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PERFORMANCE OF PRIVATE ISLAMIC ELEMENTARY SCHOOL TEACHERS IN DEPOK CITY IN TERMS OF REWARD, SELF-EFFICACY, AND ORGANIZATIONAL COMMITMENT

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Abstract

Reward and self-efficacy are important factors in enhancing organizational commitment to optimize performance, including for private Islamic teachers who work to help shape a future generation of outstanding citizens. The purpose of this study is to examine how reward and self-efficacy influence teacher performance, mediated by organizational commitment, among teachers at private Islamic elementary schools in Depok. This quantitative study involved 105 teachers as respondents, utilizing a survey method for data collection. Data were collected via questionnaires and subsequently analyzed using the Partial Least Squares (PLS) method with the assistance of the SmartPLS 4.0 application. After data analysis, the results showed that teacher performance is partially and positively influenced by reward, although not significantly; self-efficacy has a partial, positive, and significant influence on teacher performance; and organizational commitment also has a partial, positive, and significant influence on teacher performance. Regarding the mediating relationship, it was demonstrated that organizational commitment partially mediates the effects of reward and self-efficacy on teacher performance. The theoretical implications of this study align with previous research, namely that if attention to reward and self-efficacy increases, organizational commitment will strengthen and teacher performance will improve. These findings highlight the importance of enhancing reward and self-efficacy to strengthen long-term commitment to the organization, thereby optimizing teacher performance.

Keywords: organizational commitment, private Islamic elementary schools, reward, self-efficacy, teacher performance.

Abstrak

Penghargaan dan efikasi diri merupakan faktor penting dalam meningkatkan komitmen organisasi agar kinerja menjadi lebih optimal, termasuk bagi guru swasta Islam yang bekerja untuk berkontribusi mencetak generasi penerus bangsa yang unggul. Tujuan penelitian ini adalah untuk mengkaji bagaimana reward dan efikasi diri memengaruhi kinerja guru yang dimediasi oleh komitmen organisasi para guru sekolah dasar Islam swasta di Depok. Penelitian kuantitatif ini melibatkan 105 guru sebagai responden dengan menggunakan metode survei dalam pengumpulan datanya. Data yang diperoleh dengan mengumpulkannya melalui kuesioner dan kemudian data dianalisis memakai metode Partial Least Squares (PLS) dengan bantuan aplikasi SmartPLS 4.0. Setelah dilakukan pengolahan data diketahui hasil bahwa kinerja guru dipengaruhi oleh penghargaan secara parsial secara positif meski tidak signifikan, efikasi diri secara parsial memiliki pengaruh positif dan signifikan terhadap kinerja guru, dan komitmen organisasi juga secara parsial memiliki pengaruh positif dan signifikan terhadap kinerja guru. Dalam hubungan mediasi, dapat dibuktikan bahwa komitmen organisasi secara parsial memediasi pengaruh penghargaan dan efikasi diri terhadap kinerja guru. Implikasi teoretis penelitian ini sejalan dengan penelitian sebelumnya, yaitu bahwa jika perhatian terhadap penghargaan dan efikasi diri meningkat, komitmen organisasi akan menguat dan kinerja guru akan meningkat. Temuan ini merekomendasikan pentingnya meningkatkan penghargaan dan efikasi diri guna memperkuat komitmen jangka panjang terhadap organisasi sehingga kinerja guru akan lebih optimal.

Kata Kunci: efikasi diri, kinerja guru, komitmen organisasi, penghargaan, sekolah dasar Islam swasta.

A. INTRODUCTION

Education, with its ever-changing landscape, adapts to technological advancements, significant historical events, shifts in the workplace, and economic fluctuations—and these factors influence the direction and methods of education (Huang et al., 2026). Education is a process that can help a person grow and develop in a positive direction (Amalia et al., 2024). Teachers strategically shape students' intellectual, moral, and social relationships in order to help them succeed academically. Teachers have a critical role in raising a generation of ethically and intellectually superior successors (Titu, 2024). As the spearhead of success, teacher performance is an important aspect that must always be monitored and improved by all parties, especially education providers. To implement learning that is in line with education policy, teachers are needed to act as the captains of the journey to achieve the goals (Robi'ah & Prihantini, 2024). The development of human resources is greatly aided by teachers, who are an

essential component of the educational system (Munastiwi & Sumarni, 2023) (Soffianningrum et al., 2022). In addition to serving as instructors, teachers are vital in helping students in the early phases of their formal education develop their moral character and foundation (Alexsandy & Nugraha, 2025).

Improving the quality of education is a never-ending process (Susanti & Abidin, 2023). Within the educational system, schools are the second form of education received after that provided by the family (Sopiana et al., 2023). Schools will produce high-quality students through the hard work of teachers (Mubarok et al., 2024). The roles of educators and educational institution leaders have always been a key topic in the educational community (Creagh et al., 2025). The important role teachers play in fulfilling their duties and responsibilities is what makes this school a success. In the educational process, the teacher's job is to assist pupils in reaching their learning objectives (Ruhendi & Kosim, 2022). In a teacher-centered teaching method, the educator plays a central role, leading classroom interactions by conveying information or organizing activities to be carried out (Santana et al., 2025). Teacher performance is the capacity and effort of a teacher to fulfill their responsibilities (Putra & Negara, 2021). Teachers who have good average performance and provide the best quality of learning to their students (Emerda, 2025). Achieving such optimal performance can be attributed to factors such as reward, organizational commitment, and self-efficacy.

