Teachers' performance at Islamic School Foundations: The impact of self-efficacy, organizational culture, environment, and job satisfaction

[1]**Virgana Virgana** & [2]**Soeparlan Kasyadi**

Abstract

Enhancing organizational performance is key to producing high-quality graduates. Therefore, supporting factors such as self-efficacy, work culture, work environment, and job satisfaction is essential in an educational setting. This study analyzes the direct and indirect influence of these factors on teachers' performance using path analysis with Smart Partial Least Squares software. The sample consisted of 340 teachers from private schools managed by an Islamic religious education foundation. The results showed that self-efficacy, organizational culture, and work environment positively influenced job satisfaction. Additionally, self-efficacy, organizational culture, work environment, and job satisfaction positively impacted teachers' performance. Furthermore, self-efficacy, organizational culture, and work environment had a significant indirect effect on teachers' performance through job satisfaction. These findings suggest that further efforts should focus on enhancing the work environment to provide the best possible service to students, thereby potentially improving their academic achievements. Findings call for follow-up actions by local and central governments, particularly in improving the quality and quantity of equipment at the school level. Ensuring a supportive work environment is crucial for enhancing teachers' psychological satisfaction and encouraging better performance in providing professional services to students. Ensuring that job satisfaction remains high or improves is crucial, as it has a direct impact on the effectiveness of teaching and learning.

Keywords: *self-efficacy, organizational culture, environment, work satisfaction, teachers' performance*

Suggested Citation:
Virgana Virgana & Soeparlan Kasyadi (2024). Teachers' performance at Islamic School Foundations: The impact of self-efficacy, organizational culture, environment, and job satisfaction. *International Journal of Educational Management and Development Studies*, 5(4), 226-247. https://doi.org/10.53378/ijemds.353137

About the authors:
[1]Corresponding author. Associate Professor, Graduate Faculty of Mathematics Education and Natural Sciences, University of Indraprasta, Indonesia. Email: virganaunindra@gmail.com
[2]Associate Professor, Graduate Faculty of Social Sciences, University of Indraprasta, Indonesia. Email: kasyadisuparlan@gmail.com

1. Introduction

Teachers play a crucial role in shaping the educational experiences and outcomes of their students, particularly within Islamic school foundations, where values, beliefs, and cultural expectations are intertwined with the learning process. The performance of teachers in these settings is influenced by various factors, including their self-efficacy, the organizational culture of the institution, the work environment, and their overall job satisfaction. Teacher self-efficacy — the belief in their ability to effectively teach and manage the classroom — significantly impacts their motivation, teaching methods, and ability to engage students. Moreover, the organizational culture, which encompasses the shared values, norms, and practices within the school, fosters a sense of community and purpose among teachers. A supportive work environment, characterized by adequate facilities, resources, and positive social interactions, further enhances teachers' performance by reducing stress and encouraging collaboration. Similarly, job satisfaction, which reflects how content teachers are with their roles, responsibilities, and work conditions, plays a pivotal role in determining their commitment and effectiveness.

Several researchers have previously proven that a teacher's self-efficacy affects work satisfaction (Zakariya, 2020; Kasalak & Dağyar, 2020; Demirdag, 2015) and performance (Batubara et al., 2021; Haddad & Taleb, 2016). Teacher performance determines school performance; good school performance has quality graduates with an indication of the number of graduates who pass the selection in the admission of new students, especially at state universities, so that the quality of the school can determine academic achievement in higher education (Stumm et al., 2021). Empirically, people with high self-efficacy always dare to confidently start a job and bear risks while improving if there is a reason. Hence, both directly and indirectly, self-efficacy affects teacher performance (Hassan & Ibourk, 2021; Zakariya, 2020; Chang et al., 2016). Furthermore, other elements that can affect teachers' performance (TP) are organizational culture (OC), work environment (WE), and work satisfaction (WS). Organizational culture (OC) influences how employees work, especially in the school environment. Human resources are homogeneous, so the OC element must be an example for other organizations. That has been proven by the research results that OC influences TP (Kotiloglu et al., 2023; Musaddad, 2021; Ghanad et al., 2020). Working together in the bearing of burdens to help each other in the community has been the working culture of the Indonesian people since the days of their ancestors (Simarmata et al., 2020). The soul of working together

to bear burdens comes from the community spontaneously to help others in times of emergency (Koopman, 2021).

An organization with a good work environment in terms of completeness of equipment will facilitate work efficiently and will provide morale to employees because they have been helped by appropriate equipment. Likewise, harmonious relationships with fellow employees will create a conducive work environment for maximum organizational performance. WE positively affect TP (Aladetan, 2023; Sudibjo & Nasution, 2020; Corkin et al., 2018). On the other hand, SE, OC, and E, based on the results of previous studies, stated that SE has a positive effect on WS (Hassan & Ibourk, 2021; Zakariya, 2020); OC positively affects WS (Hidayat et al., 2020; Rizwan et al., 2017) and WE affects WS (Bahtilla & Hui, 2021; Ayca, 2019). Likewise, the results of previous studies showed WS having a significant effect on TP (Mbonea et al., 2021; Manuntun, 2020). However, Zakariya (2020) found that self-efficacy does not affect teacher work satisfaction and there is there is no positive influence of OC on TP (Suharningsih & Murtedjo, 2016). Meanwhile, empirical studies also showed that WE had no effect on TP (Mulyana et al., 2021) and WE does not affect teacher performance (Efendi et al., 2021).

Given the contradicting empirical results and the lack of empirical evidence from Indonesia, this study re-examines the contradictory results from previous research in the Indonesian context. Hence, this study aims to prove the following questions:

1. Is there a direct influence of SE, OC, and WE on WS?
2. Is there a direct influence of SE, OC, WE, and WS on TP?
3. Is there an indirect influence of SE, OC, and WE on TP through WE?

