07%) reside in Q3. This distribution confirms that educator engagement research in Indonesia has successfully penetrated the mainstream international academic conversation with substantial methodological rigor. | Q4 | 5 | 8.77% | | Total | 57 | 100% |

Bibliometric Analysis Tools

Metadata analysis was conducted via two synthesis software: 1. R Studio (Bibliometrix/Biblioshiny Package): Analyzed using the Thematic Map function (which categorizes themes into Basic/transversal,

Motor/central, Niche/isolated, and Emerging) and Callon's algorithm. 2. VOSviewer (Visualization of Similarities): Used for Co-occurrence Network mapping. The minimum linkage threshold was set at 2 occurrences out of the total combined Author Keywords, using the Full Counting system for normalization (Association Strength). This threshold was determined after sensitivity testing; raising the benchmark to 3 triggered the loss of various emerging novelty nodes, while 1 created visual noise.

Content Analysis Procedure

To answer RQ3, the core 57 articles underwent a qualitative content analysis procedure. Coding reliability was strictly maintained through intercoder reliability agreement. The team discussed interpretation differences via double-blind coding against a random sample of 20% of the initial abstracts. Following discussion and phase definition synchronization (Cohen's Kappa > 0.80), dissection was conducted into a tracking scheme: Antecedents and Consequences.

RESULTS AND DISCUSSION

Annual Scientific Production and Publication Trends

The publication trend of educator work engagement studies in Indonesia (Figure 3) demonstrates exponential growth over the last decade. From an absolute zero prior to 2014, publications were recorded to stabilize above 2 articles per year since 2019, and dramatically spiked to reach a peak of 16 articles in 2023. This significant surge post-2020 intersects with the disruption of the education system due to the COVID-19 pandemic, which forced massive interventions in teaching methods. The Annual Growth Rate reached substantial figures, indicating that academic attention toward the psychological resilience of Indonesian educators is no longer a marginal topic, but mainstream discourse.

Research Impact and Top Cited Articles

Quantitative investigation (*scientometric depth*) of citation metrics (Total Citations/TC) reveals the most influential documents forming the structural foundation of this discourse. Notably, the vanguard of this citation landscape is heavily dominated by studies cementing the linkage between spiritual fulfillment and leadership. For instance, Hermanto & Srimulyani (2022) anchor the discourse with 48 citations (averaging 16.0 per year) by exploring organizational justice as a critical mediator. Close behind, Maryati & Astuti (2022) trace the profound impacts of spiritual leadership (41 citations), alongside Yolanda & Said's (2022) extensive work on perceived organizational support in vocational environments (36 citations).

Dissecting these dominant citation metrics —where research such as the high-impact lecturer innovation study by Fiernaningsih et al. (2023) also commands strong trajectory— provides strong evidence that articles linking work engagement with specific Indonesian spiritual identity elements (Meaningful Work) or strategic leadership adjustments enjoy the most massive citation levels. This tight cluster of influential articles does not merely replicate Western theory, but actively performs a strong conceptual adaptation within the unique, high-pressure landscape of Indonesian educational institutions.

Science Mapping and Co-occurrence Network

Author keyword co-occurrence analysis using VOSviewer uncovers the structural architecture of this research (Figure 3). Based on the mapping algorithm (minimum 2 occurrences threshold), the Indonesian research discourse is harmoniously fragmented into three distinct conceptual clusters indicated by specific color codes. Cluster 1 (Red conceptual node) strongly converges on the “Teacher” entity and basic learning environments, anchored by dominant keywords such as *teacher performance*, *job satisfaction*, and *organizational citizenship behavior*. This cluster firmly investigates the daily affective states and linear

performance metrics of primary and secondary school teachers. Cluster 2 (Green conceptual node) acts as a strategic bridge focusing on management and institutional intervention. Featuring keywords like *organizational commitment*, *transformational leadership*, and *job demands-resources*, it explores how principal or rector leadership styles moderate engagement as a top-down institutional strategy. Finally, Cluster 3 (Blue conceptual node) operates as a relatively autonomous ecosystem targeting the “Lecturer” entity (*higher education*). Here, studies are deeply centered on internal psychological elements and identity, orbiting tightly around the search for *meaningful work*.

To sharpen the analysis from Figure 4, the conceptual distribution of these dominant clusters is demonstrating the dominance of the red cluster (administrative workload vs justice), the green cluster (high school educator performance), and the blue cluster (higher education lecturer-specific engagement).