Reward is one of the factors related to teacher performance. Please note that awards serve as an incentive for contributions made toward the school's progress. It has long been recognized that rewarding teachers is an effective method for increasing motivation and appreciating their work (Halimah et al., 2023), (Santoso & Martono, 2024). To maintain employee motivation, performance, and satisfaction, regular and consistent reward are necessary (Notmayanti et al., 2024). Organizations typically use reward systems to increase employee motivation and performance (Hanadelansa, 2023).

One factor that is related to teacher performance is self-efficacy. Organizations must consider aspects of human resources such as self-efficacy in order to manage and improve performance (Wijayana et al., 2022). The conviction that workers can organize and carry out actions to accomplish specific objectives is known as self-efficacy (Prameswari et al., 2024). A person's belief that they have the ability to perform certain activities, achieve success in those activities, and produce certain effects with their actions is known as self-efficacy (Hadi, 2023).

Teachers' commitment plays an important role and is one of the keys to implementing quality education. A committed teacher can improve the quality of student learning. Commitment can describe a sense of responsibility for everything that teachers have in accordance with their roles**.** The higher the level of commitment each individual in an organization has to what they have promised, the better the organization's performance (Septiani et al., 2024). With good commitment, employees become more committed and stay because they recognize and are interested in helping to achieve the organization's goals, and as

a result, performance can improve to fulfill the organization's objectives, and hence, performance can increase (Dunan & Iryanto, 2024). Employees who are committed to the organization always give their all (Nur et al., 2023). Teachers' professionalism, commitment, and positive attitude contribute to strong performance in achieving goals or objectives (Sari & Sunhaji, 2025).

Organizational commitment can be formed through the reward given by the organization. Reward shows that human resources feel appreciated for their contributions to the organization where they work. Reward is a management strategy to encourage good behavior, improve and strengthen employee relationships with the organization. Performance, commitment, and job satisfaction can be improved through the implementation of an effective reward system, which helps achieve organizational goals (Albat et al., 2025).

Organizational commitment can also be strengthened by the presence of self-efficacy in human resources within an organization. The more confident employees are in their abilities, the more loyal they will be to the organization because they feel more capable of facing challenges, are persistent in completing tasks, and are continuously motivated to give their best contribution, as well as being able to maintain their jobs in the future. Employees who have self-efficacy are more likely to be committed to their organization. Self-efficacious workers are more committed to their organization (Suratno & Fauzan, 2023).

Reward are a way of providing financial and non-financial compensation to employees for their work performance (Hasan, 2024). Cash, allowances, bonuses, pay increases, time off, or non-monetary awards like trophies, certificates, or public acknowledgment are all examples of reward, according to Fisher (Lusiana & Sari, 2025). The indicators used by Mahmudi to evaluate employee compensation are salary and bonuses, welfare, career development, and psychological and social reward (Suryana & Harry Nugraha, 2024).

The extent to which an individual has the capacity to predict and complete tasks or perform the tasks necessary to achieve a specific result is referred to as self-efficacy (Sahin et al., 2024). According to Bandura, self-efficacy is the conviction that one can carry out a task and accomplish the intended result (Kyriazopoulou et al., 2025) (Täschner & Dicke, 2025). According to Bandura, self-efficacy has three dimensions: magnitude, generality, and strength. Magnitude refers to the level of difficulty a person faces and its relationship to the efforts they have made, while generality refers to the breadth of behaviors that have been believed and can be achieved. Strength depends on a person's belief in their abilities (Ismiriyam & Wulansari, 2022).

A strong desire to join or be a member of an organization is known as organizational commitment, as well as a strong desire to strive, be loyal, and believe in the organization's goals and principles (Abadiyah & Maufuzah, 2022). According to Meyer and Ellen, affective, continuation, and normative commitment are indicators from commitment (Febrianto, 2024).

Performance is work carried out by employees with high integrity under certain conditions to achieve and formulate tasks (Fathorrahman et al., 2022) with indicators consisting of work quality, quantity, responsibility, cooperation, and initiative (Ratumaly & Titioka, 2023).

Teachers face particular challenges in carrying out their duties, especially private school teachers. According to a report (Badan Pusat Statistik, 2025) the economic situation of educators is one of the key elements influencing Indonesia's educational quality. Aspects such as salary, job security, and ease of transportation can indicate how well educators are doing their jobs. Salary is the main measure of economic reward for educators, while job security provides stability and a sense of security when doing their jobs. Conversely, transportation methods are closely correlated with how easy it is for teachers to get to class and how effectively they do their jobs. The following data is from the national labor force survey in August 2024 regarding the salaries of private teachers and teachers in educational institutions (Badan Pusat Statistik, 2025):

Figure A.1 Average Monthly Wages/Salaries of Educators by Specific Characteristics (million rupiah), 2024.



