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EXPLORING THE INFLUENCE OF WORK COMMITMENT AND TOTAL QUALITY MANAGEMENT (TQM) ON TEACHER PERFORMANCE: THE MEDIATING ROLE OF SELF-EFFICACY

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ABSTRAK

Penelitian ini mengeksplorasi peran self-efficacy sebagai mediator pengaruh antara komitmen kerja, Total Quality Management (TQM), dan kinerja guru. Metode survei digunakan untuk mengumpulkan data berdasarkan purposive sampling terhadap 55 guru dari 3 SMP di Kabupaten Ponorogo. Pengumpulan data dilakukan dengan menggunakan kuesioner yang terdiri dari skala likert dengan 5 alternatif jawaban. Analisis PLS-SEM digunakan untuk menganalisis data dan menguji konteks model. Hasil analisis menunjukkan bahwa komitmen kerja berpengaruh signifikan terhadap efikasi diri dan kinerja guru. Lebih lanjut, efikasi diri terbukti tidak memediasi pengaruh antara komitmen kerja dan Total Quality Management terhadap kinerja guru. Temuan ini menyoroti pentingnya efikasi diri dalam memfasilitasi pengembangan kinerja guru melalui komitmen kerja dan penerapan manajemen kualitas total. Implikasi praktis dari penelitian ini adalah pentingnya menciptakan lingkungan kerja yang mendukung pengembangan efikasi diri guru. Institusi pendidikan dapat memberikan dukungan sosial, pengakuan atas kontribusi guru, dan kesempatan untuk berpartisipasi dalam kegiatan pengembangan profesional. Dengan menciptakan lingkungan yang kondusif untuk memperkuat efikasi diri guru, komitmen kerja, dan penerapan TQM diharapkan dapat berjalan lebih efektif.

Kata-kata kunci: Self-efficacy, komitmen kerja, Total Quality Management, kinerja guru, PLS-SEM.

ABSTRACT

This research explores the role of self-efficacy as a mediator in the influence between work commitment, Total Quality Management (TQM), and teacher performance. The survey method

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was used to collect data based on purposive sampling from 55 teachers from 3 junior high schools in Ponorogo Regency. Data collection was carried out using a questionnaire consisting of a Likert scale with 5 alternative answers. PLS-SEM analysis was used to analyze the data and test the model context. The results of the analysis show that work commitment has a significant effect on teacher self-efficacy and performance. Furthermore, self-efficacy was proven not to mediate the influence between work commitment and Total Quality Management on teacher performance. These findings highlight the importance of self-efficacy in facilitating the development of teacher performance through work commitment and the implementation of total quality management. The practical implication of this research is the importance of creating a work environment that supports the development of teacher self-efficacy. Educational institutions can provide social support, recognition of teacher contributions, and opportunities to participate in professional development activities. By creating a conducive environment to strengthen teacher self-efficacy, work commitment, and TQM implementation are hoped to run more effectively.

Keywords: *Self-efficacy, work commitment, TQM, teacher performance, PLS-SEM.*

INTRODUCTION

Teacher performance is a manifestation of ability in the form of real work, work results, and responsibility in carrying out their mandate, the profession they hold, and their morals (Afdal et al., 2023; Brandt et al., 2021; Hanaysha et al., 2023). Teachers are not only responsible for delivering lesson material but also for developing students' skills, knowledge, and attitudes. In addition, teacher performance is also reflected in their ability to create an inclusive learning environment, stimulate students' interest in learning, and provide necessary guidance and support (Cahapay & Ii, 2021; Singh & Ryhal, 2023). By paying attention to moral aspects, teachers are also expected to be role models for students in terms of integrity, ethics, and positive values. Therefore, teacher performance is a reflection of their dedication, competence, and commitment to the educational profession and student development (Puruwita et al., 2022; Trad et al., 2021; Trigueros et al., 2020).

Teacher performance is the result, progress, and performance of the teacher's work in implementing learning, both in planning, implementing the learning process, evaluating learning outcomes, providing guidance and training to students, and their commitment to carrying out their duties (Brandt et al., 2021; Hanaysha et al., 2023). Whether a teacher's performance is good or not can be seen from the implementation of the competencies that teachers must have in addition to having academic qualifications. The government continues to improve teacher performance with various efforts, both through teacher certification programs, developing national and local curricula, increasing teacher competency through training, procuring books and learning tools, procuring and improving educational facilities and infrastructure, and improving the quality of school management (Berkovich & Eyal, 2017; Kadhim & Ahmed, 2019). Quality teacher performance will influence the quality of learning, the quality of graduates, the quality of education, and the achievement of educational goals.

In this research, teacher performance will be discussed in depth, which is very attached to a person, namely how to improve learning outcomes. High performance from a teacher is crucial to improving learning outcomes. Work performance is described as 1) what is achieved, 2) workability (tools), and 3) working skillfully using energy (Singh & Ryhal, 2023; Trigueros et al., 2020). Work performance is defined by records resulting from a particular job function. This is in line with what Kasman & Lubis (2022) expressed that several aspects of behavior are visible in the implementation of work, namely: (1) quality of work; (2) promptness; (3)

initiative; (4) capabilities; and (5) communication. These five aspects can be used as measurements in assessing a person's level of performance.

