

Determinants of Professional Excellence: The Role of Teacher Self-Efficacy and Commitment in Elementary Schools

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DOI: 10.31958/jies.v6i2.16931

Article info

Abstract

Article History

Received:

08/05/2026

Revised:

17/06/2026

Accepted:

09/08/2026



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Teacher quality is a key factor in the success of primary education, influenced by professionalism, self-efficacy, and commitment. This study aims to analyze the influence of teacher self-efficacy and commitment on the quality of public elementary school teachers in Lubuk Tarok District, Sijunjung Regency. Employing a quantitative correlational approach, this research involved a population of 146 teachers. A sample of 60 respondents was determined through proportional random sampling, while an additional 30 teachers participated in instrument validity and reliability testing. Data were collected via closed-ended questionnaires and analyzed using multiple linear regression. The results indicate that: (1) Self-efficacy has a significant effect on teacher quality; (2) Teacher commitment has a significant effect on teacher quality; and (3) Self-efficacy and teacher commitment simultaneously have a significant effect on teacher quality in Lubuk Tarok District. Crucially, this study demonstrates how these psychological determinants operate within rural educational ecosystems, where intrinsic motivation compensates for structural resource limitations. As an implication, educational human resource management should shift from purely technical training to localized interventions that prioritize the development of teachers' mentality and moral responsibility, sustaining teacher quality in developing areas.

Keywords: Teacher Self-Efficacy, Teacher Commitment, Teacher Quality

Abstrak

Kualitas guru merupakan faktor kunci keberhasilan pendidikan dasar, yang dipengaruhi oleh profesionalisme, efikasi diri, dan komitmen. Penelitian ini bertujuan untuk menganalisis pengaruh efikasi diri dan komitmen guru terhadap kualitas guru sekolah dasar negeri di Kecamatan Lubuk Tarok, Kabupaten Sijunjung. Dengan menggunakan pendekatan kuantitatif korelasional, penelitian ini melibatkan populasi sebanyak 146 guru. Sampel sebanyak 60 responden ditentukan melalui teknik proportional random sampling, sementara 30 guru tambahan berpartisipasi dalam uji validitas dan reliabilitas instrumen. Data dikumpulkan melalui kuesioner tertutup dan dianalisis menggunakan regresi linear berganda. Hasil penelitian menunjukkan bahwa: (1) Efikasi diri berpengaruh signifikan terhadap kualitas guru; (2) Komitmen guru berpengaruh signifikan terhadap kualitas guru; dan (3) Efikasi diri dan komitmen guru secara simultan berpengaruh signifikan terhadap kualitas guru di Kecamatan Lubuk Tarok. Secara krusial, studi ini menunjukkan bagaimana determinan psikologis tersebut beroperasi di dalam ekosistem pendidikan pedesaan, di mana motivasi intrinsik mampu mengompensasi keterbatasan sumber daya struktural. Sebagai implikasi, manajemen sumber daya manusia pendidikan harus beralih dari pelatihan yang murni teknis ke intervensi lokal yang memprioritaskan

pengembangan mentalitas dan tanggung jawab moral guru, guna menjaga keberlanjutan kualitas guru di daerah berkembang.

Kata Kunci: Efikasi Diri Guru, Komitmen Guru, Kualitas Guru

INTRODUCTION

Education is a key factor in improving human resource quality, with teachers playing a central role as facilitators and motivators. Philosophically, a quality teacher aligns with the concept of the Rabbani generation in Surah Ali ‘Imran (3): 79. As interpreted by Quraish Shihab, this describes educators of high integrity who are both skilled teachers and lifelong learners. Consequently, improving teacher capacity is a top priority due to its direct impact on student achievement (Wicaksono, 2024). However, preliminary observations in Public Elementary Schools across Lubuk Tarok District reveal a gap between this ideal concept and reality. Many teachers still face constraints in maximizing their pedagogical competence, often hindered by limited access to professional development and structural resources in rural areas, which subsequently affects their professional commitment.

Efforts to strengthen the quality of national education rely on the quality of educators through the principles of Total Quality Management (TQM), which views teachers as the primary instrument for continuous improvement (Ridwan et al., 2025). As agents of change, high-quality teachers are capable of transforming student potential through precise instructional strategies and high professional efficacy (Fullan, 2023). The synergy between communicative and adaptive learning management competencies is the key to achieving substantial educational success amidst global competition (Wheatley, 2021).