Source: (Badan Pusat Statistik, 2025)

Figure A1 shows that there is a gap in wages based on educational status. Teachers in private educational institutions earn only Rp2.19 million per month, while government teachers earn almost double that amount. This phenomenon shows that the teacher welfare system in Indonesia is divided into two parts: those who teach in government schools and those who do not. The implication is that educators tend to seek more stable or financially secure jobs, and this disparity can have an impact on the distribution of educators. According to Tuti Budi Rahayu, a lecturer in educational sociology at Airlangga University, teacher appreciation in Indonesia is still minimal and respect for teachers is also low, resulting in discriminatory and even intimidating treatment of teachers in the course of their work (Pratama, 2024).

A study at PT ABC with 150 respondents by (Rahadi et al., 2024) stated that employee performance reward were significant. Research by (Selviati et al., 2024) at SPBU 7492212 North Galesong Axle PT Nurleni Kahar shows that performance

is positively and significantly influenced by reward. These results differ from research by (Puteri et al., 2024) at PT Laras Astra Kartika, which shows that employee performance is not significantly influenced by reward.

Research (Nasution & Saragih, 2023) on all 70 employees of STIKOM Tunas Bangsa states that employee performance is positively and significantly influenced by self-efficacy. Research (Virgana & Fitriani, 2025) shows that the performance of high school teachers from DKI Jakarta and Banten provinces is influenced by self-efficacy. (Susanto et al., 2024) which states that employee performance in all freight forwarding companies in DKI Jakarta is not influenced by self-efficacy.

Research (Melisa & Yuningsih, 2025) at PT Alindra shows that organizational commitment is positively and significantly influenced by reward. This result differs from the findings of a study (Zulfan & Indrawan, 2023) which states that organizational commitment is not positively or significantly influenced by employee reward at the Binjai City Public Works and Spatial Planning Office. (Kartini et al., 2023) also found that organizational commitment was not influenced by reward for employees of an automotive company in Jababeka Cikarang.

(Wijaya et al., 2024) on conducted research on 147 employees at a digital company and found that organizational commitment is positively influenced by self-efficacy. Research by (Susilawati et al., 2025) on Madrasah Aliyah teachers in the city of Bekasi shows that organizational commitment is also influenced by self-efficacy. Research (Basuki & Suhermin, 2025) Bank Jatim's Soetomo branch also shows that self-efficacy has a positive and significant influence on organizational commitment.

Research (Hidayat et al., 2024) at SMP Negeri 1 Ngawen shows that teacher performance is partially influenced positively and significantly by organizational commitment. The results of a study (Misnan et al., 2023) also show that employee performance is positively and significantly influenced by organizational commitment. (Putri et al., 2024) conducted a study at Bank Jatim Trenggalek and found that organizational commitment has a significant influence on employee performance. However, the results differ from those of (Jannah et al., 2024), whose research at Le Polonia Hotel Medan stated that employee performance was not positively and significantly influenced by organizational commitment. Research by (Amelia et al., 2024) at PT Nikomas Gemilang also found that employee performance was not significantly influenced by organizational commitment.

The state of the art nature of this research is a key component that can contribute to scientific knowledge, particularly within educational institutions. Various previous scientific studies highly relevant to this research indicate that factors such as rewards, self-efficacy, and organizational commitment influence teachers' performance.

Previous studies have differences that make this study novel (state of the art), namely: the research object is more specific, namely private elementary school teachers in Depok City. Another novelty is that based on a review of previous studies, research has been conducted partially and no comprehensive study has been found that examines teacher performance influenced by reward, self-efficacy, and organizational commitment in a single research model. The next novelty is the more applicable practical implications of the results of this study, especially for private school administrators in Depok City in making policies related to the provision of reward and strengthening the psychological conditions of teachers. It is hoped that these new findings will contribute to the field of knowledge, particularly regarding human resource management in the field of education; the primary focus of this study is on teachers at private Islamic elementary schools in Depok.

Based on the background, findings regarding phenomena and data related to the average wages or salaries of educators, as well as the aforementioned prior research, the researcher concluded that an in-depth quantitative study on teacher performance examined in terms of rewards, self-efficacy, and organizational commitment among teachers at private Islamic elementary schools in Depok is essential. Accordingly, a suitable article structure was developed. This study aims to analyze the influence of rewards and self-efficacy on teacher performance, mediated by organizational commitment, among teachers at private Islamic elementary schools in Depok City. The hypothesis posits that there is a positive and significant influence of rewards and self-efficacy on teacher performance, mediated by organizational commitment, among teachers at private Islamic elementary schools in Depok City.

B. RESEARCH METHOD

The research design employed in this study is quantitative research using a survey approach. Quantitative research involves the collection of data in the form of numbers or measurable data, typically in the form of scales. A survey involves collecting information from participants through observation, interviews, or questionnaires (Sembiring et al., 2024). The scope of this study focuses on the exogenous variables—reward and self-efficacy—the endogenous variable—teacher performance—and the mediating variable—organizational commitment. The population for this study consists of all private school teachers in the city of Depok. Given the size of the population, the sample was selected using probability sampling with cluster randomization. According to Nursalam, cluster sampling refers to grouping samples based on the region or location of the population. There are two situations in which this type of sampling can be used. First, when simple random sampling cannot be performed due to constraints of distance and cost. Second, when the researcher does not have precise information regarding the addresses of the entire population and it is difficult to construct a sampling frame (Sembiring et al., 2024).