The concept of organizational commitment has become an important concern based on the premise that individuals form interconnectedness with organizations as the relative strength of an individual's identification with a particular organization and involvement in a particular organization, which is characterized by three things (Ahad et al., 2021; Cayupe et al., 2023; Van Waeyenberg et al., 2022): (1) acceptance of the organization's values and goals; (2) readiness and willingness to make serious efforts on behalf of the organization; and (3) the desire to maintain membership in the organization or be part of the organization. Steers also states organizational commitment as the relative strength of an individual's identification (trust, involvement, and compliance) with their organization. Therefore, staff commitment to the organization develops through staff identification with organizational goals, or affective commitment, and organizational costs, or ongoing commitment (Rohim et al., 2023; Wullur & Werang, 2020).

The term work commitment in this research refers to the teacher's commitment to the teaching profession. Teachers play a crucial role in determining the success of educational reform and the effectiveness of a school because teachers have the actual power to make something different during the teaching and learning process (Dong & Xu, 2022; Rohim et al., 2023; Wullur & Werang, 2020). In this regard, teacher work commitment is a crucial aspect. No matter how good and professional a teacher is, he will not be useful if the teacher does not have a strong commitment to transmit all the knowledge and skills he has for the glory of the school and the success of the students (Baksi Maiti et al., 2020; Cahapay & Ii, 2021; Yolanda & Said, 2022).

One of the approaches used to improve the quality of education today is the Total Quality Management (TQM) approach or Integrated Quality Management (Kadhim & Ahmed, 2019; Teixeira-Quiros & Justino, 2022). Initially, this approach was developed in the business world but was later also used in the world of education and government, although there are a small number of people who reject the use of the TQM approach in the world of education, in general, it is accepted. Philosophically, this concept emphasizes the consistent search for continuous improvement to achieve customer needs and satisfaction (Benzaquen & Charles, 2022; Nasim et al., 2020). The strategy developed in using TQM in the world of education is that educational institutions position themselves as service institutions or in other words become service industries, namely industries that provide service according to what customers want.

Based on research by Teixeira-Quiros & Justino (2022), a strategy that can improve teacher performance is TQM. If teacher performance increases, it will affect the quality of education. Nasim et al. (2020) research shows that TQM can improve the quality of education, while according to Ahmed & Idris (2020) TQM is a management that can move school organizations and create a conducive and sustainable learning environment. According to Benzaquen & Charles (2022), TQM education is a quality management strategy that is adapted to the basic nature of schools as humanitarian service organizations through the development of quality learning to produce graduates who meet the expectations of parents, the community, and other educational customers.

The main goal of TQM education is to improve the quality of education through improvements in all educational components sustainably and gradually (Kadhim & Ahmed, 2019; Rodriguez et al., 2018). The principle to achieve this goal is to focus on customers, improve quality through processes, and involve the entire existing team. For the implementation of TQM in the education sector to be successful, it must be supported by continuous improvement in the quality of education through leadership, education and training, structural support, communication, rewards and recognition, and measurement. According to García-Alcaraz *et al.* (2019), TQM can develop programs through planning which will later be

able to demonstrate excellence for educational units. Based on the background, researchers are interested in analyzing the application of TQM in improving teacher performance.

The urgency of self-efficacy as a mediator between the influence of Work Commitment and Total Quality Management (TQM) on teacher performance is very important in the context of improving the quality of education (Bal-Taştan et al., 2018; Huang, 2023; Lai et al., 2018; Ma et al., 2021). Teacher competence in designing and delivering effective learning directly influences students' academic progress, understanding, and motivation (Bal-Taştan et al., 2018; Lai et al., 2018). Through the application of TQM principles, teacher competency can be continuously improved to ensure that every student receives a quality education. The quality of teaching provided by teachers has a significant impact on student learning outcomes. Competent teachers can convey material, design interesting activities, and provide constructive feedback to students (Almufarreh et al., 2023; Kim et al., 2018). By implementing a TQM approach, teachers can continually refine and enhance their teaching practices to meet individual student needs and established educational standards.

In this context, this research aims to fill this knowledge gap by investigating the role of self-efficacy as a mediator in the relationship between Work Commitment, TQM, and teacher performance. By deepening our understanding of how these factors relate and interact, we can identify more effective intervention strategies to improve teacher performance and the overall quality of education. Thus, this research is not only expected to provide new contributions to educational literature but also has practical implications for the development of management policies and practices in schools and educational institutions.

RESEARCH METHODS

Research Design and Participants

This research applies a quantitative approach with survey research methods (Apriliani et al., 2023; Putra et al., 2022; Widayanto et al., 2021). The survey method was chosen because this research aimed to examine retrospectively the construction variables of teacher professional competence. This research uses non-probability sampling with a purposive sampling technique. The sample in this study was 55 teachers from 3 schools in Ponorogo Regency, namely SMPN 1 Sambit, SMPN 2 Sambit, and SMPN 3 Sambit.