2. Literature review

2.1. Teacher' Performance (TP)

Performance is widely recognized as a critical factor for achieving success within any organization, including educational institutions (Budur & Demir, 2022). In the context of teaching, performance is intricately linked to the effectiveness of the teaching and learning processes, which are guided by specific work plans and objectives set over a defined period (Novitasari et al., 2021). The assessment of teacher performance typically involves evaluating several key elements. One crucial aspect is the teacher's mastery of the subject matter, which reflects their depth of knowledge and understanding of the content they are responsible for

delivering (Özgenel, 2019). Additionally, the methods and strategies employed by teachers to convey this knowledge—how they teach—are also essential components of performance evaluation.

In the modern educational landscape, particularly in the 21st century, teachers are expected to go beyond traditional teaching methods. Mastery of digital competencies has become increasingly important as it supports and enhances the learning process. The ability to integrate digital tools and technologies into teaching practices is crucial for fostering a dynamic and engaging learning environment (Palimbong et al., 2022). This shift towards incorporating digital skills reflects the evolving demands of education and underscores the importance of continuous professional development for teachers to remain effective in their roles. A teacher must have teaching competence (Selvi, 2010). To achieve satisfactory performance, teachers must master professional, pedagogic, social and personal competencies (Laws of the Republic of Indonesia, About Teachers and Lecturers, 2005). Thus, teacher performance is the result of work achieved at a certain period through competence: professional, pedagogic, social, personal and digital competence.

2.2. Work Satisfaction (WS)

Job satisfaction refers to the attitude of the individual in general to his work. A person with a high level of job satisfaction has a positive attitude towards his work; on the contrary, someone dissatisfied has a negative attitude towards his work. Job satisfaction is a person's assessment of the work he feels (Mullins, 2010). Job satisfaction is a complex and multifaceted concept that can give rise to differences in understanding for different people. Another opinion states that job satisfaction is a set of people's feelings and beliefs in doing current work (George & Jones, 2012). Job satisfaction is a connection to salary and work conditions (Bezdrob & Šunje, 2021) while work satisfaction is related to the sense of work, the appropriateness of wages, and the sense of being valued (Bezdrob & Šunje, 2021). Given these arguments, job satisfaction refers to an individual's evaluation of their work experience that leads to a sense of enjoyment and contentment. This satisfaction is reflected in several aspects: the enjoyment derived from the work itself, the feeling of being valued and appreciated, the quality of the work environment, the sense of belonging within the organization, and the adequacy of the salary.

2.3. Self-Efficacy (SE)

Teacher self-efficacy is part of the main motivations influencing professional behaviour, including work seriousness and job satisfaction (George et al., 2018) and assesses their ability to organise and carry out their actions (Senler, 2016). Teacher self-efficacy, which refers to a teacher's belief in their ability to effectively manage classroom activities, engage students, and promote learning, significantly influences their overall job satisfaction by shaping their confidence, motivation, and perception of their professional competence (Zakariya, 2020). Self-efficacy impact performance (Fitriani & Virgana, 2023). In other words, it is the capacity and self-assurance a teacher possesses to effectively plan, organize, and execute tasks that lead to achieving specific educational goals. This concept is reflected in a teacher's confidence in their abilities, their sense of competence in handling classroom challenges, their dedication and seriousness toward their work, their cultivation of positive habits, and their intrinsic motivation to inspire and educate students.

2.4. Organizational Culture (OC)

Humans are cultured creatures. Therefore, society's daily life is inseparable from the cultural ties created. Cultural ties are created by the community concerned, both in families, organizations, businesses and nations. Culture distinguishes societies from one another by interacting and acting to get a job done. Culture binds members of a community into a single unified view that creates uniformity of behaviour or action. As time goes by, culture inevitably forms in the organization, and the benefits can also be felt in contributing to the organization's effectiveness as a whole. Organizational culture is a value system developed in an organization that distinguishes the organization from other organizations. As stated by Langton et al. (2016), the value-sharing system is carried out by the members of the organization so as to distinguish the organization from other organizations. Work culture is a benchmark for how work in an organization to achieve organizational goals, which a working group has agreed upon for a long time. It facilitates the results of work, thus creating a sense of job satisfaction for members of the organization. School work culture is significant for Indonesia because the country consists of multi-ethnic, multi-culture, multi-religious, and multi-ethnic groups that meet in an organization (Nakaya, 2018). So, it requires agreed work habits to achieve job satisfaction and teacher performance.

Based on these arguments, organizational culture refers to the shared values, norms, and beliefs that are collectively held within an organization and are shaped through the continuous process of interaction among its members. This culture manifests in various ways, including a spirit of collaboration among team members, a consensus on the core values that guide their actions, a sincere commitment to achieving common goals, a deep sense of mutual respect, and a willingness to share responsibilities and challenges equitably.

2.5. Work Environment (WE)

The work environment encompasses various elements, including physical facilities, infrastructure, and social aspects that collectively support employees in performing their tasks effectively. For members of an organization or employees who collaborate on similar tasks, share responsibilities, or confront common challenges, it is essential to have environmental factors that foster a sense of unity, cooperation, and shared purpose. This supportive environment enhances their ability to work together harmoniously, promotes interpersonal relationships, and creates a positive atmosphere that contributes to both individual well-being and overall organizational success. Ong et al. (2021) and Aladetan (2023) stated that work environment is the workplace conditions, location, and other characteristics relevant to the workplace, such as hazards and noise levels. In other words, the it is the presence of physical completeness, work equipment, and atmosphere. In this case, they can support work implementation, which can see in-room comfort, completeness of work equipment, completeness of information technology tools, the comfort of the work atmosphere, and the comfort of communication between members of the organization.

To effectively tackle the research questions and offer a well-defined path for the study, the researchers formulated and clearly outlined the following hypotheses, which function as a provisional explanation or forecast that can be examined through detailed analysis and empirical research. By testing the hypotheses, the study aims to generate insights and validate potential outcomes, thereby guiding the investigation and contributing to a deeper understanding of the subject matter.