In this study, the research design encompassed the selection of methods, data collection techniques, and data analysis appropriate to the research objectives, with the aim of producing valid and reliable results. According to Gunawan, the research design is problem-oriented, meaning that a study is conducted because a problem exists and a scientific solution is sought (Dani et al., 2025). Data collection in this study was conducted via a questionnaire comprising sections on teacher performance, reward, self-efficacy, and organizational commitment, and was ultimately completed by 105 private school teachers in the city of Depok. The study utilized 16 items, with the breakdown as follows: 4 questions on reward, 5 on self-efficacy, 5 on teacher performance, and 2 on organizational commitment. Each variable was measured using a series of questions validated based on relevant literature and previous research. The dimensions for reward were salary and bonuses, welfare, career development, and psychological and social recognition. The dimensions of self-efficacy were magnitude, generality, and strength. The commitment dimension includes affective commitment, normative commitment, and continuance commitment. Teacher performance is measured by the dimensions of work quality, quantity, responsibility, cooperation, and initiative. The questions in the questionnaire were designed using a five-point Likert scale, where respondents were asked to rate their responses on a scale of 1 means strongly disagree, 2 means disagree, 3 means undecided, 4 means agree, and 5 means strongly agree.

Data analysis was performed using the Partial Least Squares method with Smart-PLS software version 4.0. The measurement model (outer model) in this study was tested for validity and reliability. For validity, factor loadings were used, while construct validity was assessed by examining the Average Variance Extracted (AVE) and other tests used for discriminant validity, namely the Heterotrait-Monotrait Ratio Test (HTMT) and the Fornell-Larcker criteria. Reliability testing was conducted using Cronbach's Alpha, rho A, and composite reliability, with standard thresholds set at a Cronbach's Alpha value greater than 0.60 or a composite reliability value greater than 0.7. Next was the testing of the structural model (inner model) using Adjusted R-Square and F-Square, followed by hypothesis testing via path analysis.

C. RESULTS AND DISCUSSION

Result

The characteristics of the respondents provide an overview of the background of the teachers who participated in the study. The analysis of respondent characteristics was conducted based on gender, age, education level, and years of experience.

Based on the research findings, data on respondent characteristics by gender are presented systematically and in detail in the following table.

Table C.1 Respondent Characteristics by Gender

Gender	Frequency	Percentage (%)
Male	33	31,4%
Female	72	68,6%
Total	105	100%

Source: Data compiled by the researcher in 2026

Based on Table C.1 regarding the characteristics of respondents by gender, it is evident that the majority of respondents in this study were female, totaling 72 individuals or 68.6%, while male respondents numbered 33 or 31.4%. This indicates that the majority of teachers working at private Islamic elementary schools in the city of Depok are female.

Based on the research findings, data on the characteristics of respondents by age are presented systematically and in detail in the following table.

Table C.2 Respondent Characteristics by Age

Gender	Frequency	Percentage (%)
< 25 years old	11	10,5 %
25 – 35 years old	22	21 %
36 – 45 years old	31	29,5 %
> 45 years old	41	39 %
Total	105	100%

Source: Data compiled by the researcher in 2026

Based on Table C. 2 regarding respondent characteristics by age, it is evident that the majority of respondents—41 individuals, or 39%—fall within the age group of 45 years and older. This indicates that the teachers who served as respondents in this study are predominantly in the 45-and-older age group, meaning the study results are more representative of teachers in this older age group.

Based on the research findings, data on the characteristics of respondents by education level are presented systematically and in detail in the following table.

Table C.3 Respondent Characteristics by Education

Education	Frequency	Percentage (%)
Diploma	7	6,7 %
S1	90	85,7 %
S2	8	7,6 %
Total	105	100%

Source: Data compiled by the researcher in 2026

Based on Table C.3 regarding the characteristics of respondents by educational level, it is evident that respondents with a bachelor’s degree

constitute the largest group, totaling 90 individuals or 85.7%, followed by respondents with a master's degree, totaling 8 individuals or 7.6%, and finally, respondents with an associate's degree, totaling 7 individuals or 6.7%. This indicates that the majority of respondents have a higher education background at the bachelor's level, suggesting that they meet the educational standards required to teach at the elementary school level.

Based on the research findings, data on the characteristics of respondents by length of service are presented systematically and in detail in the following table.

Table C.4 Respondent Characteristics by Length of Service

Education	Frequency	Percentage (%)
< 5 years	29	27, 6 %
5 – 10 years	18	17, 1 %
11- 15 years	15	14,3 %
> 15 years	43	41 %
Total	105	100%

Source: Data compiled by the researcher in 2026

Based on Table C.4 regarding respondent characteristics by length of service, it is evident that the largest group consists of respondents with more than 15 years of service, totaling 43 people or 41%. The smallest group consists of respondents with 5–10 years of service, totaling 18 respondents or 17.1%. This indicates that the majority of respondents in this study have considerable work experience—more than 15 years—and are therefore considered to have extensive experience in their roles as teachers.