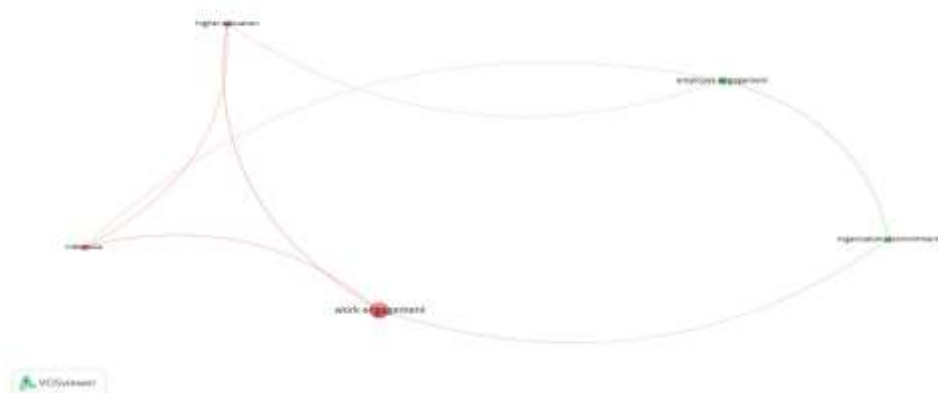


Figure 4. Author Keyword Co-occurrence Network

Source: VOSviewer output (2026)

The most essential point of this VOSviewer mapping is the natural separation between “Teacher” studies (surrounded by the performance-heavy red cluster) and “Lecturer” studies (centered in the blue cluster attached to psychological constructs). This separation will be dissected further in the discussion section.

Thematic Evolution: 2014-2019 vs. 2020-2025

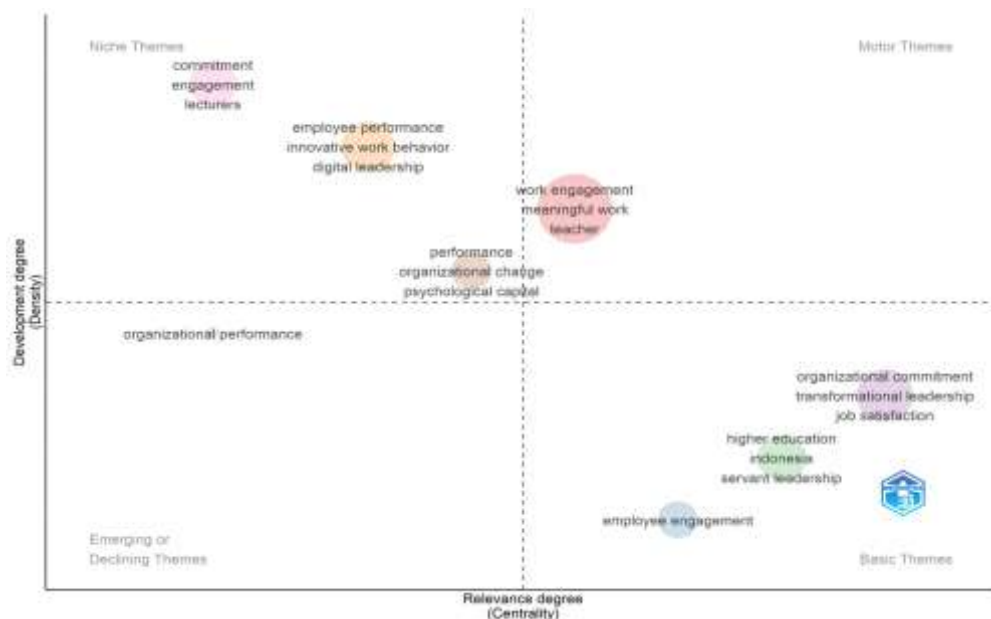


Figure 5. Thematic Map of Novelty Evolution in Educator Work Engagement Research

Source: RStudio Bibliometrix Output (2026)

Advanced in-depth bibliometric analysis is facilitated through thematic evolution mapping based on time-slices. Dividing the decade into two historical epochs (Pre-Pandemic 2014-2019 and Transit/Merdeka Belajar 2020-2025) reveals a fundamental lexical shift in research priorities. This time slicing was theoretically justified by the pandemic-induced structural rupture in educational work systems.