H_1: SE has a significant direct impact on WS

H_2: OC exerts a notable direct effect on WS

H_3: WE has a significant direct impact on WS

H_4: SE significantly directly influences TP

H_5: OC has a considerable direct impact on TP

H_6: WE directly significantly affects TP

H_7: WS has a significant direct effect on TP

H_8: SE indirectly impacts TP through WS

H_9: OC has an indirect effect on TP via WS

H_{10}: WE influences TP indirectly through WS

Based on the formulated research hypotheses, a comprehensive research framework was developed and is illustrated in figure 1. This framework visually represents the proposed relationships and interactions between the variables under investigation. It serves as a schematic overview of how the different hypotheses are interconnected and provides a structured model for analyzing the empirical data. By mapping out these relationships, Figure 1 offers a clear and organized depiction of the research design and the anticipated dynamics among the variables.

Figure 1

The research constellation
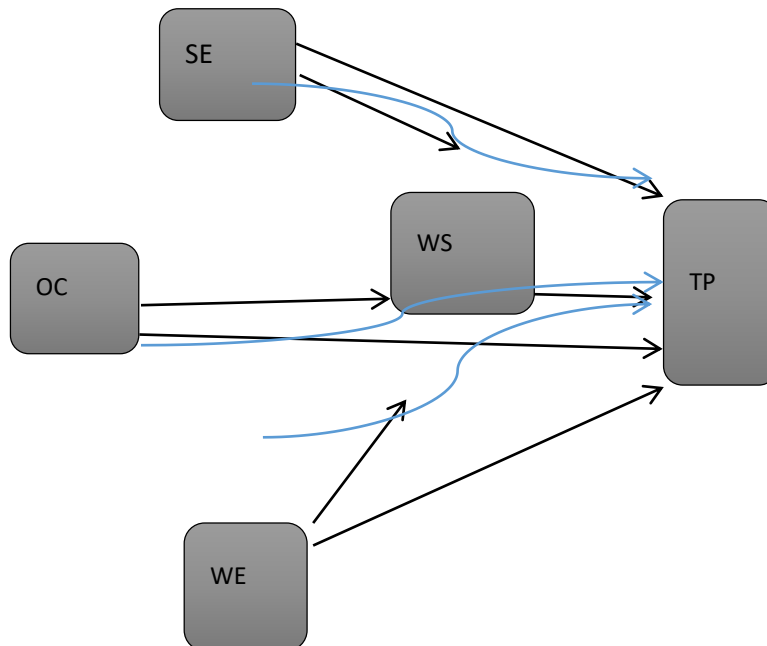
3. Methodology

3.1. Population and Sampling

The research sample size was 340 out of 3000 private school teachers organized by the Islamic religious education foundation in Jakarta and West Java. The sample size was chosen to ensure a high degree of accuracy and reliability in the study's findings. Specifically, for a population size of 3000 respondents, the minimum required sample size to achieve a 95% confidence level and ensure statistical accuracy is 323. By including 340 respondents, the study exceeds this minimum requirement, thus enhancing the robustness and validity of the research outcomes (Adam, 2020). Sampling techniques used random sampling that provided an equal opportunity to become a sample member of the population (Etikan & Bala, 2017).

In order to disseminate the research instrument, the researchers held a coordination meeting with ten school superintendents representing the five administrative city areas of Jakarta. The retrieved completely answered instruments were 340 out of 347 respondents. The research was conducted from September 2023 to July 2024.

The respondent's demographics are presented in table 1.

Table 1
Demographic characteristics

No	Component	Male	Female	Total
1	Gender	149 (43.80%)	191 (56.20%)	340 (100%)
2	Qualification			
	Bachelor degree	86 (25.29%)	108 (31.76%)	194 (57.05%)
	Master degree	61 (17.94%)	81 (23.82%)	142 (41.76%)
	Doctor degree	2 (0.59%)	2 (0.59%)	4 (1.18%)
3	Pedagogical Experience			
	0.0 – 6.9			
	7.0 – 13.9	30 (8.82%)	33 (9.71%)	63 (18.53%)
	14.0 – 20.9	53 (15.59%)	55 (16.18%)	108 (31.76%)
	21.0 – 26.9	37 (10.88%)	52 (15.29%)	89 (26.18%)
	>27	19 (5.59)	36 (10.56%)	55 (16.18%)
		10 (2.94%)	15 (4.41%)	25 (7.35%)
4	Age range			
	22.0 – 28.9	32 (9.41%)	52 (15.29%)	84 (24.71%)
	29.0 – 35.9	42 (12.35%)	48 (14.11%)	90 (26.47%)
	36.0 – 42.9	39 (11.47%)	45 (13.24%)	84 (24.70%)
	43.0- 49.9	25 (7.35%)	30 (98.827%)	55 (16.18%)
	50.0 – 56.9	10 (2.94%)	13 (3.82%)	23 (6.76%)
	>57	1 (0.29%)	3 (0.88%)	4 (1.18%)
5	Workforce Competence			
	I			
	II	0	0	0
	III	0	0	0
	IV	72 (21.18%)	93 (27.35%)	165 (48.53%)
		77 (22.65%)	98 (28.82.50%)	195 (51.47%)

3.2. Data collection

The study employs quantitative design to analyse four independent variables: SE. OC, WE, and WS, then a dependent variable TF, using path analysis to analyse the data. The researchers developed research tools based on indicators identified by the study team. Prior to drafting a statement for the device, they established a master plan to guide the management of the five variables associated with it. The indicators of the instrument have been compiled and then repositioned through Explanatory Factor Analysis (EFA) using SPSS-24. Subsequent analysis, the researchers analysed the data through Smart-PLS. The total number of research instrument items was 100, and each variable consisted of 20 items.

After finalizing the instrument design, the researchers prepared a set of 100 indicator statements for the research tools. Data analysis was conducted using Smart-PLS, with instrument validity determined by a criterion of r > .70. Reliability was assessed through Cronbach's alpha, composite reliability, and average variance extracted. The research design followed the outlined procedures.