The urgency of teacher professionalism in Indonesia is legally mandated by Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and Law Number 14 of 2005 concerning Teachers and Lecturers, which demand competence and a commitment to continuous self-development. This regulation is further strengthened by Minister of Education and Culture Regulation Number 16 of 2007, as well as the latest policies from the Directorate General of Teachers and Education Personnel (GTK), which are adapted to the demands of 21st-century education. However, although regulations have established ideal standards, field conditions often reveal a wide gap between policy expectations and the reality of teacher quality in schools.

This gap phenomenon is clearly visible at Public Elementary Schools in Lubuk Tarok District, where preliminary observations indicate that the mastery of instructional technology is not yet optimal and teaching methods tend to be monotonous. Some teachers were found to have not yet demonstrated optimal discipline or a sense of responsibility in carrying out their professional duties. This fact illustrates that teacher

quality in the region does not yet fully meet the expected standards, thereby hindering the creation of an innovative learning process for students.

The issue of teacher quality in Sijunjung Regency is further evidenced by historical data from the Teacher Competency Test (UKG), which shows an average competency score of only 48.93, falling below the national Minimum Competency Standard (SKM) of 55.00. Recent empirical data from the Sijunjung Regency Education Office (2024) also reveals that approximately 35% of elementary school teachers have not optimally utilized technology, alongside low participation in Continuing Professional Development (PKB) activities. These conditions underscore the need for in-depth research regarding internal factors influencing teacher quality, specifically self-efficacy and professional commitment.

To address these issues, this research utilizes a theoretical framework that views teacher quality as a blend of academic proficiency and morality (Ozturk et al., 2025). Self-efficacy, derived from Bandur's social cognitive theory, serves as a crucial psychological factor as it determines a teacher's level of confidence in managing classrooms and facing contemporary challenges (Omar & Ismail, 2022). Meanwhile, teacher commitment is viewed as an inner strength that fosters responsibility and loyalty toward educational duties (Umar, 2021). While previous studies have examined these variables simultaneously in urban or well-resourced settings, this study offers a distinct contextual novelty by examining how this synergy operates within a rural educational ecosystem. In resource-constrained areas like Lubuk Tarok District, Sijunjung Regency, these combined psychological factors do not merely enhance performance but act as critical compensatory mechanisms that sustain educational quality despite structural limitations. Thus, this research provides unique empirical insights into localized human resource management for developing regions (Garg, 2024).

Conceptually, teachers with high self-efficacy tend to be more persistent, enthusiastic, and possess a positive perception of instructional quality (Lazarides et al., 2021). This is complemented by commitment, which according to Purwanto & Rindaningsih (2023), is the key to dedication in performing classroom management and evaluation functions earnestly. As emphasized by Mulyasa (2020), commitment ensures professional willingness to enhance learning quality, while self-efficacy provides teachers with the confidence to achieve optimal performance outcomes (Apriansyah et al., 2022).

Although research on teacher professionalism has been extensively conducted, there remains a lack of studies that simultaneously integrate self-efficacy and commitment toward teacher quality as a multidimensional outcome. Most previous studies tend to discuss these variables separately or focus solely on general performance. Therefore, a research gap exists to dissect how these two aspects interact in determining an educator's standard of excellence, as emphasized by Darling-Hammond as cited in Gusrianto et al., (2025) who posits that teacher quality is a combination of knowledge, skills, commitment, and beliefs.

Based on this urgency, this research aims to analyze the influence of self-efficacy and teacher commitment on the quality of public elementary school teachers in Lubuk Tarok District, Sijunjung Regency. Practically, the results of this study are expected to support strategies for improving teacher quality in preparation for Indonesia Gold 2045, in accordance with the mandate of the 2025-2045 National Long-Term Development Plan (RPJPN). Utilizing a quantitative approach, this research titled “Determinants of Professional Excellence: The Role of Teacher Self-Efficacy and Commitment in Elementary Schools,” is expected to provide strategic recommendations for a higher quality educational transformation.

