

The Influence of Self-Efficacy on Organizational Commitment Has an Impact on Teacher Performance in Elementary Schools in Mataram City

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Abstract

Teachers make an important contribution to educational success, which is realized through learning. The quality of education is closely related to teacher performance. This research aims to examine and explain the influence of self-efficacy on organizational commitment and its impact on teacher performance. The research subjects were 1,977 elementary school teachers in Mataram city. The method for determining the sample was the proportional random sampling technique, the Krejcie and Morgan formula corrected with the Warwick and Lining formula, obtaining 328 respondents. The questionnaire uses a 5 option. The analysis uses Structural Equation Modeling and Partial Least Squares (PLS-SEM) techniques. The results are: (1) self-efficacy has a significant direct effect on organizational commitment as evidenced by the T-Statistics value being 7.317 and P-values.0.000 (2) self-efficacy has a significant direct effect on teacher performance as evidenced by the T-Statistics value being 5.640 and sig 0.007 (3) organizational commitment has a significant direct effect on teacher performance as evidenced by the T-Statistics value being 2.912 and sig 0.019 (4) self-efficacy has a significant indirect effect on teacher performance through organizational commitment as evidenced by the T-Statistics being 2.257 and sig 0.024. Research findings show that self-efficacy and organizational commitment have a significant effect on teacher performance. Thus, it is recommended to apply self-efficacy and organizational commitment to improve teacher performance.

Keywords: self-Efficacy, Organizational Commitment, Teacher Performance.

INTRODUCTION

Changes in knowledge are occurring very quickly in learning methods, resulting in pressure on teacher professionalism to continue to grow. The task of 21st-century teachers is not only to educate, guide, train, and produce an efficient learning atmosphere, but teachers must be able to build closeness and bonds with students and the school community by efficiently using technology to support improving the quality of teaching, as well as carrying out reflection and correction. Learning application in the latest way (Darling-Hammon, 2006). These modern professional teachers are teachers who are experts in teaching, able to create and improve ties between teachers and schools with the wider community and become agents of change in schools. (Hargreaves, 1997). Teachers in this era of development function as designers of progressive learning. The skills that teachers must have as learning agents are having the latest mindset, having reliable skills, and mastering quality equipment. (Kilbane & Milman, 2014).

Professional teachers are required can to prove the quality of their performance in carrying out their work obligations. A teacher's ability to carry out their work is closely related to competence because, without good competence, teachers cannot improve the quality of learning. Teacher performance is very important in achieving goals. School principals are required to be able to focus their attention on developing their teachers so that they have good performance in carrying out their duties and the main obligation is to realize the quality of education (Andriani, 2018); (Kristian & Rahma, 2018). Sourced from Minister of Education Regulation Number. 22 of 2016 concerning process standards, namely the implementation of quality learning, teachers are required to carry out (1) learning programming, (2) implementing interesting learning methods and (3) evaluating learning outcomes. Professional teacher performance and good character

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are related to 4 abilities, including; (1) implementing learning strategies, (2) the ability to prepare plans, (3) the ability to carry out reflection, and (4) collegiality and professionalism (Marzano & Toth, 2013).

From observations at several elementary schools in Mataram City, data was obtained that teachers' ability to carry out their work obligations was categorized as low. The results of evaluating the abilities of elementary school teachers in Mataram City regarding the application of learning are; teachers who create innovative learning concepts are 50.75% (sufficient), teachers who practice fun learning models are 45.25% in the low category, teachers who implement for Higher Order ThinkingSkill (HOTS) model are 50.25% in the sufficient category, teachers who use learning media are 53.00% were categorized as sufficient, and 48.00% of teachers who carried out assessments and used the assessment results to improve learning were categorized as low. The low performance of teachers is indicated by student learning outcomes, teachers are not following the demands of the curriculum, and the learning plans made by teachers do not prove that learning activities focus students on thinking critically, being innovative, and tending to focus on students. The study material only extends to elementary modules, without using other relevant learning sources. Not only that, the planned learning tools do not yet use technology-based tools and teachers' abilities do not emphasize learning that encourages students to think critically. Many aspects can influence a teacher's ability to carry out their work obligations, and there has been research that examines this matter. However, so far most research has been conducted regarding factors that influence teacher ability, namely teacher certification, school principal leadership, organizational atmosphere, and working conditions. (Alfath & Huliatusunisa, 2021; Ideswal et al., 2020; Kaswi et al., 2021).