3.3. Instrumentation

The study focused on four variables: self-efficacy, organizational culture, environment, work satisfaction, teachers' performance. Data was collected using the Likert Scale, where respondents rated their level of agreement with statements on a scale ranging from strong agreement to strong disagreement. The scale offered five response options: (a) strongly agree, (b) agree, (c) neutral, (d) disagree, and (e) strongly disagree. For positive statements, scores ranged from 5 to 1, while for negative statements, the scores were reversed (1 to 5). The research instrument was developed through two main approaches: (a) defining the concepts, (b) creating indicators for the research variables. The instrument was tested for validity and reliability on all samples using Smart-PLS. If the items were found valid, the analysis continued.

3.4. Instrumentation

This study upholds ethical standards in the conduct of the data gathering process. The necessary permissions, clearances and approvals from the academic institutions the researchers are connected with as well as the Islamic Schools Foundation, the study locale, were secured before the conduct of the survey. The survey questionnaire also includes informed consent

form clearly stating the objectives of the study and the option to continue with the survey or withdraw at any part should they feel uncomfortable. The study ensured confidentiality of the data and personal information of the participants.

4. Findings and Discussion

4.1. Exploratory Factor Analysis

After the instrument's preparation is complete, the following process is to reposition the indicators in the dimension of the questionnaire through EFA, which uses 200 respondents outside the research sample. The researchers designed an instrument that produced 100 items. The researchers then performed Exploratory Factor Analysis (EFA) using SPSS-24 to identify common factors by examining the similarities among the items related to the variables being measured (Watkins, 2018). This EFA led to a reorganization of the items and the emergence of new variable dimensions. All variables achieved a Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) greater than .50 with a significance level below .05. Table 2 shows the changes in the number of dimensions for each variable.

Table 2

Final result instrument composition

No	Variable	Number of dimensions before EFA	Number of dimensions after EFA	Information
1	SE	5	3	Categorizing items based on new dimensions
2	OC	5	3	Categorizing items based on new dimensions
3	WE	5	4	Categorizing items based on new dimensions
4	WS	5	4	Categorizing items based on new dimensions
5	TF	5	4	Categorizing items based on new dimensions

4.2. Validity and Reliability

In this study, a total of 100 data points were collected; however, five were found to be invalid after conducting a validity test. Therefore, 96 valid data points were analyzed further using Smart-PLS. The invalid data points, which had r-values of less than .70, were: SE54 = .687, WE11 = .692, WS23 = .682, and TP41 = .686. The results of the reliability test can be found in table 3.

Table 3

Reliability test result

No	Variable	Cronbach's alpha	Composite Reliability	AVE
1	SE	.969	.971	.627
2	OC	.969	.971	.627
3	WE	.964	.967	.623
4	WS	.964	.968	.611
5	TP	.963	.966	.598

Table 3 indicates that the reliability values for Cronbach's Alpha and Composite Reliability are greater than .70, while the Average Variance Extracted (AVE) exceeds .50. These results demonstrate that all indicators are reliably measuring their respective constructs, validating their use for the continuation of the research.

Figure 2 presents the bootstrapping results from the Smart-PLS model. The resume entrenched on the bootstrapping result: original sample, standard deviation, t-statistics, p-values, and the result as seen in table 4 direct effect and table 5 indirect effect result.
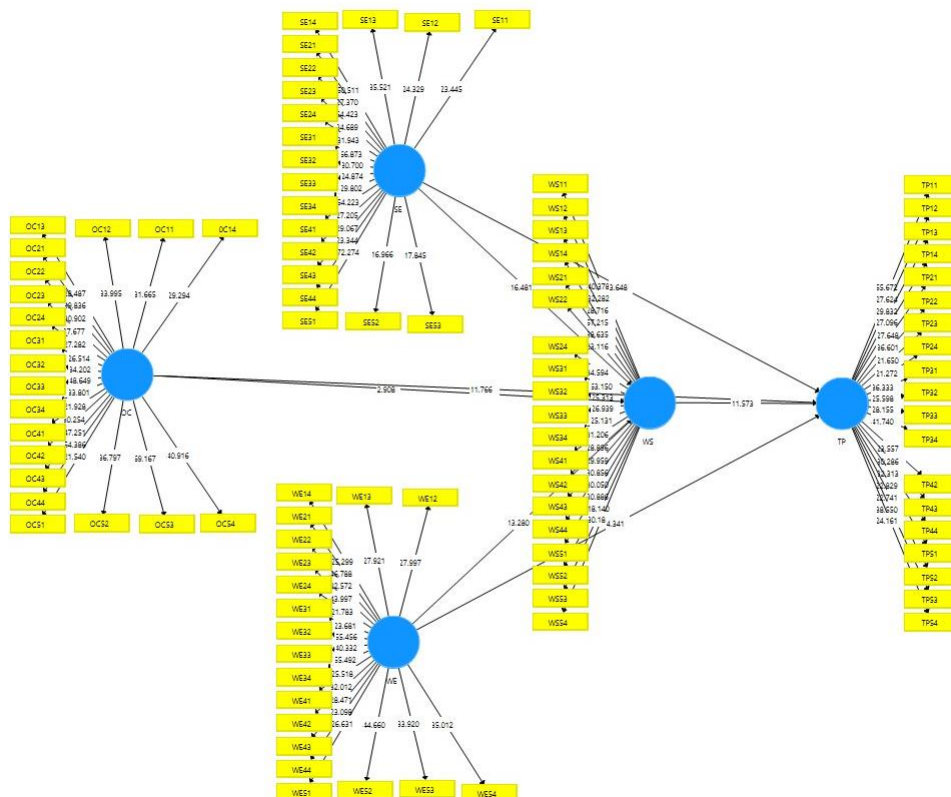
Figure 2