Based on the respondents' answers regarding reward, it can be analyzed that the total score for the reward-related question indicators was 1,698, and the average score for the questions was 4.04, indicating that the majority of respondents agreed. Therefore, it can be concluded that the responses from teachers at private Islamic elementary schools in Depok regarding reward were high, and on average, teachers agreed that the salaries they received were commensurate with the work assigned, that they received allowances sufficient to meet their needs, that they had opportunities for career development, and that high-performing teachers received recognition.

Based on the respondents' answers regarding self-efficacy, an analysis reveals that the total score of the respondents' answers was 2,328, and the average score for the questions was 4.43, indicating that the majority of respondents agreed. Thus, it can be concluded that the self-efficacy of teachers at private Islamic elementary schools in Depok is high, and on average, teachers agree regarding their belief in their ability to solve problems at work, their ability to apply their knowledge in their work, their belief that they can manage their emotions while working, their belief that they can complete their work with high

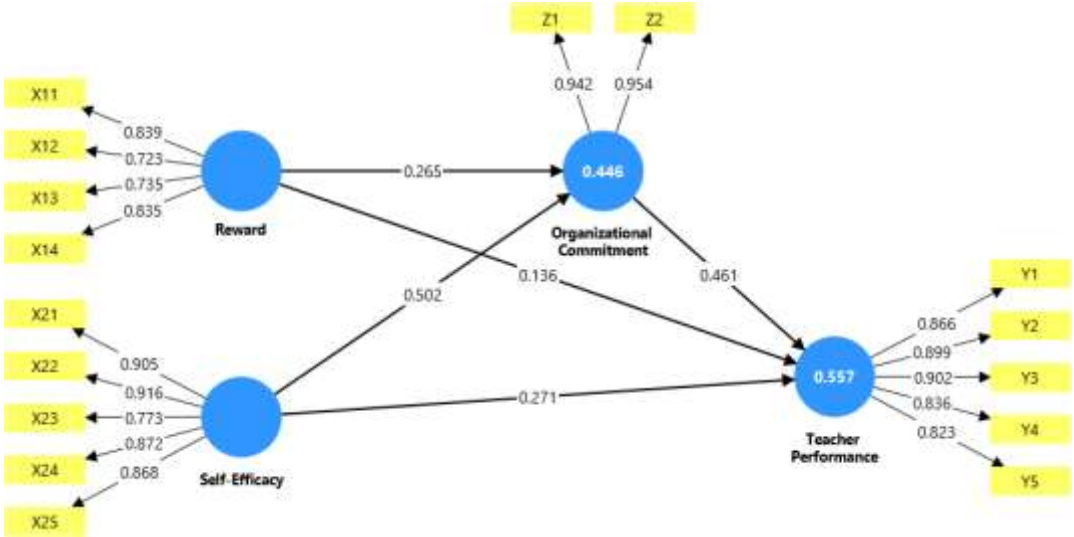
quality, and their confidence in finding solutions to problems that arise during work.

Based on the respondents' answers regarding organizational commitment, it can be analyzed that the total score for the organizational commitment indicator was 935, with an average score of 4.45, indicating that the majority of respondents agreed. Therefore, it can be concluded that the organizational commitment of teachers at private Islamic elementary schools in Depok is high, and on average, teachers indicated a willingness to participate in efforts to help the school progress and are committed to taking responsibility for the school's advancement.

Based on the respondents' answers regarding teacher performance, an analysis reveals that the total score for the performance indicators was 2,338, and the average score for the performance questions was 4.45, indicating that the majority of respondents agreed. Therefore, it can be concluded that the performance of teachers at private Islamic elementary schools in Depok is high, and on average, teachers reported being able to complete tasks according to established standards, meet predetermined work targets, take responsibility for risks arising from their work, collaborate with colleagues to complete joint tasks, and adapt creative ideas to accomplish their work.

The first step in processing research results is to conduct validity and reliability tests as a form of measurement model (outer model). The validity test results can be seen in the following factor loadings:

Figure C1. Outer Model Scheme



Source: SmartPLS 4.1.6 data output, processed data (2026)

The results obtained can be further explained in the following table:

Table C.5 Loading Factor Test Results

	Organizational _Commitment	Reward	Self-Efficacy	Teacher _Performance
X11		0.839		
X12		0.723		
X13		0.735		
X14		0.835		
X21			0.905	
X22			0.916	
X23			0.773	
X24			0.872	
X25			0.868	
Y1				0.866
Y2				0.899
Y3				0.902
Y4				0.836
Y5				0.823
Z1	0.942			
Z2	0.954			

Source: SmartPLS 4.1.6 data output, processed data (2026)

As shown in Table C.5, the questions administered to the respondents were deemed valid, as indicated by indicator values greater than 0.7. The next step was to determine the construct reliability and validity; the calculations performed are as follows:

Table C.6 Results of Reliability and Construct Validity Tests

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Organizational _Commitment	0.888	0.897	0.947	0.899
Reward	0.791	0.810	0.865	0.616
Self-Efficacy	0.917	0.921	0.939	0.754
Teacher _Performance	0.916	0.918	0.937	0.749

Source: SmartPLS 4.1.6 data output, processed data (2026)

As shown in Table C.6, a construct reliability test is considered reliable if both the composite reliability and Cronbach's alpha values are above 0.60. An acceptable composite reliability for exploratory research is 0.60–0.70 (Puteri et al., 2024). The AVE value is considered valid if it is greater than 0.5 (Sihombing et al.,

2024). Based on this, all latent variables that were tested demonstrated construct validity and reliability, with all results being statistically significant.