Low teacher performance is caused by internal factors of self-efficacy, this variable is a determinant of the teacher's success in carrying out teaching duties. Teacher self-efficacy is interpreted as confidence regarding their skills to be able to provide encouragement to students and realize the expected learning outcomes (Tschannen, 2001). A teacher's confidence in his expertise will influence improving his work performance (Robert & Kincki, 2012). People with high self-efficacy remain strong in times of trouble, are motivated to create best solutions experiencing defeat, big goals for themselves, put in more effort, and have a commitment. (Bandura, 2012); (Dicke et al., 2014); (Hong, 2012); (Keogh et al., 2012). High self-efficacy, and especially those who are more professional, tend to efficiently deal with various behavioral problems; use strategies and application of group attitudes that are proactive and focus on students; and strive to create harmonious bonds with students (Khan et al., 2015).

Another factor that influences teacher performance is organizational commitment which is an important in ensuring the success of learning reform and strength for the school because committed teachers always try to carry out their work obligations well, and are willing to contribute extra effort to realize the school's vision or goals. (Selamat et al., 2013); (Noordin et al., 2010). Organizational commitment is a condition where an employee supports organizational goals and has the will to maintain his or her membership in the organization (Puspitawati, Riana, 2014; Smith & West, 2006). Teachers who have high commitment will always a positive outlook and try to do their best for their organizational needs (Madjid, 2016). Strong organizational commitment is demonstrated in the skills abilities and involvement of teachers in the organization and is expected to prove great ability. As long as teachers demonstrate better organizational commitment, they will perform better (B. R. Agung, 2017) (Hayati et al., 2020)

Based on the differences between expectations and reality described, it shows that there is a problem and research needs to be carried out aimed at explaining; (1) the direct influence of self-efficacy on teacher commitment, (2) the direct influence of self-efficacy on teacher performance; (3) Direct influence of organizational commitment on teacher performance (4) Indirect influence of self-efficacy on teacher performance through organizational commitment.

LITERATURE REVIEW

Self-efficacy is a person's belief that he or she can complete assigned obligations achieve results and commit to goals (Luthans & Stajkovic, 2015). Self-efficacy is divided into 2 things, namely; (a) efficacy expectations are one's own belief that one will be successful in carrying out a job for which one is responsible, and (b) result expectations are estimates or estimates that the activity one is carrying out will achieve the expected

results. Self-efficacy is a belief that encourages people to carry out and achieve a goal (Baron & Byrne, 2004) considered that self-efficacy is a relatively new point in organizational attitudes research, but it has been identified as having significant consequences that can influence ability in many different jobs. Furthermore, a person's feeling of self-efficacy continues to improve his or her tendency to carry out various duties (Griffin & Moorhead, 2014). Self-efficacy is the belief that a person is carry out and obligations in appropriate situations in a particular setting to obtain the expected performance results. (Gibson, 2018); (Hellriegel & Slocum, 2010); and (Helmi et al., (2020). Self-efficacy is the skills and ambitions received from intrapersonal forces that make people choose to participate in an activity to realize goals. Someone with strong self-efficacy will believe that their work will be successful, but on the other hand, if their confidence is low, they will not be able to organize their work and complete their work well even though they have tried hard. (Wibowo, 2014). The conclusion is that self-efficacy is the belief that a person has in his ability to choose work or activities that are suitable for specific situations to complete obligations well and achieve goals in the maximum way. Indicators of self-efficacy are: (1) level of difficulty, (2) strength and confidence (3) magnitude of behavioral aspects, (4) trying hard, (5) persevering against obstacles.

Organizational commitment has a very significant contribution to educational institutions in improving the quality of learning. This means that commitment has implications for the desire of members to work together as hard as possible to achieve organizational goals. Organizational commitment can be defined as the situation where employees are committed to helping achieve goals, and relates to the level of recognition, participation, and obedience (Caught et al., 2000); (Allen & Meyer, 1996). Organizational commitment is divided into 3 aspects, namely: (1) affective or attitudinal commitment; which occurs when everyone applies organizational values, participates emotionally with the organization, and feels individually responsible for its level of success. (2) sustainable commitment is established if someone bases their ties with an organization that can provide guarantees for their work. (3) normative commitment; occurs when a person always adheres to the institution based on the standards expected from attitudes or social norms. An employee's organizational commitment is expected to be able to demonstrate great dedication and be willing to work in the maximum way for the development of the organization and to maintain his or her performance within the organization (Colquitt et al., 2014). Commitment has the most important role in performance, commitment is used as a reference and pressure that makes them more responsible for their obligations. Organizational commitment influences the level of insight, action, and teacher performance. The results of the research attempted (Infantry et al., 2022); (Pane & Fatmawati, 2017); (Santika, 2020). It was concluded that there was a positive and significant influence of organizational commitment on teacher performance (Robbins & Judge, 2009) Characteristics of Organizational Commitment: (1) acceptance of organizational values and goals, (2) readiness to work hard, (3) persist as a member of the organization (4) affective commitment, (5) continuance commitment, (6) normative commitment

