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THE EFFECT OF REWARDS AND SELF-EFFICACY ON TEACHER PERFORMANCE: THE MEDIATING ROLE OF ORGANIZATIONAL COMMITMENT IN PRIVATE ISLAMIC ELEMENTARY SCHOOLS

Ani Anggrayani*[1], Supardi[2] , Rijal Firdaos[3] , Enung Nugraha[4], Itang[5]
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
*Corresponding Author: 253702205.anianggrayani@uinbanten.ac.id[1],
supardi@uinbanten.ac.id[2] , rijal.firdaos@uinbanten.ac.id[3] ,
enung.nugraha@uinbanten.ac.id[4] , itang@uinbanten.ac.id[5]

Abstract

Efforts to improve the quality of human resources in education are inseparable from the central role of educators on the front lines. For teachers in private Islamic elementary schools, the responsibility of educating and shaping the character of an outstanding future generation demands a high level of dedication a commitment often closely linked to how valued these teachers feel and how confident they are in their own abilities. In practice, the provision of rewards and the level of self-efficacy are considered two crucial factors capable of fostering organizational commitment, thereby encouraging teachers to perform at their best. Based on this premise, this study aims to examine and analyze the influence of rewards and self-efficacy on teacher performance, with organizational commitment serving as a mediating variable, focusing on teachers in private Islamic elementary schools in the Depok area. The study employs a quantitative approach using a survey method to collect data from 105 participating teachers. Primary data were gathered through closed-ended questionnaires developed based on indicators for each variable and subsequently processed and analyzed using the Partial Least Squares (PLS) technique via SmartPLS software (version 4.0). The results reveal compelling insights into the professional dynamics of these teachers. While the provision of rewards shows a positive influence on teacher performance, this effect is not statistically significant. Conversely, self-efficacy exerts a positive and statistically significant influence on teacher performance, indicating that a teacher's self-belief in carrying out their duties is a key determinant of their professional achievements. Furthermore, organizational commitment is also found to have a positive and significant direct influence on teacher performance. In the analysis of indirect paths, the results demonstrate that organizational commitment acts as a partial mediator in the relationship between both rewards and self-efficacy and teacher performance. Theoretically, these findings confirm and enrich previous studies, suggesting that strengthening aspects related to rewards and self-efficacy enhances teachers' commitment to their school, which in turn boosts their performance. Based on these results, it is recommended that the foundations and administrators of private Islamic elementary schools look beyond merely providing incentives; they should also design professional development programs capable of fostering teachers' long-term self-assurance and sense of belonging to the institution.

Keywords: self-efficacy, teacher performance, organizational commitment, rewards,

private Islamic elementary school.

INTRODUCTION

The landscape of education is constantly evolving, shaped by rapid technological advancements, major historical events, changing workplace demands, and broader economic shifts. Together, these forces dictate both the direction and the methods of modern schooling (Huang et al., 2026). At its core, education remains a transformative process designed to help individuals grow and develop in a positive direction (Amalia et al., 2024). Within this process, teachers occupy a strategic position: they nurture students' intellectual, moral, and social capacities so they can thrive academically, playing a decisive role in raising a generation that is both ethically grounded and intellectually capable (Titu, 2024). Because they stand at the forefront of educational success, teacher performance is a critical area that education providers and stakeholders must continuously monitor and support. To translate educational policies into effective classroom practice, teachers essentially act as the captains steering the learning journey toward its intended goals (Robi'ah & Prihantini, 2024). As an indispensable pillar of the educational system, they contribute substantially to long-term human resource development (Munastiwi & Sumarni, 2023; Soffianningrum et al., 2022). Beyond simply delivering lessons, teachers are instrumental during the early stages of formal schooling in laying down a child's moral foundation and character (Alexsandy & Nugraha, 2025).

Enhancing the quality of education is an ongoing effort with no final destination (Susanti & Abidin, 2023). In the broader educational ecosystem, schools serve as the second primary environment for socialization and learning after the family unit (Sopiana et al., 2023). Ultimately, a school's ability to produce well-rounded, high-achieving graduates rests heavily on the daily dedication and hard work of its teaching staff (Mubarok et al., 2024). Consequently, the evolving roles of both classroom educators and school leaders remain central topics of discussion within the academic community (Creagh et al., 2025). The success of any school is largely a reflection of how well its teachers fulfill their day-to-day duties and professional responsibilities, primarily by guiding students to meet their learning milestones (Ruhendi & Kosim, 2022). Even in traditional, teacher-centered classrooms, the educator serves as the primary anchor who directs interactions, delivers core knowledge, and structures meaningful learning activities (Santana et al., 2025). In practical terms, teacher performance refers to an educator's capacity and sustained effort in carrying out these professional duties (Putra & Negara, 2021). Teachers who maintain solid, consistent performance are far better equipped to deliver high-quality instruction to their students (Emerda, 2025). Reaching this level of optimal performance does not happen in a vacuum; it is closely tied to underlying organizational and psychological factors, notably rewards, organizational commitment, and self-efficacy.