Bootstrapping results

Table 4

Direct effect between variable

Hypotheses	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Result
SE -> WS (p41)	0.490	0.030	16.098	0.000	Validated
OC -> WS (p42)	0.099	0.034	2.908	0.004	Validated
WE -> WS (p43)	0.424	0.032	13.133	0.000	Validated
SE -> TP (p51)	0.115	0.033	3.454	0.001	Validated
OC -> TP (p52)	0.528	0.042	12.497	0.000	Validated
WE -> TP (p53)	-0.271	0.058	4.807	0.000	Validated
WS -> TP (p54)	0.603	0.047	12.902	0.000	Validated

Table 5

Indirect effect between variable

Hypotheses	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Result
SE -> WS -> PP (p541)	0.296	0.028	10.745	0.000	Confirmed
OC -> WS -> PP (p542)	0.060	0.022	2;730)	0.007	Confirmed
WE -> WS -> PP (p543)	0.255	0.028	8.982	0.000	Confirmed

Tables 4 and 5 indicate that all hypotheses had significant direct and indirect effects exogenous on endogenous because of p-value < .05; thus, all hypotheses have been proven through Path-analysis. At the same time, the research questions were answered.

Firstly, SE, OC, and WE had a significant direct influence on WS. Preceding research has proven that SE positively affects teachers' WS (Chan et al., 2020; Emin Türkoğlu et al., 2017), but another finding that teachers' self-efficacy did not affect WS (Demirdag, 2015). The previous research was conducted in schools in America located in economically disadvantaged areas while this research was conducted in the capital and surrounding areas, it makes logical sense because job satisfaction is influenced by well-being (Padmanabhan, 2017). On the other hand, OC affected WS (Duan et al., 2018; Batubara et al., 2021; Supriyati et al., 2021), and WE affected WS (Muhajir et al., 2022; Raziq & Maulabakhsh, 2015).

Second, there was a direct influence of SE, OC, WE, and WS on TP. Prior research has also proven that SE significantly affects TP (Kristiawan & Wardiah, 2023; Batubara et al., 2021; Kristiawan & Wardiah, 2023), OC affects TP (Mulyana et al., 2021; Wahib & Machfudz,

2023), WE had positive effect on TP (Aladetan, 2023; Kasyadi & Virgana, 2022), and prior research has also proven WS significantly affect TP (Juprizon et al., 2022; Faremi & Jita, 2019). Contradiction in the environment outside of school that WE did not affect performance (Pawirosumarto et al., 2017). The distinction between school and non-school environments lies in their fundamentally different characteristics and functions. Each setting presents unique attributes that influence its role and effectiveness in educational contexts. In the school environment, there are several critical components that collectively contribute to creating a conducive learning atmosphere for students. These components include:

Physical classrooms. The design, layout, and maintenance of physical classrooms are crucial. A well-organized and appropriately equipped classroom can enhance students' engagement and focus. Elements such as seating arrangements, lighting, ventilation, and access to necessary materials all play a significant role in the learning experience.

School Yards. The schoolyard, which includes outdoor spaces like playgrounds and recreational areas, also impacts the educational environment. These areas provide opportunities for physical activity, social interaction, and informal learning, all of which are important for the holistic development of students.

Learning resources. Access to a variety of learning resources—such as textbooks, digital tools, educational software, and libraries—supports diverse learning needs and enriches the educational experience. Adequate resources help in effectively delivering the curriculum and catering to different learning styles.

Relationships between students. Positive and respectful relationships among students foster a collaborative and supportive learning environment. Peer interactions can enhance learning through group activities, discussions, and shared experiences.

Relationships with teachers. The nature of the relationship between students and teachers significantly impacts the learning environment. Supportive, engaging, and communicative relationships with teachers can motivate students, build confidence, and facilitate effective learning.

Teaching strategies. The methods and approaches used by teachers to deliver instruction are fundamental to student success. Effective teaching strategies are tailored to meet the diverse needs of students and adapt to various learning styles, promoting deeper understanding and skill development.

Evaluations. Assessments and evaluations are integral to monitoring and supporting student progress. Regular and meaningful evaluations help in identifying areas of strength and areas needing improvement, allowing for timely interventions and adjustments in teaching methods.

In contrast, non-school environments—such as home or community settings—may lack some of these structured components but can still influence learning through different means, such as family support, community resources, and informal educational experiences. Understanding the unique characteristics of both environments helps in designing comprehensive educational strategies that leverage the strengths of each to support student development (Tapia-Fonllem et al., 2020).

Third, the analysis revealed an indirect influence of SE, OC, and WE on TP through WS. The magnitude of the influence of SE → TP is $(p51)^2 = 0.0132$ or 1.32% while SE →WS → TP (p541) = p41 x p54 = 0.2955 or 29.55%, then the magnitude of influence (p541) > p51, therefore, WS as an intervening variable has an influential contribution to TP. The magnitude of the influence of OC → TP is $(p52)^2 = 0.2788$ or 27.88% while OC →WS → TP (p542) = p42 x p54 = 0.05970 or 5.97% then the magnitude of influence (p541) < p52, therefore, WS as an intervening variable has no influence contribution to TP. Furthermore, WE → TP is $(p53)^2$ = 0.0734 or 7.34% while SE →WS → PP (p543) = p43 x p54 = 0.2557or 25.57% then the magnitude of the influence (p543) > p53, therefore, WE as an intervening variable has an influential contribution to TP.

In summary, WS significantly mediates the relationship between SE and TP, as well as between WE and TP, but does not play a significant mediating role in the relationship between OC and TP. This highlights the varying impact of WS as an intermediary in these different relationships.