The definition of performance refers to the obligations that fulfill a person's profession, namely the work results that show how good a person is at carrying out the demands of the profession. Performance is the activity carried out by each person to achieve planned goals (Mulyasa, 2005). Performance is the result or output of work achievements which consists of 3 interconnected parts, namely skills or expertise, effort, and attitude. Performance is related to the quality of work results, and duration of completing a profession, initiative, and expertise in completing a profession, and skills in building activities with other people. (Smith & West, 2006). Employee performance is the delegation of strength and all the efforts that people try to complete their work. Performance is the result obtained by a person in carrying out obligations achieved within a certain period. (Sutrisno, 2018); (Azhad & Anggraeni, 2022). Teacher performance has an essential position in ensuring the quality of teaching because the teacher is responsible for the learning method and the teacher is obliged to determine the quality of learning because highly qualified teachers can carry out teaching according to their abilities (Supriadi, 1999). Teacher performance is defined as the results achieved concerning the duties and functions of the position within a certain period (Kane et al., 2008). Teacher performance is the ability to carry out efficient learning, practice various strategies and creativity in supporting students' development, and illustrates the existence of a method shown by the teacher throughout carrying out learning activities to improve learning outcomes. (Marzano, et. al., 2013); (Danielson, 2013); (Supardi, 2014);

Minister of Education and Culture Regulation Number 22 of 2016). Characteristics of teacher performance are (1) skills in preparing learning programs, (2) skills in conducting learning, (3) managing time allocation, (4) skills in carrying out individual approaches, (5) skills in conducting evaluations, (6) skills in carrying out enrichment programs and remedial.

METHOD

Design of Research

This research is quantitative research using a survey approach with an instrument, namely a questionnaire which is useful for drawing generalizations from observations, but the generalizations made will be more accurate if a representative sample is used. This kind of procedure does not provide control as is done in experimental research Sugiono (2016). The research results are useful for examining and explaining data about the influence of self-efficacy on organizational commitment and the impact on teacher performance, so the research design is made into a constellation as shown in Figure 1 below.

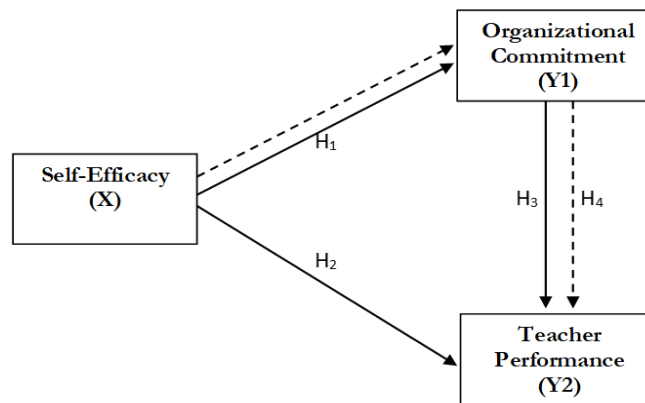


Figure 1. Research Design

Subjects and Samples for Research

The research subjects were elementary school teachers in Mataram City with a teacher population spread across 6 sub-districts consisting of 177 schools, the number of teachers was 1,998 people. Then determined the sample proportionally randomly using the method formulated by Krejcie & Morgan (1970) which was corrected by the formula Warwick & Lininger (1975) we got a research sample of 328 people and this number was greater than the minimum sample (A.A. G. Agung, 2014).

Technique for Data Collection

The data collection technique uses a questionnaire which consists of 3 parts, namely; self-efficacy questionnaire, organizational commitment, and teacher performance variables. Next, the questionnaire was distributed online using the googleform application to respondents as members, namely elementary school teachers in the city of Mataram who were randomly selected, then they answered all the questions and sent the answers back directly.