Further tests can be conducted using discriminant validity, and the results of these tests are as follows:

Table C.7 Results of the Fornell-Larcker Criterion Test Competention

	Organizational _Commitment	Reward	Self-Efficacy	Teacher _Performance
Organizational _Commitment	0.948			
Reward	0.497	0.785		
Self-Efficacy	0.625	0.463	0.868	
Teacher _Performance	0.698	0.490	0.622	0.866

Source: SmartPLS 4.1.6 data output, processed data (2026)

As shown in Table C.7, all data in this study are said to have good discriminant validity with AVE values (values on the main diagonal) greater than the respective correlations between latent variables (values below the main diagonal) with details of organizational commitment (0.948), reward (0.785), self-efficacy (0.868), and teacher performance (0.866).

Table C.8 Results of the Heterotrait-Monotrait Ratio (HTMT) Test Competention

	Organizational _Commitment	Reward	Self-Efficacy	Teacher _Performance
Organizational _Commitment				
Reward	0.582			
Self-Efficacy	0.688	0.549		
Teacher _Performance	0.773	0.568	0.678	

Source: SmartPLS 4.1.6 data output, processed data (2026)

Table C.8 shows that there are no values greater than 0.90, indicating that the latent variables tested possess good discriminant validity. Thus, the model is appropriate based on the data.

Next is the structural model (inner model) testing, with the first step being to look at the Adjusted R Square results as follows:

Table C.9 Coefficient of Determination Analysis Results Opportunity

	R-square	R-square adjusted
Organizational _Commitment	0.446	0.435
Teacher _Performance	0.557	0.543

Source: SmartPLS 4.1.6 data output, processed data (2026)

In Table C.9, the coefficient of determination yields an R-squared value of 0.435 for the combined effect of reward and self-efficacy on organizational commitment, indicating that reward and self-efficacy account for 43.5% of the variance in organizational commitment, with the remaining variance explained by other variables. Meanwhile, the R-squared value for the influence of reward, organizational commitment, and self-efficacy on teacher performance is 0.543, indicating that the exogenous constructs of reward, self-efficacy, and organizational commitment account for 54.3% of the variation in teacher performance, with the remainder explained by other variables.

Next, to see whether the influence of exogenous latent variables on endogenous latent variables has a substantive effect, the F square effect measure is used. The calculation results are shown in Table C.10 below:

Table C.10 F-Square

	Organizational _Commitment	Reward	Self-Efficacy	Teacher _Performance
Organizational _Commitment				0.265
Reward	0.100			0.030
Self-Efficacy	0.358			0.096
Teacher _Performance				

Source: SmartPLS 4.1.6 data output, processed data (2026)

According to Henseler, the effect size of f square is very small if the number is < 0.02, small if the number is 0.02–0.15, fairly large if the number is 0.15–0.35, and large if the number is > 0.35 (Sawitri & Sutarso, 2025). Furthermore, since it falls within the range of 0.02–0.15, the reward with a value of 0.100 is stated to have a small effect on organizational commitment. Meanwhile, self-efficacy, with a value of 0.358, has a large effect on organizational commitment because it falls within the large category (>0.35). Other results indicate that, within the range of 0.15–0.35, organizational commitment with a value of 0.265 is interpreted as having a fairly significant influence on teacher performance. Meanwhile, reward with a value of 0.030 and self-efficacy with a value of 0.096 have a small influence on teacher performance because they fall within the 0.02–0.15 category.

Path analysis is used to answer the hypotheses proposed in the study. Direct effect hypothesis testing was used to assess the significance of direct effects between exogenous variables and the endogenous variable in this study. After performing the calculations, the following results were obtained:

Table C.11 Direct Effect Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Organizational _Commitment -> Teacher _Performance	0.461	0.459	0.123	3.751	0.000
Reward -> Organizational _Commitment	0.265	0.271	0.077	3.458	0.001
Reward -> Teacher _Performance	0.136	0.138	0.075	1.820	0.069
Self-Efficacy -> Organizational _Commitment	0.502	0.502	0.090	5.579	0.000
Self-Efficacy -> Teacher _Performance	0.271	0.276	0.114	2.371	0.018

Source: SmartPLS 4.1.6 data output, processed data (2026)

Table C.11 shows the results of the analysis of the effect of reward on teacher performance, revealing an effect size of 0.136, a t-statistic of 1.820, and a p-value of 0.069. Given these results and the fact that the p-value is greater than 0.05, there is a positive effect but no significant relationship between reward and teacher performance at private Islamic elementary schools in Depok.