The relevance of these findings to other studies that incorporate work satisfaction as an intervening variable can be observed in several ways. For example, work satisfaction plays a critical role in mediating the relationship between teacher self-efficacy and their performance. This means that the positive impact of teachers' belief in their own abilities on their performance can be significantly enhanced when work satisfaction is high (Sánchez-Rosas et al., 2023). While the findings support the idea that work satisfaction enhances the effect of self-efficacy on performance, it is also important to consider other potential factors that may influence this relationship. For instance, the impact of organizational culture, professional

development opportunities, and leadership support could also play significant roles in shaping how self-efficacy translates into performance. These factors might either amplify or diminish the influence of work satisfaction on the self-efficacy-performance link. Therefore, while work satisfaction is a key mediator, a more comprehensive approach that includes multiple variables and their interactions might provide a richer understanding of how self-efficacy impacts performance. However, another study found that work satisfaction does not significantly impact the relationship between work culture and performance (Saifur & Sulistyani, 2023; Tampubolon et al., 2023). Work satisfaction contributes to the influence of teacher work environment on teacher performance (Yusuf et al., 2018).

5. Conclusion

The results indicate that SE, OC, WE, and WS significantly influence teachers' performance. However, the analysis also suggests that inconsistent self-efficacy and work environment have a relatively low impact on performance. These findings call for follow-up actions by local and central governments, particularly in improving the quality and quantity of equipment at the school level. Ensuring a supportive work environment is crucial for enhancing teachers' psychological satisfaction and encouraging better performance in providing professional services to students. Ensuring that job satisfaction remains high or improving is crucial, as it has a direct impact on the effectiveness of teaching and learning. This is particularly important in Islamic School Foundations, where the operational budget largely relies on the collective contributions and support of the community. When educators are satisfied and motivated, they are more likely to deliver high-quality instruction, which in turn benefits the students and upholds the overall mission of the school.

Disclosure statement

Funding

ORCID

Virgana Virgana – https://orcid.org/0000-0003-1329-3319

Soeparlan Kasyadi – https://orcid.org/0000-0002-3872-6304

References

Adam, A. M. (2020). Sample size determination in survey research. *Journal of Scientific Research and Reports*, *26*(5), 90–97. https://doi.org/10.9734/jsrr/2020/v26i530263

Aladetan, F. I. (2023). Work environment and teachers' job performance in public primary schools in Ondo State Nigeria. *International Journal of Education, Teaching, and Social Science*, *3*(1), 68–81. https://doi.org/10.47747/ijets.v3i1.846

Aycą, B. (2019). The impact of authentic leadership behavior on job satisfaction: A research on hospitality enterprises. *Procedia Computer Science*, *158*(2019), 790–801. https://doi.org/10.1016/j.procs.2019.09.116

Bahtilla, M., & Hui, X. (2021). The impact of school environment on teachers' job satisfaction in secondary schools. *European Journal of Education Studies*, *8*(7), 16–43. https://doi.org/10.46827/ejes.v8i7.3799

Batubara, M., Zainuddin, Z., Wau, Y., & Nasrun, N. (2021). The effect of self-efficacy, organizational culture, work ethic and job satisfaction on the teacher's performance of public Madrasah Aliyah in North Sumatra, Indonesia. *International Journal of Science, Technology & Management*, *2*(3), 1051–1057. https://doi.org/10.46729/ijstm.v2i3.234

Bezdrob, M., & Šunje, A. (2021). Transient nature of the employees' job satisfaction: The case of the IT industry in Bosnia and Herzegovina. *European Research on Management and Business Economics*, *27*(2021), 1–10. https://doi.org/10.1016/j.iedeen.2020.100141

Budur, T., & Demir, A. (2022). The relationship between transformational leadership and employee performance: Mediating effects of organizational citizenship behaviors.

Iranian Journal of Management Studies (IJMS), *15*(4), 899–921. https://doi.org/10.22059/ijms.2022.325482.674598

Chan, E. S. S., Ho, S. K., Ip, F. F. L., & Wong, M. W. Y. (2020). Self-efficacy, work engagement, and job satisfaction among teaching assistants in Hong Kong's inclusive education. *SAGE Open*, *10*(3), 1–11. https://doi.org/10.1177/2158244020941008

Chang, Y. M., Wang, I. C., & Ma, M. Y. (2016). Efficacy of supplementary image schemes on reading motivation and comprehension. *Eurasia Journal of Mathematics, Science and Technology Education*, *12*(5), 1153–1162. https://doi.org/10.12973/eurasia.2016.1503a

Corkin, D. M., Ekmekci, A., & Parr, R. (2018). The effects of the school-work environment on mathematics teachers' motivation for teaching: A self-determination theoretical perspective. *Australian Journal of Teacher Education*, *43*(6), 50–66. https://doi.org/10.14221/ajte.2018v43n6.4

Demirdag, S. (2015). Assessing teacher self-efficacy and job satisfaction: Middle school teachers. *Journal of Educational and Instructional Studies in the World*, *5*(3), 2146–7463. https://doi.org/10.13140/RG.2.1.2359.5364

Duan, X., Du, X., & Yu, K. (2018). School culture and school effectiveness: The mediating effect of teachers' job satisfaction. *International Journal of Learning, Teaching and Educational Research*, *17*(5), 15–25. https://doi.org/10.26803/ijlter.17.5.2

Efendi, E., Harini, S., Simatupang, S., Silalahi, M., & Sudirman, A. (2021). Can job satisfaction mediate the relationship between emotional intelligence and spiritual intelligence on teacher performance? *Journal of Education Research and Evaluation*, *5*(1), 136. https://doi.org/10.23887/jere.v5i1.31712

Emin Türkoğlu, M., Cansoy, R., & Parlar, H. (2017). Examining relationship between teachers' self-efficacy and job satisfaction. *Universal Journal of Educational Research*, *5*(5), 765–772. https://doi.org/10.13189/ujer.2017.050509

Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, *5*(6), 215–217. https://doi.org/10.15406/bbij.2017.05.00149

Faremi, Y. A., & Jita, L. C. (2019). Assessment of science teachers' career satisfaction and school organizational climate in enhancing job performance in rural learning ecologies. *Problems of Education in the 21st Century*, *77*(2), 254–269. https://doi.org/10.33225/pec/19.77.254

Fitriani, A., & Virgana, V. (2023). The effect of adversity quotient and self-efficacy on health lecturer performance. *International Journal of Academe and Industry Research*, *4*(2), 31–51. https://doi.org/10.53378/352984

George, M. G., & Jones, G. R. (2012). Understanding and managing organizational behavior. In: *Person Education, Inc.* (4th ed.).