Research Instruments

The instruments of this research are: (1) self-efficacy questionnaire (2) organizational commitment questionnaire and (3) teacher performance questionnaire. Prepared based on a critical study of the theory in the literature review. The preparation of the instrument refers to the Likert scale with weighting in 5 options. To create this questionnaire, first, create a grid followed by writing the question items according to the indicators for each variable as shown in Table 1 below.

Table 1. Indicators in Research Instruments

Variable	Indicator	Number of Items
Self-Efficacy (X)	X1 Difficulty level	6
	X2 Strength and confidence	6
	X3 Breadth of behavioral fields	5
	X4 Try hard	7
	X5 Persist in the face of obstacles	6
Organizational Commitment (Y1)	Y1.1 Organizational values and goals	4
	Y1.2 Readiness to work hard	4
	Y1.3 Survive as an organization	4
	Y1.4 Affective commitment	6
	Y1.5 Continuum commitment	6
	Y1.6 Normative commitment	6
Teacher Performance (Y2)	Y2.1 Prepare a learning plan	4
	Y2.2 Carry out learning	6
	Y2.3 Manage class regularity,	4
	Y2.4 Establish interpersonal relationships	5
	Y2.5 Carry out an assessment	5
	Y2.6 Carry out enrichment and remediation	6

Techniques of Analysis

Research data must first be tested using statistical tests to determine the quality of self-efficacy variables, organizational commitment, and teacher performance so that the quality of the data can be determined statistically. Then an analysis was carried out using the Structural Equation Model and Partial Least Square (PLS SEM) technique to analyze a series of partial relationships between variables and relatively complex relationships simultaneously and in stages. (Ghozali, 2011).

RESULT

The results of quantitative data analysis using the Structural Equation Model and Partial Least Square (PLS SEM) techniques using the smart PLS Version 3.29 for window application to process research data for 328 respondents. The results are presented in Figure 2 below.

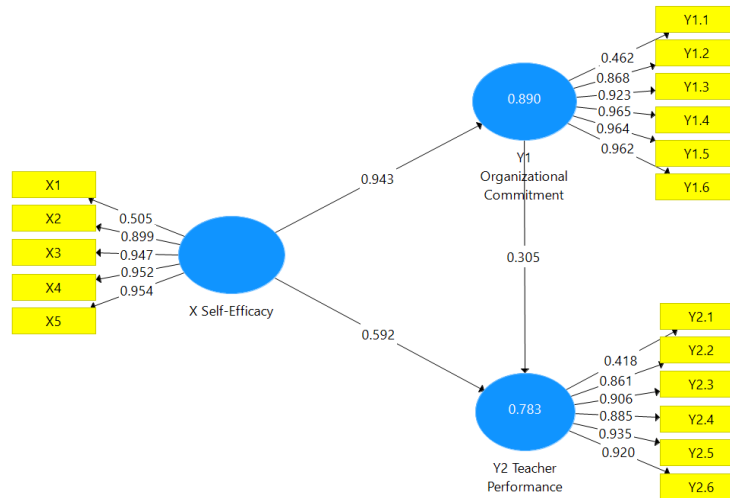


Figure 2. Analysis Results on Outer and Inner Models

Evaluation of the Outer Model

The outer model evaluation aims to determine the validity of each indicator and the reliability of each research variable that forms the latent variable. Testing the validity and reliability of the instrument on outer loading takes the form of a recap of the evaluation results as shown in Table 2 below

Table 2. Outer Loading, Validity and Reliability

Variables	Indicators	Loadings	T-Statistik	P-Values	Cronbach's Alpha	Composite Reliability	AVE
Self-Efficacy (X)	X1 <- X	0,505	3,566	0,000	0,911	0,937	0,756
	X2 <- X	0,899	14,270	0,000			
	X3 <- X	0,947	8,843	0,000			
	X4 <- X	0,952	8,039	0,000			
	X5 <- X	0,954	11,619	0,000			
Organizational Commitment (Y1)	Y1.1 <- Y1	0,462	3,344	0,001	0,932	0,950	0,768
	Y1.2 <- Y1	0,868	12,369	0,000			
	Y1.3 <- Y1	0,923	6,985	0,000			
	Y1.4 <- Y1	0,965	11,074	0,000			
	Y1.5 <- Y1	0,964	12,266	0,000			
	Y1.6 <- Y1	0,962	11,249	0,000			
Teacher Performance (Y2)	Y2.1 <- Y2	0,418	3,050	0,002	0,908	0,932	0,707
	Y2.2 <- Y2	0,861	13,447	0,000			
	Y2.3 <- Y2	0,906	6,445	0,000			
	Y2.4 <- Y2	0,885	4,903	0,000			
	Y2.5 <- Y2	0,935	7,648	0,000			
	Y2.6 <- Y2	0,920	5,505	0,000			

Discriminant validity is seen in reflective indicators by looking at cross-loading on latent variables to explain that a latent variable can explain the variance in the observed variables and the results are shown in table 3 below.