Measures

The data collection technique uses a questionnaire with four variables. The independent variables include Work Commitment and Total Quality Management, the moderator variable is Self-Efficacy, and the dependent variable is Teacher Performance. Data collection was carried out using a survey method via Google Forms. The measurement uses a 5-point Likert scale measurement from disagree to strongly agree (Daryono et al., 2020; Widyastuti et al., 2023).. Research instrument variables are shown in Table 1.

Table 1. Constructs of Research Variables

No	Variable	Indicators	Construct	References
1	Work	School Goals	WC1	(Ahad et al., 2021; Baksi
2	(X1)	Responsibility	WC2	Maiti et al., 2020;
3		Improve Skills	WC3	Cahapay & Ii, 2021;
4		Maximum Effort	WC4	Dong & Xu, 2022;
5		Emotional Attachment	WC5	Rohim et al., 2023;
6		Improving the Quality of Education	WC6	Yolanda & Said, 2022)

No	Variable	Indicators	Construct	References
7		Long Term Commitment	WC7	
8		Long Term Contribution	WC8	
9	Total	Quality of learning Mentoring	TQM1	(Ahmed & Idris, 2020;
10	Quality	Continuous Improvement	TQM2	Dwaikat, 2020; Kadhim
11	Management	Periodic Evaluation	TQM3	& Ahmed, 2019; Nasim
12	(X2)	Responsive	TQM4	et al., 2020; Texeira-
13		Training and development	TQM5	Quiros & Justino, 2022)
14		Innovative Ideas	TQM6	
15	Self-	Self-confidence	SE1	(Cayupe et al., 2023;
16	Efficacy (Z)	Enthusiasm	SE2	Daumiller et al., 2021;
17		Inspire Yourself	SE3	Fathi & Derakhshan,
18		Discovering Potential	SE4	2019; Kim et al., 2018;
19		Overcoming Difficulties	SE5	Ma et al., 2021)
20		Finding Solutions	SE6	
21	Teacher	Additional Projects	TP1	(Cahapay & Ii, 2021;
22	Performance	Teaching Preparation	TP2	Kasman & Lubis, 2022;
23	(Y)	Formulate Learning Objectives	TP3	Puruwita et al., 2022;
24		Preparing Teaching Materials	TP4	Trad et al., 2021;
25		Learning Materials	TP5	Trigueros et al., 2020;
26		Provide Feedback	TP6	Van Waeyenberg et al.,
27		Efficient Learning	TP7	2022)
28		Utilizing Resources	TP8	
29		Integrating Technology	TP9	

Data Analysis

Statistical analysis of this research uses the PLS-SEM measurement technique ((Daryono et al., 2024; Fauzan et al., 2023; Supriyanto et al., 2022)). The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements that must be met are the indicator loading factor >0.70 , and the reflective construct AVE >0.50 . Reliability estimates use Cronbach Alpha, Rho_A, and CR values >0.70 (Daryono et al., 2023; Hariyanto et al., 2022). The goodness of fit model testing stage aims to test the predictive power of the model and the feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output. The inner model testing stage is to test the significance of the direct (H-DIR₁₋₅) and indirect effects (H-IND₁₋₂).

RESULTS AND DISCUSSION

Results

Evaluation of Measurement Models

Evaluation of measurement models is very important to ensure that the indicators used to measure latent constructs or variables are by the research objectives and have good quality. Examining construct validity is the primary goal of measuring model evaluation. Analysing the relationship between the indicator and the measured construct can ensure that the indicator truly reflects the intended aspect of the construct. By analyzing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which should be omitted.