George, S. V., Richardson, P. W., & Watt, H. M. G. (2018). Early career teachers' self-efficacy: A longitudinal study from Australia. *Australian Journal of Education*, *62*(2), 217–233. https://doi.org/10.1177/0004944118779601

Ghanad, A., Hussin, S., & DeWitt, D. (2020). An analysis of the organizational culture of premier universities in Malaysia. *Malaysian Online Journal of Educational Management (MOJEM)*, *8*(2), 32–43.

Haddad, S. I., & Taleb, R. A. (2016). The impact of self-efficacy on performance (An empirical study on business faculty members in Jordanian universities. *Computers in Human Behavior*, *55*(February), 877–887. https://doi.org/10.1016/j.chb.2015.10.032

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Hassan, O., & Ibourk, A. (2021). Burnout, self-efficacy and job satisfaction among primary school teachers in Morocco. *Social Sciences & Humanities Open*, *4*(1), 1–9. https://doi.org/10.1016/j.ssaho.2021.100148

Hidayat, D., Maitimo, V. V. S., & Suwu, S. E. (2020). Increasing teachers' work engagement through servant leadership, organizational culture, and job satisfaction. *Jurnal Pendidikan Dan Pengajaran*, *53*(1), 90. https://doi.org/10.23887/jpp.v53i1.24911

Juprizon, Chandra, T., & Komardi, D. (2022). Work environment, compensation, and supervision on job satisfaction and teacher performance. *Journal of Applied Business and Technology*, *3*(3), 235–250.

Kasalak, G., & Dağyar, M. (2020). The relationship between teacher self-efficacy and teacher job satisfaction: A meta-analysis of the teaching and learning international survey (talis). *Educational Sciences: Theory and Practice*, *20*(3), 16–33. https://doi.org/10.12738/jestp.2020.3.002

Kasyadi, S., & Virgana, V. (2022). Leadership style, environmental factors, and job satisfaction as correlates to headmaster performance in selected high schools in Jakarta.

International Journal of Educational Management and Development Studies, *3*(3), 1–17. https://doi.org/10.53378/352899

Koopman, J. (2021). The restoration of gotong royong as a form of post-disaster solidarity in Lombok, Indonesia. *South East Asia Research*, *29*(3), 279–296. https://doi.org/10.1080/0967828X.2021.1966318

Kotiloglu, S., Blettner, D., & Lechler, T. G. (2023). Integrating national culture into the organizational performance feedback theory. *European Management Journal*, *XXX* (December 2022), 1–21. https://doi.org/10.1016/j.emj.2023.01.003

Kristiawan, M., & Wardiah, D. (2023). The influence of self-efficacy and work environment on teacher's professional competence. *Jounal of Social Work and Science Education*, *4*(1), 120–131.

Langton, N., Robbins, S. P., & Judge, T. A. (2016). Organizational behaviour. In: *Pearson Canada Inc* (Seventh Ca). Manufactured in the United States of America. https://doi.org/10.1007/978-1-349-16909-2_19

Laws of the Republic of Indonesia, About Teachers and Lecturers, Pub. L. No. 14 Year 2005, President, Republic Indonesia 1 (2005). http://sumberdaya.ristekdikti.go.id/wp-content/uploads/2016/02/uu-nomor-14-tahun-2005-ttg-guru-dan-dosen.pdf

Manuntun, T. (2020). The effect of organizational culture, achievement motivation and job satisfaction on the performance of teachers of SMP Negeri in North Tapanuli. *Advances in Social Science, Education and Humanities Research*, *384*, 445–447. https://doi.org/10.2991/aisteel-19.2019.97

Mbonea, T. J., Eric, A., Ounga, O., & Nyarusanda, C. (2021). Factors affecting secondary school teachers' job satisfaction in Lushoto District, Tanga Region in Tanzania. *Open Journal of Social Sciences*, *09*(06), 474–490. https://doi.org/10.4236/jss.2021.96032

Muhajir, A., Asmony, T., & Hermanto. (2022). Influence of transformational leadership and work environment on job satisfaction and ready to change at the medical faculty of Al-Azhar Islamic. *International Journal of Multicultural and Multireligious Understanding*, *9*(12), 517–531. https://doi.org/10.18415/ijmmu.v9i12.4279

Mullins, L. J. (2010). Management and organisational behaviour. In: *Professional Manager* (7th ed., Vol. 9th). Pearson Education Limited Edinburgh.

Mulyana, Y., Chaeroni, N., Erlangga, H., Solahudin, M., Nurjaya, Sunarsi Denok, Anggraeni, N., Masriah, I., & Yuangga, Kharisma Danang, Purwanto, A. (2021). The influence of

motivation, ability, organizational culture, work environment on teachers' performance. *Turkish Journal of Computer and Mathematics Edcation*, *12*(4), 99–108. https://doi.org/https://doi.org/10.17762/turcomat.v12i7.2549

Musaddad, A. (2021). Organizational culture in the Islamic Boarding School: Phenomenology review. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, *5*(1), 154–164. https://doi.org/10.33650/al-tanzim.v5i1.1982

Nakaya, A. (2018). Overcoming ethnic conflict through multicultural education: The case of West Kalimantan, Indonesia social identity multicultural education, transformative citizenship education, and social identity methods multiculturalism in Indonesia's Education System. *International Journal of Multicultural Education*, *20*(1), 118–137.

Novitasari, D., Fahlevi, M., Nagoya, R., Surya, A., & Purwanto, A. (2021). Teacher performance determinants: Competence, motivation, compensation and work environment. *Turkish Journal of Computer and Mathematics Education*, *12*(12), 2954–2963.