Table C.11 shows that the test results for the effect of self-efficacy on teacher performance yielded an effect size of 0.271, a t-statistic of 2.371, and a p-value of 0.018. Since the p-value is less than 0.05, there is a positive and significant effect of self-efficacy on teacher performance at private Islamic elementary schools in Depok.

Table C.11 also indicates that the results of the test on organizational commitment toward teacher performance yielded an effect size of 0.461, a t-statistic of 3.751, and a p-value of 0.000. Since the p-value is < 0.05, there is a positive and significant influence of organizational commitment on teacher performance at private Islamic elementary schools in Depok City.

As shown in Table C.11, there are four significant latent variable relationships and one other latent variable relationship that is insignificant. The structural model formed is as follows:

Y = 0,136X1 + 0,271X2 + 0,461Z + 0, 265Z*X1 + 0,502Z*X2.

The results of the calculations shown in the equation indicate that reward have a direct and positive but non-significant effect, with a p-value of 0.069 and a

path coefficient of 0.136. Meanwhile, self-efficacy has a direct and positive effect on teacher performance, with a p-value of 0.018 and a path coefficient of 0.271. Organizational commitment is found to have a stronger and more positive direct effect, with a p-value of 0.000 and a path coefficient of 0.461. This means that increasing reward, self-efficacy, and organizational commitment can improve teacher performance, even though reward do not have a significant effect

The testing of the indirect effect hypothesis can be seen in the following calculation:

Table C.12 Indirect Effect Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Reward -> Teacher _Performance	0.122	0.125	0.050	2.455	0.014
Self-Efficacy -> Teacher _Performance	0.232	0.230	0.074	3.128	0.002

Source: SmartPLS 4.1.6 data output, processed data (2026)

The results of the analysis, as shown in Table C.12, indicate that organizational commitment mediates the effect of reward on teacher performance, with a t-statistic of 2.455, a p-value of 0.014, and an effect size of 0.122. Since the p-value is less than 0.05, this indicates that organizational commitment significantly mediates the effect of reward on the performance of teachers at private Islamic elementary schools in Depok.

Based on the test results, it can be seen that organizational commitment mediates the effect of self-efficacy on teacher performance, with a t-statistic of 3.128, a p-value of 0.002, and an effect size of 0.232. Since the p-value is < 0.05, this indicates that organizational commitment significantly mediates the effect of self-efficacy on the performance of teachers at private Islamic elementary schools in Depok.

The test results indicate that reward has an indirect and significant effect on teacher performance through organizational commitment with a coefficient of 0.122 and a p-value of 0.014 < alpha=0.05. Self-efficacy also has an indirect and significant effect on teacher performance through organizational commitment with a coefficient of 0.232 and a p-value of 0.002 < alpha = 0.05.

The total effect of reward on teacher performance is 0.122 + 0.136 = 0.258. The total effect of self-efficacy on teacher performance is 0.232 + 0.271 = 0.503.

Discussion

The results of the study indicate that there is no significant effect of reward on teacher performance. The non-significant results of this study align with those

of the study by (Puteri et al., 2024) but do not align with the findings of the studies by (Rahadi et al., 2024) and (Selviati et al., 2024), which state that there is a significant effect between reward and teacher performance. The Original sample (O) value obtained from the calculation is 0.136, meaning that any change in the reward or an increase in the reward received by teachers—will improve teacher performance. The findings of this study indicate that teachers' performance in carrying out their duties is influenced by the amount of reward they receive. In other words, teachers at private Islamic schools in Depok will perform better if they receive higher reward. Conversely, teachers at private schools in Depok will perform less effectively if they receive lower reward. Therefore, to improve teacher performance, schools are expected to be able to increase reward for teachers.

Other findings indicate that self-efficacy has a significant impact on teacher performance. This is in line with the studies by (Nasution & Saragih, 2023) and (Virgana & Fitriani, 2025), but differs from the study by (Susanto et al., 2024). The Original ample (O) result shows a value of 0.271, which means that any change or increase in teachers' self-efficacy will improve their performance. This positive research finding indicates that teachers' self-efficacy has an impact on their performance in carrying out their duties. In other words, the higher the self-efficacy of teachers, the higher the performance of private teachers in Depok. Conversely, the lower the self-efficacy, the lower the performance of private teachers in Depok. Therefore, to improve teacher performance, schools are expected to be able to maintain the self-efficacy of teachers.

The results indicate that organizational commitment has a significant effect on teacher performance. This is in accordance with research by (Hidayat et al., 2024) and (Misnan et al., 2023). The Original sample (O) obtained in this study, with a value of 0.461, indicates that any change or increase in teachers' organizational commitment will improve their performance. The positive results of this study indicate that teachers' organizational commitment has an impact on their performance in carrying out their duties. In other words, the higher the organizational commitment, the higher the performance of private teachers in Depok. Conversely, the lower the organizational commitment, the lower the performance of private teachers in Depok. Therefore, to improve teacher performance, schools are expected to be able to increase their organizational commitment to teachers.