Tabel 3. Discriminant Validity

Variables	Self-Efficacy	Organizational Commitment	Teacher Performance
X Self-Efficacy	0,869		
Y1 Organizational Commitment	0,843	0,876	
Y2 Teacher Performance	0,818	0,826	0,841

Evaluation of the Inner Model

Inner Model testing, namely Goodness of Fit as an evaluation of model suitability, the results of which are displayed in the R Square test results in Table 4 below.

Table 4. Analysis Results for R Square

Endogenous Variables	R Square	Adjusted R Square	Category
Y1 Organizational Commitment	0,890	0,890	Strong
Y2 Teacher Performance	0,783	0,782	Strong

The R Square result of the organizational commitment variable is 0.890, which is considered strong, and teacher performance is 0.783, which is considered strong, and has good model suitability.

The next test is the Stone-Gaiser-Q Square Test (Q^2) in the Stone-Geiser Q Square calculation. Test results are as follows:

$$Q^2 = 1 - (1 - 0,890) (1 - 0,783)$$

$$Q^2 = 1 - (0,110 \times 0,217)$$

$$Q^2 = 1 - 0,013$$

$$Q^2 = 0,976$$

The calculation result of the Q Square value is 0.976 or 97.6% of teacher performance is expressed by self-efficacy and organizational commitment, while the remaining 2.4% is determined by other variables. It can be concluded that the resulting model can predict results in very strong categories.

Results on Hypothesis Testing

Hypothesis testing aims to examine and explain the direct and indirect influence of research variables, the results of which are shown in Table 5 below.

Table 5. Hypothesis Test Results for Direct and Indirect Effects

Direset and Indirect Effect	Loading	Deviation Standard	T-Statistic	P-Values	Hyphotesis (H_1)
X Self-Efficacy -> Y1 Organizational Commitment	0,943	0,129	7,317	0,000	accepted
X Self-Efficacy -> Y2 Teacher Performance	0,592	0,105	5,640	0,000	accepted
Y1 Organizational Commitment -> Y2 Teacher Performance	0,305	0,120	2,912	0,019	accepted
X Self-Efficacy -> Y1 Organizational Commitment -> Y2 Teacher Performance	0,288	0,128	2,257	0,024	accepted

The results of hypothesis testing analyzed using Structural Equation Modeling and Partial Least Squares techniques are;

The direct relationship between self-efficacy (X) and organizational commitment (Y1) is shown in the coefficient number 0.943 the T-Statistics value is $7.317 > 1.96$ and the P-value is $0.000 < 0.05$ (significant). Thus H_1 is accepted, while H_0 is rejected. It was concluded that self-efficacy had a direct and significant effect on organizational commitment. This means that if there is an increase in self-affirmation, organizational commitment will also increase, and vice versa.

The direct relationship between self-efficacy (X) and teacher performance (Y2) is shown in the coefficient figure of 0.592 the T-Statistics value is $5.640 > 1.96$ and the P-value is $0.000 < 0.05$ (significant). Thus H_1 is accepted while H_0 is rejected. It was concluded that self-efficacy had a direct and significant effect on teacher performance. This means that if there is an increase in self-efficacy it can cause teacher performance to also increase, and vice versa.

The direct relationship between organizational commitment (Y1) and teacher performance (Y2) is shown in the coefficient figure of 0.305 the T-Statistics value is $2.912 > 1.96$ and the P-value is $0.019 < 0.05$ (significant). Thus H_1 is accepted while H_0 is rejected. It was concluded that organizational commitment had a direct and significant effect on teacher performance. This means that increasing organizational commitment can lead to increased teacher performance, and vice versa.

The indirect relationship between self-efficacy (X) and teacher performance (Y2) through organizational commitment (Y1) is shown in the coefficient figure of 0.288 and the T-Statistics value is $2.257 > 1.96$ and the P-Values is $0.024 < 0.05$ (significant). Thus H_1 is accepted while H_0 is rejected. It was concluded that self-efficacy had an indirect, positive, and significant effect on teacher performance through organizational commitment. This means that if self-efficacy increases it can cause organizational commitment to increase and have an impact on improving teacher performance.