METHODS

Research Design and Participants

This research employs a quantitative approach with an ex post facto correlational design. This design was selected because the primary objective is to evaluate the statistical associations between the naturally occurring levels of self-efficacy, teacher commitment, and teacher quality. In line with the principles of ex post facto research, this approach allows for the investigation of how these variables co-vary and interconnect without the introduction of experimental treatments, environmental interventions, or direct manipulation of the study variables (Sugiyono, 2024). The research population includes all public elementary school teachers in Lubuk Tarok District, Sijunjung Regency, totaling 146 individuals across 17 schools. The sampling technique utilizes simple random sampling, with the sample size determined using the Slovin formula at a 10% margin of error, resulting in a sample of 60 teachers. To ensure representation from each school, a proportional random sampling technique was used to distribute the sample size across the 17 research locations. The study was conducted during the odd semester of the 2025/2026 academic year, specifically from October 31 to December 31, 2025.

Instruments and Data Collection Procedures

Data were collected using a closed-ended questionnaire distributed via the Google Forms platform. The instrument was constructed using a five-point Likert Scale (1-5) to measure three variables: self-efficacy (9 items), teacher commitment (9 items), and teacher quality (33 items). The instrument blueprint was developed based on teacher professionalism indicators, ranging from the ability to resolve instructional issues and task consistency to subject matter mastery and integrity. Prior to deployment, the instrument underwent expert judgment by three specialists (two doctors and one educational practitioner) to ensure construct validity. Based on expert feedback, revisions were made to the phrasing to ensure the items were more objective and technical. Subsequently, a pilot test was conducted with 30 respondents outside the sample. The results of the item validity test using Confirmatory Factor Analysis (CFA) with SPSS 27 indicated that all items had a Corrected Item-Total Correlation value

above the r-table (0.374), with values ranging from 0.389 to 0.897. This confirms that all statement items are valid and suitable for use (Arikunto, 2021).

Data Analysis Techniques and Ethical Considerations

Data analysis in this research includes prerequisite tests and hypothesis testing. The internal consistency of the instrument was tested using the Cronbach's Alpha formula to ensure data reliability. The statistical analysis techniques employed include descriptive analysis and multiple linear regression analysis to explain the influence of self-efficacy and teacher commitment, both partially and simultaneously, on teacher quality. Ethical considerations were strictly applied during the data collection procedure (Ghozali, 2021). Participants were provided with explanations regarding the research objectives, and the confidentiality of their identities was fully guaranteed through anonymity procedures. Research permission was obtained from the relevant educational authorities in Lubuk Tarok District to ensure compliance with the required academic and publication ethical standards.

RESULTS AND DISCUSSIN

Results

The results of this study aim to determine: (1) whether self-efficacy influences the quality of elementary school teachers; (2) whether teacher commitment influences the quality of elementary school teachers; and (3) whether self-efficacy and teacher commitment simultaneously influence the quality of elementary school teachers. The descriptive analysis in this study delineates the levels of self-efficacy (X1), teacher commitment (X2), and teacher quality (Y) among the respondents. Specifically, the categorical distribution of the self-efficacy variable is presented in Table 1 below:

Tabel 1. Self-Efficacy Score Categories

Category	Range	Number of Respondents	Percentage
Very Good	$X_1 \geq 36$	2	3,33%
Good	$33 \leq X < 36$	19	31,67%
Moderate	$29 \leq X < 33$	29	48,33%
Poor	$26 \leq X < 28$	7	11,67%
Very Poor	$X_1 < 26$	3	5%

Based on Table 1, the level of teacher self-efficacy in Public Elementary Schools in Lubuk Tarok District is as follows: 2 respondents (3.33%) have a very good level of self-efficacy; 19 respondents (31.67%) have a good level; 29 respondents (48.33%) have a moderate level; 7 respondents (11.67%) have a poor level; and 3 respondents (5%) have a very poor level. Referring to Table 1, the percentage of 48.33% in the moderate category is the dominant value for the self-efficacy variable. Therefore, it can be concluded that teachers in Public Elementary Schools in Lubuk District generally possess a moderate level of self-efficacy. Regarding the categorical description of the teacher commitment variable, it can be seen in Table 2 below:

Table 2. Teacher Commitment Score Categories

Category	Range	Number of Respondents	Percentage
Very Good	$X_2 \geq 40$	2	3,33%
Good	$36 \leq X < 40$	25	41,67%
Moderate	$33 \leq X < 36$	22	36,67%
Poor	$29 \leq X < 33$	8	13,33%
Very Poor	$X_2 < 29$	3	5%