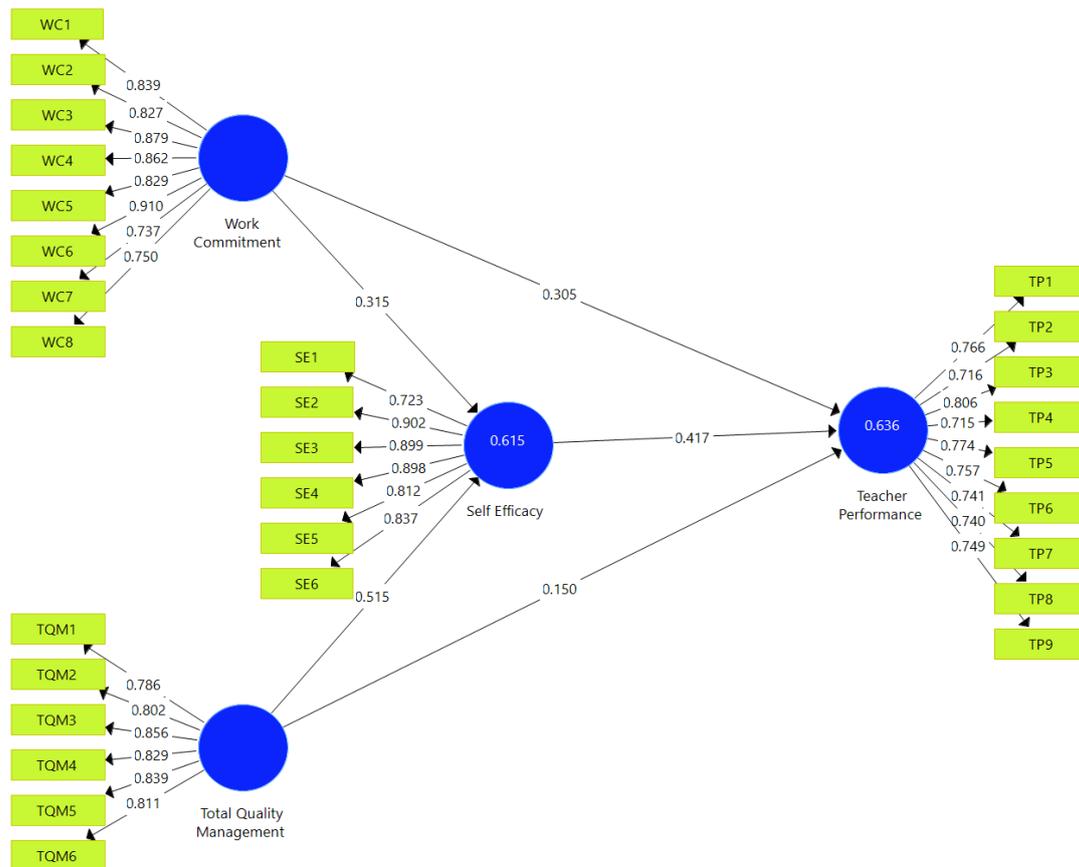


Figure 2. Evaluation of the Measurement Model

The convergent validity measurement uses a factor loading value limit of 0.70. Based on Table 2, the overall loading factor value for each sub-variable is >0.70 (0.715 – Preparing Teaching Materials to 0.910–Improving Education Quality). This can be interpreted as meaning that the level of correlation between sub-variables and variables that can be explained is 71.50% to 91.00%. The Average Extracted Variance (AVE) value for each variable has a value of >0.50 (0.566 – Teacher Performance (Y) to 0.719 – Self Efficacy (Z)). So, it can be concluded that each sub-variable and variable in the instrument in the research model has supported the requirements for convergent validity. Based on the loading factor coefficient value, the most dominant statement item in measuring teacher performance is the Improving Education Quality construct of 0.910 (KK6). This can be interpreted that the Improving Education Quality construct can measure teacher performance by 91.00%. Meanwhile, the weakest item is the construct of Preparing Teaching Materials at 0.715 (KG4 or 71.50%).

Table 2. Outer Model: Convergent Validity and Reliability

No	Variable	Indicator	Conver Validity		Consistency Reliability		
			FL ($\lambda > 0.70$)	AVE (> 0.50)	CA ($\alpha > 0.70$)	rho_A ($\varphi > 0.70$)	CR ($\delta > 0.70$)
1	Work	WC1	0.839	0.690	0.935	0.935	0.947
2	Commitment (X1)	WC2	0.827				
3		WC3	0.879				
4		WC4	0.862				
5		WC5	0.829				
6		WC6	0.910				

No	Variable	Indicator	Conver Validity		Consistency Reliability		
			FL ($\lambda > 0.70$)	AVE (> 0.50)	CA ($\alpha > 0.70$)	rho_A ($\varphi > 0.70$)	CR ($\delta > 0.70$)
7		WC7	0.737				
8		WC8	0.750				
9	Total Quality Management (X2)	TQM1	0.786	0.674	0.903	0.903	0.925
10		TQM2	0.802				
11		TQM3	0.856				
12		TQM4	0.829				
13		TQM5	0.839				
14		TQM6	0.811				
15	Self-Efficacy (Z)	SE1	0.723	0.719	0.920	0.922	0.938
16		SE2	0.902				
17		SE3	0.899				
18		SE4	0.898				
19		SE5	0.812				
20		SE6	0.837				
21	Teacher Performance (Y)	TP1	0.766	0.566	0.904	0.906	0.921
22		TP2	0.716				
23		TP3	0.806				
24		TP4	0.715				
25		TP5	0.774				
26		TP6	0.757				
27		TP7	0.741				
28		TP8	0.740				
29		TP9	0.749				

A variable is declared reliable if it has CA, Rho_A, and CR values > 0.70 . The SmartPLS output in the table below shows that all variables have CA values (0.903 to 0.935) rho_A (0.903 to 0.935) and CR (0.921 to 0.947). Thus, it can be concluded that the internal consistency of the instrument's reliability in 3 aspects has a value of > 0.70 , so it has good reliability in measuring teacher performance.