DISCUSSION

The results of testing hypothesis 1 show that self-efficacy has a direct effect on organizational commitment. The concept of self-efficacy is based on the principles of social cognitive theory, which emphasizes the evolution and exercise of human agency, or the belief that people can control some of their actions. This teacher self-confidence makes teachers committed to completing their teaching tasks, both those related to administrative tasks and those directly related to student learning outcomes. This can be interpreted as meaning that the higher the teacher's self-efficacy, the higher the organizational commitment he or she will have, this is shown in the teacher's readiness to accept the goals and values of the school, being able to maintain an emotional attachment, feeling a moral responsibility towards the organization, and seriously demonstrate a low intention to leave the organization. Teacher organizational commitment is an important aspect in determining educational success and school effectiveness, because highly committed teachers try to carry out their professional duties well, and are willing to contribute their extra efforts to achieve the school's vision and goals. (Selamat et al., 2013; Noordin et al., 2010).

The results of testing hypothesis 2 show that self-efficacy also has a significant direct effect on teacher performance. Teacher self-efficacy is an important variable in teacher effectiveness that is consistently related and student learning. The professional development framework for teachers must include self-efficacy which is theoretically aimed at improving teacher competence and performance, which ultimately improves student learning outcomes. Teachers with high self-efficacy, and especially those with more experience, tend to be effective in dealing with a variety of behavior problems; use proactive and student-centered classroom behavior strategies and practices; and try to build harmonious relationships with students (Khan et al., 2015). Teachers with high self-efficacy may be sensitive to students' signals, needs, and expectations, thereby better able to provide them with support in the classroom. (Zee & Koomen, 2016) In addition, teachers with high self-efficacy respond more positively to students, are less frustrated, and more sympathetic, and still have high hopes for students who experience learning difficulties.

The results of testing hypothesis 3 show that organizational commitment has a significant direct effect on teacher performance. The organizational commitment that a teacher has will prove that the teacher is loyal and has a strong determination to defend the organization or school to which he or she is devoted, so this will greatly support the teacher's performance. Previous research also proves that committed individuals can build relationships, personal initiative, sportsmanship, and championships, all of which are assumed to improve their performance (Bowling, 2010). In addition, previous empirical evidence explains that teachers who have organizational commitment tend to perform according to organizational (school) expectations compared to teachers who have low organizational commitment (Akram et al., 2017). Commitment is closely related to improving teacher performance and the ability to innovate and integrate new ideas into teaching practice (Tuğrul Mart, 2013). In addition, teachers who have a high work commitment will have a great interest in their subject and show genuine concern for their students (Sun, 2015).

The results of testing hypothesis 4 show that self-efficacy has an indirect effect on teacher performance through organizational commitment. Teachers who have high organizational commitment will try to show an attitude of accepting the goals and values set out in the school's vision and mission. Apart from that, teachers tend to maintain themselves as organizational members so they can contribute to advancing their school. A teacher's commitment to making his school great will certainly encourage him to try to improve the quality of his performance. Teachers who receive the level of job difficulty (magnitude), the strength of the employee's belief in being able to complete the job (strength), and the employee's ability to do one or more than one existing job can directly influence and increase organizational commitment. Previous research provides a lot of evidence regarding the direct influence of a teacher's self-efficacy on organizational commitment, some of which is research conducted by (Ahmed, 2017; Magistra et al., 2021).

CONCLUSION

Based on the results of research and discussion, it is concluded that; (1) self-efficacy has a significant direct effect on organizational commitment, (2) self-efficacy has a significant direct effect on teacher performance, (3) organizational commitment has a significant direct effect on teacher performance and (4) self-efficacy also has a significant direct effect and significant indirect impact on organizational commitment and its impact on the performance of elementary school teachers in the city of Mataram. The research findings show that organizational commitment is a good variable because it can have a direct influence on teacher performance and can also mediate self-efficacy and have an indirect effect on teacher performance.

Acknowledgment

The researcher would like to thank the principal of the school in Mataram City who permitted to carry out the research, thanks are also expressed to the teachers who were the research samples for answering the research questionnaire sincerely so that good and correct data was obtained. We hope that the results of this research will be of significant benefit to improve teacher performance and have an impact on improving the quality of education.

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