Based on Table 2, the level of teacher commitment in Public Elementary Schools in Lubuk Tarok District is as follows: 2 respondents (3.33%) have a very good level of commitment; 25 respondents (41.67%) have a good level; 22 respondents (36.67%) have a moderate level; 8 respondents (13.33%) have a poor level; and 3 respondents (5%) have a very poor level. Referring to Table 2, the percentage of 41.67% in the “good” category is the dominant value for the teacher commitment variable. Therefore, it can be concluded that teachers in Public Elementary Schools in Lubuk District generally possess a good level of commitment. Regarding the categorical description of the teacher quality variable, it can be seen in Table 3 below:

Table 3. Teacher Quality Score Categories

Category	Range	Number of Respondents	Percentage
Very Good	$Y \geq 136$	2	3,33%
Good	$128 \leq X < 136$	10	16,67%
Moderate	$120 \leq X < 128$	23	38,33%
Poor	$111 \leq X < 120$	20	33,33%
Very Poor	$Y < 111$	5	8,33%

Based on Table 3, the level of teacher quality in Public Elementary Schools in Lubuk Tarok District is as follows: 2 respondents (3.33%) have a very good level of quality; 10 respondents (16.67%) have a good level; 23 respondents (38.33%) have a moderate level; 20 respondents (33.33%) have a poor level; and 5 respondents (8.33%) have a very poor level. Referring to Table 3, the percentage of 38.33% in the moderate category is the dominant value for the teacher quality variable. Therefore, it can be concluded that teachers in Public Elementary Schools in Lubuk District generally possess a moderate level of quality.

This research aims to determine the partial and simultaneous influence of the research variables using multiple linear regression hypothesis analysis. Before conducting the hypothesis test, classical assumption tests were first performed, namely: the data normality test, linearity test, and multicollinearity test. Further details regarding the implementation of the normality test as part of the classical assumption analysis can be seen in Table 4:

Tabel 4. Results of Kolmogorov-Smirnov (K-S) Normality Test

Statistic	Residual
N	59
Test Statistic	0,101
Asymp. Sig. (2-tailed)	0,200 ^d

Based on Table 4, it can be seen that the significance value or Asymp. Sig. (2-tailed) is 0.200; therefore, it can be concluded that $0.200 > 0.05$, which means the data in this research are normally distributed. Regarding the implementation of the linearity test as part of the classical assumption analysis, it can be seen in Table 5:

Tabel 5. Results of Linearity Test

Variable	Sig Linearity	Deviation From Linearity
Self-Efficacy * Teacher Qualit	0,001	0,790
Teacher Commitment * Teacher Quality	0,001	0,210

Based on Table 5, regarding the relationship between the self-efficacy variable and teacher quality, the Sig. Deviation from Linearity value is 0.790 ($0.790 > 0.05$); thus, it can be concluded that there is a significant linear relationship between self-efficacy and teacher quality. The relationship between the teacher commitment variable and teacher quality shows a Sig. Deviation from Linearity value of 0.210 ($0.210 > 0.05$); therefore, it can be concluded that there is a significant linear relationship between teacher commitment and teacher quality. Regarding the implementation of the multicollinearity test as part of the classical assumption analysis, it can be seen in Table 6:

Tabel 6. Results of Multicollinearity Test

Variable	VIF Value	Tolerance Value	Decision
Self-Efficacy	$1,224 < 10$	$0,817 > 0,10$	No multicollinearity detected
Teacher Commitment	$1,224 < 10$	$0,817 > 0,10$	No multicollinearity detected

Based on Table 6, it can be observed that the self-efficacy variable has a VIF value of 1.224 and a Tolerance value of 0.817, while the teacher commitment variable also has a VIF value of 1.224 and a Tolerance value of 0.817. Given that the VIF values for both variables are less than 10 ($1.224 < 10$) and the Tolerance values are greater than 0.10 ($0.817 > 0.10$), it can be concluded that there is no multicollinearity among the independent variables, or no serious symptoms of multicollinearity exist within this research model. Consequently, these variables can be utilized collectively in the subsequent regression analysis.