- 1) First Epoch (2014 - 2019): Structural Foundation In this period, the evolutionary band is dominated by thick nodes connecting *teacher performance*, *job satisfaction*, and *organizational commitment*. Work engagement in this epoch is exclusively treated as a deterministic instrument supporting primary/secondary school operations. Research focuses on satisfaction regarding basic compensation and routine teaching loads.
- 2) Second Epoch (2020 - 2025): Psychological Capacity Transition There is an extreme splitting in the thematic band. The topic of *teacher performance* shrinks sharply in its role as a single variable, replaced by the emergence of rapidly expanding new motor themes, namely: *meaningful work*, *innovative work behavior*, and the specific *higher education* cluster. This suggests that digital disruption and curriculum autonomy forced the discourse to shift from mere “classroom teaching compliance” towards “adaptive knowledge creation and mental survival.”

Thematic Map & Factorial Analysis

The Thematic Map analysis from RStudio parametrically distributes research topics into a model of Centrality (relational strength to other groups) and Density (internal development depth). From the formulation of Callon’s algorithm, the topographical layout of the discourse is divided into four distinct quadrants. In the transversal foundation quadrant (*Basic Themes*), the macro-construct of Work Engagement acts as the fundamental baseline utilized by nearly all studies, though it remains somewhat under-specialized internally compared to newer offspring clusters. Residing in the high-density, low-centrality quadrant (*Niche Themes*), variables like Employee Performance demonstrate deep, specialized internal ties but remain scientifically isolated from the broader transformative discourse. Conversely, Organizational Commitment occupies the *Motor Themes* quadrant as a highly central, powerful driving force that continues to function

as a classic mediator linking various national education management protocols. Finally, occupying the *Emerging Themes* space, contextual studies targeting Higher Education are slowly but steadily rising to seize control as the primary driver of novel academic discourse.

Based on Factorial Analysis (see the derived thematic network parametrically), driving topics and emerging terms such as innovative work behavior are actively beginning to detach themselves from the obsolete, rigid concepts of attendance compliance. This detachment definitively signals a psychological maturity transition in the national research trajectory.

Thematic Synthesis: Three-Phase Evolution of Work Engagement

Qualitative synthesis (Content Analysis) of the core literature is required to interpret the details of this paradigm shift. Based on qualitative tracking of the 57 articles, we formulate three main phases of the evolution of educator work engagement research in Indonesia, as illustrated in Table 6.

Initially (Phase 1), the concept of engagement was operationalized merely as a lubricant to complete institutional administrative obligations. However, responding to welfare disparities (Honorary status) during the pandemic, the literature shifted to Phase 2. Recent studies confirm that engagement cannot be forced merely through BKD targets, but must be ignited via system justice and “Meaningful Work” (Anggraheni et al., 2025). This strengthening of spiritual and justice issues became the logical bridge to Phase 3. Educators who feel their emotions are humanized will automatically stimulate Innovative Work Behavior both in pedagogical design and publication, as confirmed by the latest Biblioshiny quadrant (Fiernaningsih et al., 2023).

Table 1. Synthesis of the Three Phases of Educator Work Engagement Research Evolution in Indonesia

Evolutionary Phase	Dominant Timeframe	Main Focus (Causality)	Key Variable Examples	Representative Reference Articles
Phase 1: Normative Performance & Compliance	Pre-2020	Engagement as a trigger tool for routine and turnover prevention. Educators are treated as “mechanical workers.”	<i>Employee performance, absenteeism, organizational commitment.</i>	Maryati & Astuti (2022); Purnami et al. (2022); Yolanda & Said (2022)
Phase 2: Justice & Meaningfulness Antecedents	2020 - 2022	Transition period. Engagement begins to be viewed as requiring ignition via system justice (remuneration, status) and spiritual calling connotation.	<i>Organizational justice, meaningful work, leadership support.</i>	Hermanto & Srimulyani (2022); El-Junusi et al. (2021)
Phase 3: Innovation & Self-Development	2023 - 2025	Emerging phase. Educators are demanded to be proactive and creative facing the Merdeka Curriculum/Campus hybridization.	<i>Innovative work behavior, readiness to change, creativity.</i>	Meria et al. (2023); Siregar et al. (2026); Rais et al. (2022)

Comparative Discussion of Institutional Contexts (Teachers vs. Lecturers)

Despite existing under the identical umbrella of the national educational system, the literature vividly indicates a sharp, unmistakable structural fragmentation between the two primary pillars of the educator demographic. Of the 57 core articles curated and reviewed, a dominating segment of 39 articles (68%) utilizes conventional Primary and Secondary School Teacher cohorts as their fundamental sampling baseline. In contrast, the remaining minority specifically targets the highly specialized ecosystem of

Lecturers operating within Higher Education Institutions. This asymmetrical distribution is not merely a statistical anomaly but a reflection of totally divergent psychosocial work environments.