Based on the test results, it is known that the p-value generated is 0.001, which is greater than 0.05. This shows that there is a significant effect of reward on organizational commitment. This is in line with the research (Melisa & Yuningsih, 2025) but differs from the results of the research (Zulfan & Indrawan, 2023), and (Kartini et al., 2023). Original sample (O) of 0.265, It implies that organizational commitment will rise if teachers' reward are altered or increased. Therefore, to increase organizational commitment, schools are expected to be able to increase Reward for teachers. The positive results of this study indicate

that the reward given will have an impact on organizational commitment in the place where teachers work. The higher the reward, the higher the organizational commitment of private teachers in Depok. Conversely, the lower the reward, the lower the performance of private teachers in Depok. Therefore, to increase organizational commitment, schools are expected to be able to increase reward for teachers.

Based on the test results, it is known that the p-value generated is 0.000, which is greater than 0.05. This shows that there is a significant effect of self-efficacy on organizational commitment. This is in line with research by (Wijaya et al., 2024) and (Basuki & Suhermin, 2025). Original sample (O) of 0.502, this implies that teachers' organizational commitment will rise if their self-efficacy changes or rises. The positive results of this study indicate that teachers' self-efficacy has an impact on organizational commitment. In other words, the higher the self-efficacy of teachers, the higher the organizational commitment of private school teachers in Depok. Conversely, the lower the self-efficacy, the lower the organizational commitment of private school teachers in Depok. Therefore, to increase organizational commitment, schools are expected to be able to maintain the self-efficacy of teachers.

Further analysis of the test results shows that a p-value of 0.014 was obtained, while the Original sample (O) was 0.122. This means that an increase in reward can increase organizational commitment, which in turn has an impact on teacher performance. In other words, the higher the reward given, the greater the teacher's organizational commitment is expected to be. If teachers feel satisfied with the reward they receive, it can increase their commitment to the organization where they work. With strong organizational commitment, teachers will be motivated to work diligently, which is expected to improve their performance. This research is in line with the findings (Praptiestrini & Rohiyati, 2019) which state that organizational commitment mediates the influence of reward on performance and the findings (Martin, 2020) with path analysis showing that reward have a positive effect on employee performance through organizational commitment.

The results of the other tests yielded a p-value of 0.002, while the p-value for the Original sample (O) was 0.232. This can be interpreted as an increase in self-efficacy can increase organizational commitment, thereby impacting teacher performance. High self-efficacy tends to make individuals less likely to become discouraged when facing work difficulties, a condition that results in teachers having high organizational commitment. Meanwhile, teacher performance improves when teachers feel happy with their work. This study is consistent with (Emita et al., 2023), which found that self-efficacy has a positive effect on employee performance mediated by organizational commitment, and with the findings of (Husniati, 2025), which stated that self-efficacy has an indirect effect on teacher performance through organizational commitment.

D. CONCLUSION

The performance of teachers at private Islamic elementary schools in Depok is directly impacted by reward; the organizational commitment of teachers at private Islamic elementary schools in Depok is directly impacted by reward; the performance of teachers at private Islamic elementary schools in Depok is directly impacted by self-efficacy; there is a direct effect of self-efficacy on the organizational commitment of teachers at private Islamic elementary schools in Depok; and there is a direct effect of organizational commitment on the performance of teachers at private Islamic elementary schools in Depok. Other findings show that incentive has an indirect impact on teacher performance through organizational commitment, and self-efficacy has an indirect impact on teacher performance at Depok's private Islamic elementary schools through organizational commitment.

In an effort to improve teacher performance, schools are encouraged to provide appropriate recognition, such as opportunities for professional development and the enhancement of teaching skills through training and support for continuing education; public acknowledgment of teachers' work; the presentation of certificates and cash prizes to exemplary teachers; career advancement opportunities; and recreational activities such as family gatherings, outbound activities, and outings. In addition, schools also need to pay attention to teachers' self-efficacy by assessing their current levels of self-efficacy and encouraging them to improve it by continuously building their confidence in performing their duties and effectively addressing challenges they encounter on the job. Another important consideration is that schools should continue to recognize teachers' organizational commitment by observing and evaluating their involvement in supporting the school and their contributions in line with their duties and responsibilities. This is because one of the factors that can improve teacher performance is a strong commitment to the organization where they work; teachers with a strong commitment will perform more effectively. Professional development should be pursued with a focus on recognition and the strengthening of self-efficacy, thereby fostering a growing organizational commitment as part of the effort to continuously improve teachers' performance as professionals.

These findings align with the research objectives, which were to identify the extent to which reward, self-efficacy, and organizational commitment influence performance, and to determine how these variables contribute to improving the performance of teachers at private Islamic elementary schools in Depok. Reward, self-efficacy, and organizational commitment should be given due attention and prioritized by all stakeholders—including school foundations and the government—when formulating policies aimed at enhancing the quality of education in the future. The limitations of this study include a sample size that does not fully represent the actual population and a limited research timeline for data collection; therefore, future researchers should take these factors into

account to refine this study and achieve improvements. This study also serves as a foundation for further research, which can be conducted by expanding the scope of the population or by incorporating additional variables that have not yet been utilized.

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