Among these factors, the provision of rewards stands out as a key driver of teacher performance. In an institutional setting, rewards function as tangible recognition for an educator's contributions toward school advancement. Offering fair rewards has long been recognized as a practical way to boost morale and show genuine

appreciation for teachers' hard work (Halimah et al., 2023; Santoso & Martono, 2024). To keep staff motivated, satisfied, and performing consistently over time, rewards need to be administered fairly and regularly rather than sporadically (Notmayanti et al., 2024). For this reason, organizations routinely rely on structured reward systems as a lever to elevate employee motivation and overall output (Hanadelansa, 2023).

Alongside external incentives, internal psychological factors particularly self-efficacy also correlate strongly with how well teachers perform. When institutions aim to manage and elevate staff performance, they cannot overlook personal attributes like self-efficacy (Wijayana et al., 2022). In workplace contexts, self-efficacy refers to an individual's conviction that they can organize and execute the necessary actions to accomplish specific goals (Prameswari et al., 2024). More broadly, it reflects a person's confidence in their own capability to handle particular tasks, succeed in those endeavors, and bring about desired outcomes through their own efforts (Hadi, 2023).

Equally vital to sustaining quality education is the teacher's level of commitment to their institution. A deeply committed teacher naturally invests more energy into improving the quality of student learning. In practice, commitment reflects a genuine sense of accountability toward all aspects of a teacher's professional role. The stronger an individual's commitment to their professional obligations, the healthier the overall performance of the organization becomes (Septiani et al., 2024). When commitment runs high, employees tend to stay with the institution not out of mere obligation, but because they identify with and actively want to help achieve organizational goals—a dynamic that directly translates into stronger job performance (Dunan & Iryanto, 2024). Simply put, committed employees consistently bring their best effort to the table (Nur et al., 2023). Combined with professionalism and a constructive mindset, this commitment forms the backbone of strong performance in meeting institutional targets (Sari & Sunhaji, 2025).

Interestingly, organizational commitment does not develop in isolation; it can be actively cultivated through the rewards an institution provides. When an organization offers meaningful rewards, it signals to its staff that their daily contributions are genuinely valued. Viewed this way, a reward system serves as a deliberate management strategy to reinforce positive work behaviors and deepen the bond between employees and their workplace. Implementing an effective reward structure therefore yields a ripple effect, simultaneously improving job satisfaction, strengthening commitment, and driving performance toward organizational goals (Albat et al., 2025).

In a similar vein, organizational commitment is also reinforced by the level of self-efficacy employees possess. The more confident individuals feel in their professional capabilities, the more loyal they tend to be toward their organization. This happens because self-assured employees feel better equipped to navigate workplace challenges, show greater persistence when tackling difficult tasks, remain motivated to contribute meaningfully, and feel secure about their long-term career prospects. Consequently, employees with higher self-efficacy consistently demonstrate stronger organizational commitment (Suratno & Fauzan, 2023).

To examine these concepts systematically, each variable can be broken down into clear operational dimensions. First, rewards encompass both financial and non-financial compensation granted to employees in recognition of their work performance (Hasan, 2024). According to Fisher, these can take tangible monetary forms such as base pay, allowances, bonuses, raises, or paid time off—as well as non-monetary recognition like trophies, certificates, or public praise (Lusiana & Sari, 2025). In evaluating employee compensation more specifically, Mahmudi outlines four core indicators: salaries and bonuses, general welfare, career development opportunities, and psychological or social rewards (Suryana & Harry Nugraha, 2024).

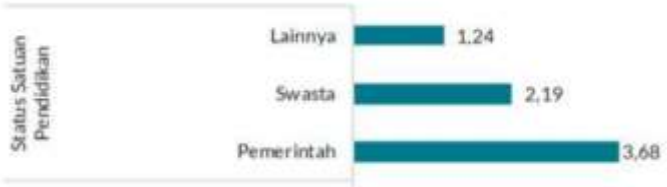
Second, self-efficacy denotes the degree to which an individual can anticipate, organize, and execute the tasks required to reach a particular outcome (Sahin et al., 2024). In Bandura's foundational framing, it is defined as a person's core belief in their ability to carry out a course of action to achieve a desired result (Kyriazopoulou et al., 2025; Täschner & Dicke, 2025). Bandura further breaks self-efficacy down into three distinct dimensions: magnitude, generality, and strength. Magnitude relates to the level of task difficulty a person feels capable of handling and the effort they invest; generality refers to the breadth of situations or domains across which those capability beliefs apply; and strength reflects how resilient or deeply rooted a person's confidence in their abilities actually is (Ismiriyam & Wulansari, 2022).