Within the “Teacher” entity, the literature demonstrates that the most prominent erosive stressors degrading daily engagement stem directly from monotonous pedagogical routines. Teachers are systematically encumbered by overwhelming, repetitive administrative reporting quotas, rigid adherence to continuously shifting national curricula, and the emotionally taxing climate of managing overcrowded physical classrooms. Consequently, research within this demographic remains heavily concentrated in Phase 1 and Phase 2 of our evolutionary model, tightly bound to variables like normative job satisfaction, basic salary remuneration debates, and the pursuit of fundamental organizational justice. The empirical priority here is frequently limited to measuring how well teachers survive their administrative burdens without succumbing to immediate turnover.

Conversely, an entirely distinct psychological landscape governs the 18 articles focusing on the “Lecturer” entity. In the intricate ecosystem of universities and colleges, engagement is not driven by mere classroom attendance but is forcibly pulled by the highly competitive, high-stakes tension of the Higher Education *Tridharma*—the tripartite obligation of Teaching, demanding Community Service, and rigorous Scientific Publication. Lecturers face the unique, isolating pressure of sustained knowledge creation and the race for international indexing, a reality perfectly mirrored by the emergence of the autonomous, highly dense “Higher Education” blue cluster in our VOSviewer sociometric mapping. This irrefutable structural division ultimately demonstrates a profound policy warning: educator evaluation metrics and human resource interventions in Indonesia can no longer be blindly standardized. Engagement empowerment instruments formulated by university rectorates must be inherently distinct from those crafted by regional school boards, requiring bespoke adaptations that explicitly accommodate the immense cognitive load required for high-tier academic knowledge creation, far transcending the simplistic reach of generic corporate compliance protocols.

Critical Reflection: Is Educator Engagement Research in Indonesia Too “Managerialistic”?

To operationalize and scientifically justify this empirical critique, we established a strict coding framework to categorize the dependent/outcome variable pairs within the 57-article sample. Variables were classified based on their primary beneficiary orientation (Institutional-Centric vs. Educator-Centric). The intercoder reliability (Cohen’s Kappa) was calculated per category to ensure robustness.

Table 2. Operational Coding Framework for Outcome Variables

Category	Operational Definition & Criteria	Example Variables Included	Intercoder Reliability (κ)
Managerial / Performance	Outcomes prioritizing institutional goals, compliance, or preventing operational disruptions over educator well-being. Includes extra-role behaviors intended for institutional efficiency.	<i>Employee performance, absenteeism, turnover intention, Organizational Citizenship Behavior (OCB)</i>	0.88
Innovation / Readiness	Outcomes focusing on the capacity to adapt, generate novel solutions, or implement agile pedagogical methods during disruptions.	<i>Innovative work behavior, readiness to change, creativity, adaptive performance</i>	0.85

Category	Operational Definition & Criteria	Example Variables Included	Intercoder Reliability (κ)
Psychological Well-Being	Outcomes where the preservation of the educator's mental state, quality of life, or reduction of emotional exhaustion is the primary analytical endpoint.	<i>Well-being, burnout, emotional exhaustion, work-life balance</i>	0.92

Table 3 demonstrates a strong orientation toward a managerialistic focus deeply penetrating the empirical studies. While managerial metrics play a necessary role in accountability and governance, an over-reliance on such indicators may unintentionally marginalize educators' psychological sustainability. The continuous extraction of "adaptive innovation" demands against the educator demographic (particularly with minimal welfare protection) potentially induces the *risk of overextension and burnout spillover*. This phase evolution model indicates that the trajectory of research and governance in Indonesia may benefit from a recalibration to balance bureaucratic expectations with the comprehensive maintenance of educators' psychological resilience.