Based on the series of analysis prerequisite tests (classical assumptions) presented previously, the research data have been proven to be normally distributed, linear, and free from multicollinearity. Therefore, the analysis can proceed to the hypothesis testing stage to address the research questions of this study. To determine the partial influence of the variables in this research, please refer to Table 7 below:

Table 7. Coefficients of Self-Efficacy and Teacher Commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	73.400	10.403		7.056	0,000
Self-Efficacy	0,659	0,309	0,263	2.135	0,037
Teacher Commitment	0,854	0,282	0,373	3.026	0,004

Based on Table 7, it can be observed that the influence of the self-efficacy variable on the teacher quality variable obtained a significance value of $0.037 < 0.05$; this indicates that the self-efficacy variable has a significant influence on the teacher quality variable. Meanwhile, the influence of the teacher commitment variable on the teacher quality variable obtained a significance value of $0.004 < 0.05$, meaning that the teacher commitment variable also has a significant influence on the teacher quality variable. To determine the simultaneous influence of the variables in this research, please refer to Table 8 below:

Table 8. ANOVA: Simultaneous Influence of Self-Efficacy and Teacher Commitment on Teacher Quality

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1108.875	2	554.437	11.774	0,000 ^b
Residual	2684.059	57	47.089		
Total	3792.933	59			

Based on Table 8, the calculated F-value is 11.774 with a significance level of 0.000 ($0.000 < 0.05$); therefore, it can be concluded that this regression model is statistically significant. This indicates that the variables of self-efficacy and teacher commitment have a simultaneous influence on the teacher quality variable in Public Elementary Schools in Lubuk District.

Discussion

The results of the data analysis indicate that self-efficacy has a significant influence on teacher quality in Public Elementary Schools in Lubuk Tarok District. This finding is empirically consistent with Bandura as cited in Bhati & Sethy (2022) self-efficacy theory, which states that an individual's belief in their capabilities determines the quality of effort and strategies employed in completing tasks. In the context of primary education, teachers with high self-efficacy tend to be more confident, innovative, and adaptive, which directly contributes to the enhancement of pedagogical and professional competencies (Putri, 2023).

Self-efficacy functions as a psychological determinant that addresses the constraints of monotonous technology utilization. Teachers with strong self-belief are more inclined to experiment with IT-based learning media and avoid being confined to

conventional lecturing methods. This strengthens the research findings of Merida-Lopez et al., (2021) and Lazarides et al., (2021), which conclude that self-efficacy is positively related to teaching quality and teacher resilience in facing classroom challenges.

From the perspective of Islamic Education Management, self-efficacy reflects the values of *ikhtiar* (effort), *tawakal* (trust in God), and professional *amanah* (trustworthiness). Teachers with high self-efficacy believe in their ability to fulfill moral and spiritual responsibilities optimally. Without adequate self-belief, technical competencies will not be actualized due to psychological barriers such as doubt. Therefore, the level of teacher quality is highly dependent on the degree of self-efficacy, which serves as the driving force behind the commitment to professional excellence standards (Putri, 2023). In the specific context of Lubuk Tarok District, this spiritual-psychological synergy explains why significant relationships emerged despite structural limitations. As a rural area in Sijunjung Regency characterized by limited digital infrastructure and infrequent professional development, external motivators are often scarce. Consequently, the cultural and religious internalization of *amanah* transforms teaching from a mere bureaucratic job into a moral obligation.

The teacher commitment variable also demonstrates an influence on teacher quality. Based on the theories of Modise (2023) and Atala et al., (2022) commitment is a psychological attitude that encourages individuals to be fully engaged in achieving organizational goals. In this study, teacher dedication and loyalty are proven to be crucial factors driving more optimal teaching performance in elementary schools. Strong teacher commitment explains why participation in Continuing Professional Development (CPD) is essential. Highly committed teachers do not view training as an administrative burden, but rather as a necessity to improve school quality. Consistent with the findings of Purwanto & Rindaningsih (2023), commitment is a primary determinant of professionalism that ensures teachers maintain integrity and innovation despite being faced with high workloads.

From the perspective of Islamic professional ethics, commitment reflects the values of *amanah* (trustworthiness) and *istiqamah* (consistency). This is in accordance with the hadith of Prophet Muhammad (PBUH), stating that every person is a leader who will be held accountable for their leadership. Commitment acts as an anchor that maintains the consistency of teacher performance, ensuring a steady focus on quality standards and student success. Thus, quality improvement is determined not only by intellectual intelligence but also by the depth of internalizing professional values in the form of sincere dedication (Purwanto & Rindaningsih, 2023).