Third, organizational commitment is characterized by a strong desire to remain a member of an organization, paired with a willingness to exert considerable effort on its behalf and a firm belief in its core values and goals (Abadiyah & Maufuzah, 2022). Following the widely adopted model by Meyer and Allen, this commitment manifests across three primary indicators: affective, continuance, and normative commitment (Febrianto, 2024).

Fourth, job performance itself represents the work executed by employees with high integrity under specific institutional conditions to fulfill their assigned duties (Fathorrahman et al., 2022). Practically, this performance can be assessed through five key indicators: work quality, work quantity, sense of responsibility, teamwork or cooperation, and personal initiative (Ratumaly & Titioka, 2023).

Despite the clear theoretical links among these variables, teachers—and particularly those working in private schools often encounter distinct real-world hurdles in carrying out their duties. According to a report by Badan Pusat Statistik (2025), the economic well-being of educators remains one of the most influential factors affecting overall educational quality in Indonesia. Practical indicators such as wage levels, employment stability, and commuting accessibility directly shape how effectively educators can perform in the classroom. While salary serves as the primary benchmark of economic reward, job security provides the peace of mind needed to focus on teaching, and accessible transportation directly affects punctuality and daily energy levels. The following data from the August 2024 National Labor Force Survey highlights the wage realities faced by private school teachers and educators across various educational institutions (Badan Pusat Statistik, 2025):

Figure A.1 Average Monthly Wages/Salaries of Educators by Specific Characteristics (million rupiah), 2026.



Source: (Badan Pusat Statistik, 2026)

Looking closely at Figure A.1, a glaring disparity in welfare immediately comes to light between educators in the public sector and those working in private institutions. Teachers in private schools earn an average of just Rp2.19 million per month—barely half of what state-employed teachers take home. This underlying gap highlights a deeply dualistic welfare system running through Indonesia's education sector, cleanly splitting those who enjoy government backing from those who do not. Naturally, this imbalance pushes teachers to constantly look for more secure and stable employment elsewhere, which ultimately disrupts how teaching talent is distributed across schools. This real-world pressure is further underscored by Tuti Budi Rahayu, an educational sociologist from Airlangga University, who points out that general appreciation for teachers in Indonesia remains low, often manifesting as inadequate respect, institutional discrimination, or even intimidation on the job (Pratama, 2024).

These practical hurdles and contrasting realities are mirrored in the broader empirical literature, where past studies often paint a mixed picture regarding how rewards affect performance. On one side, work by Rahadi et al. (2024) involving 150 respondents at PT ABC found that performance rewards exerted a clear, significant effect on employee outcomes. Selviati et al. (2024) reported a similar positive link at SPBU 7492212 North Galesong Axle PT Nurleni Kahar. However, these findings do not form a universal consensus; a contrasting study by Puteri et al. (2024) at PT Laras Astra Kartika concluded that employee performance was not significantly driven by rewards alone.

A similar divergence surfaces when looking at self-efficacy. Nasution and Saragih (2023), observing all 70 employees at STIKOM Tunas Bangsa, noted that self-efficacy directly boosts performance in a positive and significant way. Virgana and Fitriani (2025) backed this up in the context of high school teachers across DKI Jakarta and Banten. Yet, this is balanced by findings like those of Susanto et al. (2024), whose investigation across freight forwarding companies in Jakarta found no meaningful tie between employee self-efficacy and job performance.

The connection between rewards and organizational commitment shows a similar back-and-forth across different institutional settings. Research by Melisa and

Yuningsih (2025) at PT Alindra demonstrated that rewards significantly build commitment to the organization. Conversely, Zulfan and Indrawan (2023) observed no such positive relationship at the Binjai City Public Works and Spatial Planning Office, a result mirrored by Kartini et al. (2023) in their study of an automotive firm in Jababeka Cikarang.

On the other hand, the link between self-efficacy and organizational commitment tends to show much steadier ground. Wijaya et al. (2024), studying 147 workers in a digital enterprise, found that personal efficacy reliably fosters organizational attachment. This matches the findings of Susilawati et al. (2025) among Madrasah Aliyah teachers in Bekasi, as well as Basuki and Suhermin (2025) at Bank Jatim's Soetomo branch, both confirming that a strong sense of self-efficacy plays a major role in securing employee commitment.