The Fornell-Larcker test is one of the methods used in Partial Least Squares Structural Equation Modeling (PLS-SEM) to evaluate the discriminant validity of the constructs in a model. This test aims to ensure that the different constructs in the model can be distinguished from each other. This is done by comparing the variance explained by the construct with the variance explained by other constructs in the model. If the variance explained by a construct is greater than the variance explained by another construct, then the construct has good discriminant validity. Based on Table 3, the correlation value of Teacher Performance (Y) \rightarrow Teacher Performance has a value of 0.752, which is greater than the correlation value of Work Commitment (X1) with other variables (Total Quality Management \rightarrow 0.701; Self-Efficacy \rightarrow 0.748; and Work Commitment \rightarrow 0.717). Thus, so on for an assessment of correlation with other variables.

Tabel 3. Discriminant Vaidity: The Fornell Larcker

Variable	Y	X1	Z	X2
Teacher Performance (Y)	0.752			
Work Commitment (X1)	0.717	0.831		

Self-Efficacy (Z)	0.748	0.712	0.848	
Total Quality Management (X2)	0.701	0.771	0.758	0.821

One of the main purposes of HTMT testing is to measure discriminant validity in the model. HTMT is used to examine the extent to which the constructs measured by different indicators represent the same or different constructs in the model. HTMT is also useful for assessing multicollinearity between constructs in the model. Multicollinearity can occur when constructs are strongly related to each other, which can cause problems in the estimation and interpretation of results in SEM analysis. The PLS-Algorithm test results in Table 4 reveal that the HTMT value in all dimensions has a value of <0.90 (0.762 to 0.836). So, it can be concluded that Fornell-Larcker and HTMT on the correlation of all variables in this research data instrument fulfill the discriminant validity test in measuring the increase in teacher professional competence.

Tabel 4. Discriminant Validity: The HTMT

Variable	Y	X1	Z	X2
Teacher Performance (Y)				
Work Commitment (X1)	0.772			
Self-Efficacy (Z)	0.807	0.762		
Total Quality Management (X2)	0.769	0.836	0.830	

Evaluation of Structural Models

Structural evaluation in testing on PLS-SEM has the main objective, namely to assess the prediction accuracy of the proposed model. This is done by evaluating the extent to which the model can explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomenon studied in the research context. By analyzing the relationships between variables, researchers can identify the factors that contribute to the phenomenon and develop deeper insight into the dynamics involved.

R2 Coefficient of Determination) provides an overview of how well the PLS-SEM model explains variation in the observed endogenous variables (constructs). The higher the R2 value, the greater the proportion of variation in the construct that the model can explain. R2 allows comparison between different PLS-SEM models. Researchers can use R2 values to compare the effectiveness of different models in explaining variation in observed constructs. Based on the Table 5, the R2 coefficient on the teacher performance variable obtained a value of 0.636. This can be interpreted as Work Commitment, Total Quality Management, and Self-Efficacy influencing the teacher performance variable by 63.60%, and the remaining 36.40% is influenced by other variables outside the model. study.

F2 (effect size) is one of the measures in PLS-SEM to evaluate the strength of the effect of latent variables on the observed construct. Specifically, F2 measures the predictive power of a latent variable against a particular construct in the model. More specifically, F2 is calculated by dividing the square of the latent variable regression loading on a particular construct by the amount of residual error (error variance) from that construct. The results provide an idea of how much the latent variable contributes to explaining variation in the observed construct.

F2 helps in determining how significant the contribution of latent variables is to the observed construct. F2 allows comparison between the contributions of several latent variables to the same construct. so that it can be known and determine which latent variables have the strongest influence on the observed construct. So, the output effect size shows that the most dominant variable in influencing teacher performance is Self-Efficacy ($f2 = 0.184$) in the strong category and the weakest variable is Total Quality Management ($F2 = 0.020$) in the small category.

Tabel 5. Measurement of Structural Model: R2, F2, Q2

Variabel	R2		F2		Construct Cross-validated (Q2)				
	Value	Decision	Value	Decision	Redundancy		Communality		Predictive Power
					SSE	Q2	SSE	Q2	
Teacher Performance	0.636	Moderate	-	-	330.223	0.333	273.881	0.447	Strong
Total Quality Management	-	-	0.020	Small	330.000	-	153.892	0.534	Strong
Work Commitment	-	-	0.094	Small	440.000	-	179.686	0.592	Strong
Self-Efficacy	0.615	Moderate	0.184	Medium	190.137	0.424	131.968	0.600	Strong

The next test by looking at the predictive relevance value (Q2) aims to validate the predictive ability of the model according to the reality in the field. Based on the table above, all Q2 values exceed the cut point (greater than zero). The results of calculating the predictive relevance of Q2 obtained values of 0.333 to 0.424 on the Redundancy Construct Crossvalidated and 0.447 to 0.600 on the Communality Construct Crossvalidated. So, the model in measuring teacher performance can explain the model analysis by 33.30% to 42.40% of the phenomenon studied. The results of both procedures indicate that Teacher Performance has strong predictive power.

Measurement of Direct Effects

The purpose of hypothesis testing is to examine the relationships between variables in a proposed model. This done by analyzing the strength and significance of the relationship between the variables identified in the model. Direct effect evaluation allows researchers to test the consistency between empirical findings and the theory that supports the model. Furthermore, this test analyzes the significance of the mediation effect in the research model. This is important for understanding the mechanisms for underlying relationship between variables and how certain variables can mediator or change relationships between variables.