Self-efficacy and teacher commitment simultaneously exert a highly significant influence on teacher quality. This synergy between internal psychological and affective-professional factors proves that teacher quality cannot stand alone. This strong simultaneous influence confirms that the integration of self-belief in one's capabilities and professional loyalty is an absolute prerequisite for producing highly competent educators in Lubuk Tarok District.

The combination of these two variables creates a condition where teachers are not only capable of performing their duties competently but are also consistently responsible. Referring to the concept of Total Quality Management (TQM) by Sallis as cited in Ridwan et al., (2025) educational quality is achieved through a blend of technical competence and dedication to standards. The results of this study reinforce Garg (2024) findings that self-efficacy drives innovation, while commitment ensures the desire to maintain such teaching quality sustainably. Beyond mere confirmation, however, this study extends the boundary conditions of Social Cognitive Theory and Organizational Commitment literature by contextualizing them within a resource-constrained rural ecosystem. Theoretically, this research introduces a “psychological compensatory model” in educational human resource management. It demonstrates that in developing regions like Lubuk Tarok District, these psychological and spiritual factors (such as *ikhtiar* and *amanah*) do not merely function as performance optimizers as they do in well-resourced urban settings; instead, they operate as critical systemic stabilizers. This structural nuance suggests that internal psychological resilience can theoretically buffer and decouple pedagogical quality from absolute dependence on physical and digital infrastructure.

The interaction between efficacy and commitment is also validated by the research of Qiao & Hu (2024) who found that teachers with high efficacy but without commitment tend to be inconsistent. Conversely, high commitment without efficacy limits the courage to make instructional decisions. Therefore, the simultaneous influence in this study fills a research gap by testing both variables concurrently as crucial determinants of teacher quality in public primary education units in Indonesia (Apriansyah et al., 2022).

These findings suggest that future teacher performance appraisal systems should not only focus on administrative outputs but also address the aspects of mental reinforcement and emotional bonds. This synergy between individual and organizational factors enables teachers to translate school policies into high-quality classroom practices. Improving teacher quality will be more effective if directed toward strengthening both aspects through supportive school leadership and a conducive organizational culture (Fullan, 2023).

Based on the research results and discussion, it can be concluded that self-efficacy and teacher commitment, both partially and simultaneously, have a positive and significant influence on teacher quality in Public Elementary Schools in Lubuk Tarok District. Self-efficacy provides the foundation of confidence for innovation, while commitment provides the dedication to maintain quality consistency. This confirms that to improve educational quality, an integrated teacher development strategy is required, one that focuses not only on technical skills but also on strengthening the mentality and professional loyalty of teachers.

CONCLUSION

The conclusion of this article demonstrates that: (1) self-efficacy holds a significant positive association with teacher quality in Public Elementary Schools in Lubuk Tarok District, based on a significance value of $0.037 < 0.05$; (2) teacher commitment is significantly related to teacher quality in Public Elementary Schools in Lubuk Tarok District, based on a significance value of $0.004 < 0.05$, and; (3) self-efficacy and teacher commitment simultaneously contribute to teacher quality in Public Elementary Schools in Lubuk Tarok District, based on a significance value of $0.000 < 0.05$. Consequently, the third hypothesis of this study is accepted. This provides a managerial implication that efforts to enhance teacher quality are most effective when addressed integrally. Teacher quality is highly optimized in conjunction with strong self-belief (Self-Efficacy) alongside high dedication and responsibility toward the profession (Teacher Commitment).

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to the principals and teachers of the public elementary schools in Lubuk Tarok District, Sijunjung Regency, West Sumatra, Indonesia, for their valuable participation, cooperation, and support throughout this research. The authors also extend their appreciation to the local education authorities and all individuals who contributed to the successful completion of this study, particularly during the instrument validation, data collection, and data verification processes.

DECLARATION ON THE USE OF ARTIFICIAL INTELLIGENCE (AI)

The authors used ChatGPT (OpenAI) exclusively to improve the language quality, grammar, and readability of this manuscript. The AI tool was also used to assist in organizing references and enhancing the presentation of the manuscript. It was not used to generate research data, develop research instruments, perform statistical analyses, interpret research findings, or formulate scientific conclusions. All scientific content, including the research design, instrument development, data collection, statistical analysis, interpretation of results, and conclusions, was developed, verified, and approved entirely by the authors. The authors accept full responsibility for the accuracy, originality, and integrity of the final published manuscript.

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