Ong, S., Hendry, H., Winata, V., & Monika, M. (2021). The influence of discipline, work environment, and work commitment on job satisfaction. *International Journal of Social Science and Business*, *5*(2), 174–179. https://doi.org/10.23887/ijssb.v5i2.34976

ÖzgenelL, M. (2019). The role of teacher performance in school effectiveness. *International Journal of Education Technology and Scientific Researches*, *4*(10), 417–434. https://doi.org/10.35826/ijetsar.42

Padmanabhan, H. K. (2017). A study on impact of employee absenteeism in selected manufacturing industry. *International Journal of Innovations in Engineering Sciences and Technology*, *3*(5), 822–826.

Palimbong, A., Limbong, M., & Tambunan, W. (2022). The effect of digital competence on improving teacher performance: A case of Harapan Christian Vocational School in Rantepao. *Research and Critics*, *5*(3). https://doi.org/10.33258/birci.v5i3.6122

Pawirosumarto, S., Sarjana, P. K., & Gunawan, R. (2017). The effect of work environment, leadership style, and organizational culture towards job satisfaction and its implication towards employee performance in Parador hotels and resorts, Indonesia. *International Journal of Law and Management*, *59*(6), 1337–1358. https://doi.org/10.1108/IJLMA-10-2016-0085

Rahman. M. Saifur, Sulistyani, S., & Widayati, T. (2023). The effect of assertive communication style and organizational culture on employee performance with job satisfaction as an intervening factor. *Proceeding of The International Conference on Business and Economics*, *1*(1), 41–53. https://doi.org/10.56444/icbeuntagsmg.v1i1.284

Raziq, A., & Maulabakhsh, R. (2015). Impact of working environment on job satisfaction. *Procedia Economics and Finance*, *23*(2015), 717–725. https://doi.org/10.1016/S2212-5671(15)00524-9

Ringle, C. M., Da Silva, D., & Bido, D. D. S. (2014). Structural equation modeling with the Smart-PLS. *Revista Brasileira de Marketing*, *13*(2), 56–73. https://doi.org/10.5585/remark.v13i2.2717

Rizwan, M., Zeeshan, C., & Mahmood, S. (2017). The impact of perceived ethical leadership and organizational culture on job satisfaction with the mediating role of organizational commitment in private educational sector of Islamabad, Pakistan. *Journal of Intercultural Management*, *9*(1), 75–100. https://doi.org/10.1515/joim-2017-0004

Sánchez-Rosas, J., Dyzenchauz, M., Freiberg-Hoffmann, A., & Okinishi, M. (2023). Transformational leadership and collective teacher self-efficacy: The mediating role of satisfaction with job resources. *International Journal of Instruction*, *16*(1), 801–820. https://doi.org/10.29333/iji.2023.16145a

Selvi, K. (2010). Teachers' competencies. *Cultura. International Journal of Philosophy of Culture and Axiology*, *7*(1), 167–175. https://doi.org/10.5840/cultura20107133

Senler, B. (2016). Pre-service science teachers' self-efficacy: The role of attitude, anxiety and locus of control. *Australian Journal of Education*, *60*(1), 26–41. https://doi.org/10.1177/0004944116629807

Simarmata, N., Yuniarti, K. W., Riyono, B., & Patria, B. (2020). Gotong Royong in Indonesian History Nicholas. *Proceeding of The 10th International Conference of Indigenous and Cultural Psychology 2019*, *06*(2020), 1–15. https://doi.org/doi.org/10.29037/digitalpress.45341

Stumm, S. von, Smith-Woolley, E., Cheesman, R., Pingault, J.-B., Asbury, K., Dale, P. S., Allen, R., Kovas, Y., & Plomins, R. (2021). School quality rating are weak predictors of students' achievement and well-being. *Ournal of Child Psychology and Psychiatry*, *62*(3), 399–348. https://doi.org/10.1111/jcpp.13276

Sudibjo, N., & Nasution, R. A. (2020). Work environment, work motivation and organizational culture in influencing teachers' performance. *Jurnal Pendidikan Dan Pengajaran*, *53*(3), 276. https://doi.org/10.23887/jpp.v53i3.28533

Suharningsih, S., & Murtedjo, Murtedjo. (2016). Role of organizational culture on the performance primary school teachers. *Journal of Education and Learning*, *6*(1), 95. https://doi.org/10.5539/jel.v6n1p95

Supriyati, S., Fitria, H., & Eddy, S. (2021). The effect of commitment and culture on teacher job satisfaction: A regression analysis. *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*, *565*(INCoEPP), 113–119. https://doi.org/10.2991/assehr.k.210716.022

Tampubolon, F. T., Wibisono, C., Indrawan, M. G., & Khaddafi, M. (2023). Determination of work culture, workload, and work ethos with job satisfaction as an intervening variable on work effectiveness. *IJEBAS*, *3*(1), 1–11.

Tapia-Fonllem, C., Fraijo-Sing, B., Corral-Verdugo, V., Garza-Terán, G., & Moreno-Barahona, M. (2020). School environments and elementary school children's well-being in northwestern Mexico. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.00510

Wahib, A., & Machfudz, M. (2023). The influence of workplace spirituality, commitment and organizational culture on teacher productivity. *Jurnal Manajemen Pendidikan Islam*, *07*(01), 11–25. https://doi.org/10.33650/al-tanzim.v7i1.4628

Watkins, M. W. (2018). Exploratory Factor Analysis: A guide to best practice. *Journal of Black Psychology*, *44*(3), 219–246. https://doi.org/10.1177/0095798418771807

Yusuf, D. C., Hamzah, D., & Yusuf, R. M. (2018). The effect of compensation and job environment on employee loyalty through job satisfaction as an intervening variable. *International Journal of Contemporary Research and Review*, *9*(3), 20553–20562. https://doi.org/10.26487/hjbs.v2i4.370

Zakariya, Y. F. (2020). Effects of school climate and teacher self-efficacy on job satisfaction of mostly STEM teachers: a structural multigroup invariance approach. *International Journal of STEM Education*, *7*(1). https://doi.org/10.1186/s40594-020-00209-4