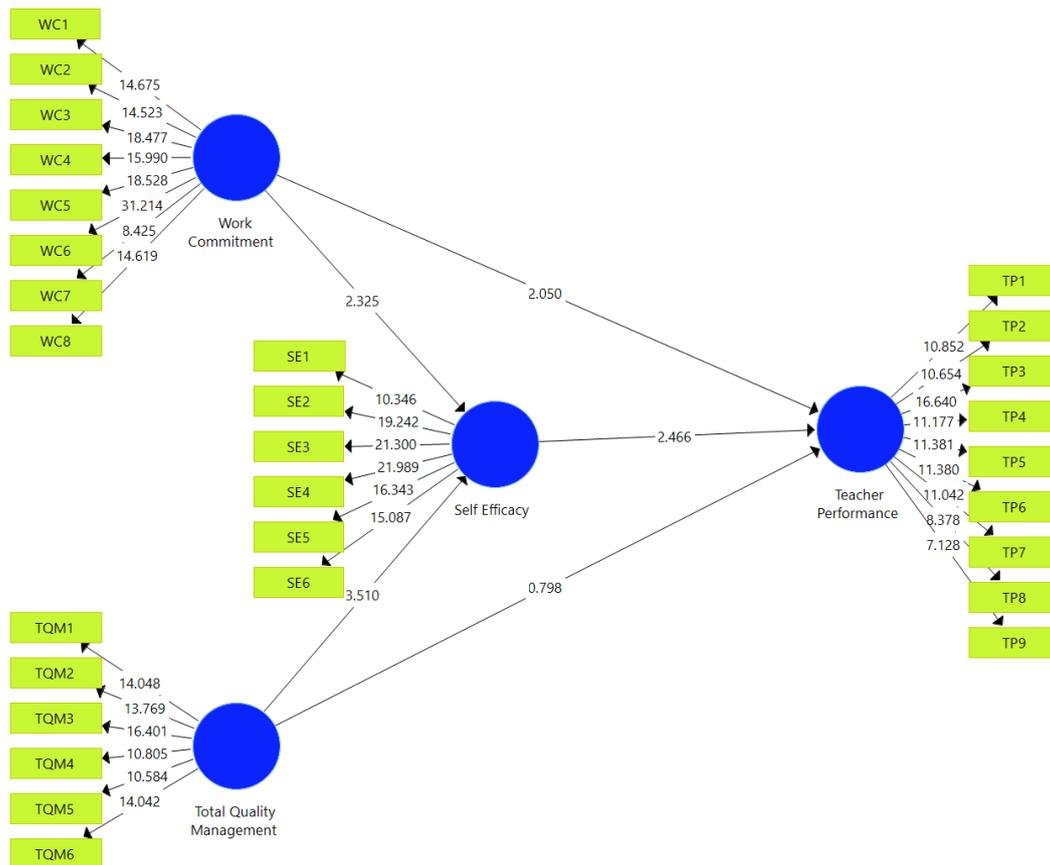


Figure 2. Evaluation of Path Analysys

A hypothesis can be accepted with significant criteria if it has a T statistic value above 1.96. Meanwhile, the hypothesis can be accepted with positive or negative influence if the B-value coefficient value shows the direction of positive or negative influence. Based on the table below, the hypothesis H1 (Work Commitment (X1) → Teacher Performance (Y)) obtained β -values = 0.305 and ρ -values = 0.048 (0.05). This shows that the Work Commitment variable (X1) has a positive effect and significant effect on Teacher Performance (Y). This can be interpreted as meaning that when the Work Commitment variable (X1) increases, the Teacher Performance variable will also increase and vice versa. In hypothesis H2 (Work Commitment (X1) → Self-Efficacy (Z)) the β -values = 0.315 and ρ -values = 0.031 (0.05). This shows that the Work Commitment variable (X1) has a positive and significant effect on Self-Efficacy (Z). This can be interpreted as meaning that when the Work Commitment variable (X1) increases, the Self-Efficacy variable will also increase and vice versa.

In hypothesis H3 (Self-Efficacy (Z) → Teacher Performance (Y)) the β -values = 0.417 and ρ -values = 0.022 (0.05). This shows that Self-Efficacy (Z) has a positive and significant effect on Teacher Performance (Y). This can be interpreted as meaning that when the Self-Efficacy variable increases, the Teacher Performance variable will also increase and vice versa. In hypothesis H4 (Total Quality Management (X2) → Teacher Performance (Y)) obtained β -values = 0.150 and ρ -values = 0.436 (0.05). This shows that Total Quality Management (X2) has a positive but not significant effect on Teacher Performance (Y). This can be interpreted as meaning that when the Total Quality Management variable (X2) increases, the Teacher Performance variable (Y) will also increase but not significantly. In hypothesis H5 (Total Quality Management (X2) → Self-Efficacy (Z)) the β -values = 0.515 and ρ -values = 0.001 (0.05). This shows that Total Quality Management (X2) has a positive and significant effect on

Self-Efficacy (Z). This can be interpreted as meaning that when the Total Quality Management variable (X2) increases, the Self-Efficacy variable (Z) will also increase and vice versa.