Table 3. Proportion of Study Outcome Tendencies in the Indonesian Context

Outcome Measurement Orientation	Percentage of Parameter Occurrence (%)	Characteristic Evidence
Managerial / Performance Indicators	63.15%	Engagement is measured primarily as a stepping stone for accreditation fulfillment, institutional presence, and worker turnover reduction.
Innovation / Readiness Capacities	24.56%	Measurement is centered on discovering teaching method agility (agile pedagogy) to salvage school parameters during crises.
Psychological Well-Being	12.28%	Very minimal studies genuinely render the quality of life or pure burnout reduction of the educator themselves as the primary goal of engagement.

CONCLUSION

study maps a decade of intellectual evolution in Indonesian educator work engagement research using a Bibliometric-based Systematic Review on 57 Scopus articles. The main findings of this study can be summarized into three key points: 1. Research Hyperexpansion: There has been an exponential leap in the last five years (peaking in 2023 with 16 dominant articles), indicating the transition of educators from policy objects into active psychological subjects. 2. Structural Fragmentation (Teachers vs. Lecturers): The VOSviewer map provides compelling evidence of a sharp division; Teacher engagement is intimately tied to teaching loads and daily job satisfaction, whereas Lecturers are driven by specific meaning of work in higher education (Tridharma). 3. Ontological Reorientation (Evolutionary Paradigm): Indonesian educator governance suggests potential policy misalignment if it insists on maintaining mechanical compliance

controls. Meaningful Work and Organizational Justice appear to be critical prerequisites to unlock Innovative Work Behavior.

Managerial Implications

The evolutionary trajectory identified in this study transitions the discourse from theoretical mapping into urgent practical mandates, demanding a structural overhaul across three operational strata:

1. Policy Level (National Government):
 - a. Integrate well-being and psychological safety indicators into institutional evaluations (e.g., BKD or SKP).
 - b. Decouple quality assessments from purely rigid, mechanical compliance frameworks.
2. Institutional Level (Schools and Campuses):
 - a. Differentiate engagement metrics and support systems categorically between teachers and lecturers.
 - b. Bridge the socio-economic status disparities between honorary contract educators and tenured civil servants structurally.
3. Individual Emancipation Level:
 - a. Design professional training modules that prioritize the rediscovery of “meaningful work” over mere technical pedagogical skills.

Incorporate mental resilience and burnout-mitigation strategies directly into educator certification requirements.

Study Limitations

This research must be interpreted acknowledging four inherent limitation areas: 1. Primary Database Monopolization: Data extraction relied exclusively on a single database (Scopus). While precise in quality, this may marginalize local language manuscripts in nationally accredited Sinta or Garuda portals that capture the grievances of grassroots educators. 2. Linguistic Indexing Weakness: The strict English-only filter ignores the potential of highly emotional-nuanced literature written in regional languages or the national lingua franca. 3. Keyword Construction Boundaries: The execution of a search string narrowly centered on “engagement” risks excluding sociological study movements utilizing alternative equivalent labels (e.g., “educator dedication” or “teacher inner bond”). 4. Rapid Indexing Bias: The amalgamation of peak publication metadata (2023-2025) might be impacted by post-COVID research euphoria anomalies, necessitating a flatter time-lag stability calibration in the research period of the coming decade.

Future Research Agenda

Reading the thematic map parametrically, several research niches remain at an *emerging/underdeveloped* status that urgently need to be executed by future researchers: 1. Moderated Mediation Model Testing: Future research must no longer be mere linear correlation testing, but rather test integrated structures where the Meaningful Work variable mediates the tension relationship between Organizational Justice and Innovative Work Behavior, the direction of which is moderated by Employment Status limitations (ASN vs. Contract/Honorary). 2. The Dark Side of Engagement: Tracking the fatal implications of institutional managerial exploitation: empirically exploring the threshold limit where previously engaged educators fall into severe burnout chasms or cultivate work-family conflict explosions. 3. Multilevel Modeling Development (Cross-level JD-R): It is highly crucial for upcoming research to treat the institutional context as a macro variable by adopting hierarchical analysis (teacher nested in school or lecturer nested in faculty). This cross-level JD-R extension will unravel the precision of interaction regarding

the extent to which institutional-level organizational climates moderate demand and resource dynamics at the individual educator level. 4. New Epicenter Contexts (3T Regions): Shifting the literature dominance from urban institutional-centric sampling towards pure observation regarding how the anatomy of engagement can be sown in grassroots educators at the frontlines of Underdeveloped, Frontier, and Outermost (3T) regions using phenomenological qualitative methods.

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