Tabel 6. Results of Path Coefficient: Dirrect Effects

Hypothesis	Path Analysis	β - Values (+/-)	Sample Mean	SDV	T- Statistics (>1,96)	ρ -Values (<0,05)	Decision
H-DIR ₁	WC → TP	0.305	0.291	0.154	1.981	0.048	Accepted
H-DIR ₂	WC → SE	0.315	0.312	0.146	2.164	0.031	Accepted
H-DIR ₃	SE → TP	0.417	0.434	0.182	2.291	0.022	Accepted
H-DIR ₄	TQM → TP	0.150	0.155	0.193	0.779	0.436	Rejected
H-DIR ₅	TQM → SE	0.515	0.525	0.156	3.308	0.001	Accepted

The Mediating Role of Self-Efficacy on the Influence of Work Commitment and Total Quality Management (TQM) on Teacher Performance

Based on the table below, in the H-IND1 hypothesis, the results of testing the mediating effect of the Self-Efficacy (Z) variable can be concluded that there is a positive influence (β -values = 0.131) and it is not significant (T-Statistics 0.368 > 1.96 and ρ -values 0.172 < 0.05) between the Work Commitment factor (X1) and Teacher Performance (Y). So, H-IND1 which states "There is a positive but not significant influence on the role of self-efficacy in mediating work commitment on teacher performance" is rejected. In the H-IND2 hypothesis, the results of testing the mediation effect of the Self-Efficacy (Z) variable can be concluded that there is a positive (β -values = 0.215) and significant influence (T-Statistics 1.956 > 1.96 and ρ -values 0.051 < 0.05) between the Total Quality Management factors (X2) on Teacher Performance (Y). So, H-IND2 which states "There is a positive but not significant influence on the role of self-efficacy in mediating total quality management on teacher performance" is rejected.

Tabel 7. Results of Path Coefficient: Indirect Effects

Hypothesis	Path Analysis	β - Values (+/-)	SDV	T- Statistics (>1,96)	ρ - values	Decision	Mediating Role
H-IND ₁	WC → SE → TP	0.131	0.096	1.368	0.172	Rejected	No mediation
H-IND ₂	TQM → SE →TP	0.215	0.110	1.956	0.051	Rejected	No mediation

Discussion

The results of testing the H-DIR1 show that the statistical T-value is 1.981, which means it is significant because the statistical T-value is >1.96, so the first hypothesis is accepted. Work Commitment has a positive influence on improving teacher performance. This research is in line with Rohim *et al.* (2023) which states that work commitment can significantly improve teacher performance because strong work commitment can be the main driver for a teacher to

give the best in his work. This statement is supported by Yolanda & Said (2022) which reveals that high work commitment among teachers can have a significant impact on improving the quality of education. When a teacher has a strong commitment to his work, he tends to be more enthusiastic and focused in carrying out his duties. This research is also supported by Dong & Xu (2022) which states that a teacher's high work commitment plays an important role in improving their skills. Teachers who have a strong commitment to their work tend to be more motivated to continue developing themselves. They will be more open to opportunities to learn new things, take part in training, and deepen their knowledge in the field of education.

However, this is not in line with research conducted by Wullur & Werang (2020), which states that several teachers may have a high work commitment, but are still unable to show significant performance improvements. This can be caused by long-term commitment. Factors such as dissatisfaction with school policies, changes in leadership, or changes in national education policy can influence a teacher's level of commitment to their work. The influence of work commitment on teacher performance can also be seen in the level of job satisfaction felt by the teacher. Teachers who have high work commitment tend to feel more satisfied with their work (Cayupe et al., 2023; Van Waeyenberg et al., 2022). They will feel happy and proud of the achievements they have achieved in the learning process. Success in achieving educational goals and seeing the positive development of students will also increase teacher motivation and morale. Thus, high work commitment not only has an impact on teacher performance but also on their job satisfaction and motivation in carrying out educational tasks.

Total Quality Management has a positive influence in improving teacher performance (García-Alcaraz et al., 2019; Glaveli et al., 2021). However, it is not significant because TQM is more about periodic evaluation rather than improving the quality of learning. This research is in line with Ahmed & Idris (2020) which states that aspects of learning quality emphasized by TQM may not always be in line with teacher performance evaluation criteria which generally focus more on administrative and curriculum aspects. However, this is inconsistent with research conducted by Benzaquen & Charles (2022), which states that TQM can improve teacher performance, especially in the context of periodic evaluations. Because TQM encourages organizations to focus on continuous improvement, including in terms of evaluating teacher performance. By adopting this approach, teachers can be actively involved in the evaluation process, improving their teaching practices continuously. This research is also supported by research (Glaveli *et al.* (2021) which states that TQM can have a positive impact on teacher performance through focused training and development efforts. TQM encourages a culture of continuous improvement, and in the context of teacher training, it creates a drive to identify ongoing development needs.

The application of TQM can also help teachers identify and overcome various problems that may arise in the learning process. Through the TQM approach, teachers are taught to carry out in-depth analysis of the causes of problems, identify appropriate solutions, and make continuous improvements (Nogueiro & Saraiva, 2023; Rodriguez et al., 2018). Thus, teacher performance can increase because they can solve problems effectively and efficiently. Furthermore, implementing TQM can also provide continuous support and learning for teachers. Through training, mentoring, and structured professional development, teachers can improve their skills and knowledge in facing educational challenges. With this support, teachers will feel more self-efficacy in carrying out their duties, so their self-efficacy will increase (Bal-Taştan et al., 2018; Cayupe et al., 2023).

Self-efficacy, is a person's belief in their ability to complete certain tasks or achieve certain goals. In line with Daumiller *et al.* (2021) which states that those with a high level of self-efficacy tend to have a strong belief in their ability to influence student learning success. This can encourage them to approach teaching with great enthusiasm because they believe they can make a positive difference. High levels of self-efficacy can be a strong source of intrinsic

motivation for teachers (Fathi & Derakhshan, 2019; Kim et al., 2018). Teachers who believe they can overcome challenges in teaching may be more likely to seek inspiration from within themselves, viewing every difficulty as an opportunity for growth and development.

However, inconsistent with research conducted by Cayupe *et al.* (2023), which shows that there is not always a direct relationship between a teacher's level of self-efficacy and their performance in the classroom, there are some contexts where self-efficacy may not directly influence the level of self-efficacy. First, in cases where teachers have high self-efficacy but lack support and resources from the work environment, this can hinder the development of a sense of self-efficacy. To increase their competence, a teacher must have beliefs or beliefs that can influence how well students will learn, even those who experience difficulties or are unmotivated. Usher *et al.* (2019) research links teaching self-efficacy as a mediator of the role of personality factors on teacher teaching performance.

This research showed that teaching efficacy was a significant mediator in the role of two personality factors, namely tenacity and openness. Teachers who have high self-efficacy tend to be more tenacious and open in guiding their students in class. They are better able to transform themselves into teacher figures who can express every material presented so that all students can receive it well. This research in line with research by Huang (2023) which reveals that self-efficacy is a belief in one's ability to influence one's thoughts, feelings, motivation, and actions. So, a teacher is expected to have high self-efficacy to carry out his role as a professional teacher. When a teacher is faced with a problem or obstacle, he will be ready and self-efficacy will be able to solve the problem, and will feel challenged to improve himself to become a teacher who has high professionalism (Ma et al., 2021; Usher et al., 2019).

Furthermore, high self-efficacy also has an impact on increasing teacher initiative and creativity in designing and providing interesting and effective learning for students (Daumiller et al., 2021; Usher et al., 2019). Teachers who are confident in their abilities tend to have more self-efficacy in trying new approaches in the teaching process, so they can improve the quality of learning they provide to students. Self-efficacy also helps teachers to overcome feelings of doubt or fear that may arise in carrying out their duties. Teachers who believe in their ability to achieve desired results tend to have more courage and self-efficacy in dealing with various situations that require appropriate decisions and actions (Kasman & Lubis, 2022; Trigueros et al., 2020; Yolanda & Said, 2022). This can have a positive impact on teacher performance because they can demonstrate the skills and abilities required for effective teaching.

Teachers who have high self-efficacy tend to be more open to change and innovation in the learning process. They feel confident that they can meet the challenges that arise in implementing new and complex TQM practices. With the mediation of self-efficacy, teachers can more easily adapt to changes that occur in the educational environment and implement TQM practices that are relevant and effective. Increasing teacher self-efficacy can also contribute to increasing collaboration and communication between teachers in implementing TQM practices. High self-confidence will encourage teachers to work together in teams, share knowledge and experience, and support each other in efforts to improve the quality of teaching. This will have a positive impact on overall teacher performance and student achievement of learning goals.

CLOSING

Based on the research results above, it can be concluded that work commitment can have a positive and significant impact on teacher performance if there is an increase in the quality of education and improving their skills. Meanwhile, Total Quality Management does not have a significant impact on improving teacher performance. This is because TQM is more about periodic evaluation than improving the quality of learning. However, self-efficacy has a

significant impact on teacher performance because those with a high level of self-efficacy tend to have a strong belief in their ability to influence student learning success.

In the context of improving teacher performance, educational institutions need to pay attention to the role of self-efficacy as an intervening variable that links work commitment and Total Quality Management (TQM) practices with teacher performance. One recommendation that can be made is to provide training and support that focuses on developing teacher self-efficacy. By increasing teachers' self-confidence in their ability to overcome various challenges and implement effective TQM practices, it is hoped that teacher performance can improve significantly. Furthermore, educational institutions also need to create a work environment that supports the development of teacher self-efficacy. Social support, recognition of teachers' contributions, and participation in professional development activities can be important factors in strengthening their self-efficacy. By strengthening teacher self-efficacy as an intervening variable, it is hoped that work commitment and implementation of TQM can be more effective in improving teacher performance and achieving the desired learning goals.

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