When looking at how organizational commitment translates into actual performance, studies like that of Hidayat et al. (2024) at SMP Negeri 1 Ngawen show a positive, partial significance, a trend reinforced by Misnan et al. (2023) and Putri et al. (2024) at Bank Jatim Trenggalek. Even so, counter-examples persist: Jannah et al. (2024) at the Le Polonia Hotel Medan and Amelia et al. (2024) at PT Nikomas Gemilang both found no significant direct impact of organizational commitment on performance.

Pinpointing these scattered findings and existing gaps helps carve out the specific novelty or state of the art of this present study. While a wealth of literature connects rewards, self-efficacy, and commitment to performance, past research has generally handled these variables in isolation rather than bringing them together into a unified analytical framework. Furthermore, this study narrows its lens onto a distinct and vulnerable demographic: private elementary school teachers tucked within Depok City, capturing an institutional ecosystem that has rarely been evaluated through this exact combination of factors. Beyond its theoretical contribution to educational human resource management, this study offers grounded, practical implications for private school administrators in Depok, helping them design fairer incentive structures and better psychological support systems for their staff.

Weaving together the national salary data, the economic pressures on private educators, and the mixed results of previous research, it becomes clear that a focused, in-depth quantitative inquiry is both timely and necessary. Consequently, this study sets out to examine how rewards and self-efficacy shape teacher performance, using organizational commitment as a mediating mechanism specifically among teachers in private Islamic elementary schools in Depok. Building on this framework, the core hypothesis posits that rewards and self-efficacy exert a positive and significant influence on teacher performance, both directly and indirectly through the mediating role of organizational commitment within these specific religious-based foundational schools.

RESEARCH METHOD

This study adopts a quantitative research design paired with a survey approach to empirically test the proposed relationships among the variables. In educational and social science research, a quantitative approach centers on gathering numerical or measurable data—typically structured through standardized rating scales—to allow for objective statistical evaluation. The survey method, meanwhile, provides a practical way to collect information directly from respondents using instruments such as questionnaires, observations, or interviews (Sembiring et al., 2024). Within this framework, the research scope is organized around four core constructs: two exogenous variables (reward and self-efficacy), one endogenous variable (teacher performance), and one mediating variable (organizational commitment).

The target population for this research encompasses all private school teachers working across Depok City. Because this population is spread across a wide geographical area and is relatively large, selecting a representative sample required a structured approach. Accordingly, the study employed probability sampling using a cluster randomization technique. As Nursalam explains, cluster sampling involves dividing the broader population into distinct groups based on specific geographic regions or locations before making random selections. This method is particularly practical under two real-world conditions: first, when simple random sampling is not feasible due to logistical constraints such as distance, time, and cost; and second, when researchers lack a complete, detailed directory of every individual in the population, making it difficult to build an exhaustive sampling frame (Sembiring et al., 2024).

To ensure that the study generated valid and reliable findings, the overall research design was carefully aligned with the core objectives, covering the selection of data collection procedures and appropriate analytical techniques. As Gunawan points out, a solid research design is inherently problem-oriented—meaning the investigation is driven by an existing real-world issue that requires a systematic, scientific solution (Dani et al., 2025). Primary data were gathered by distributing a structured questionnaire organized into four dedicated sections corresponding to teacher performance, reward, self-efficacy, and organizational commitment. By the end of the data collection period, a total of 105 private school teachers in Depok City had completed and returned the survey.

The research instrument itself comprised 16 statement items distributed across the four constructs: 4 items measuring reward, 5 items assessing self-efficacy, 5 items evaluating teacher performance, and 2 items capturing organizational commitment. Every item was adapted from established literature and validated in prior empirical studies to ensure conceptual accuracy. Specifically, the reward variable was operationalized across four dimensions: salary and bonuses, general welfare, career development, and psychological and social recognition. Self-efficacy was measured

through three foundational dimensions: magnitude, generality, and strength. Organizational commitment was broken down into affective, normative, and continuance commitment, while teacher performance was evaluated using five practical indicators: work quality, work quantity, sense of responsibility, cooperation, and personal initiative. To capture variations in respondent perceptions, all items were rated on a five-point Likert scale ranging from 1 (strongly disagree), 2 (disagree), 3 (undecided or neutral), 4 (agree), to 5 (strongly agree).

Once collected, the survey data were processed and analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique with the aid of SmartPLS software (version 4.0). The analytical procedure was carried out in two main stages. First, the measurement model (outer model) was evaluated to verify both validity and reliability. Convergent validity was examined by checking individual factor loadings alongside the Average Variance Extracted (AVE) for each construct, whereas discriminant validity was established using both the Heterotrait-Monotrait Ratio (HTMT) and the Fornell-Larcker criterion. Internal consistency reliability was then assessed through Cronbach's Alpha, rho_A, and Composite Reliability, adhering to standard statistical thresholds where Cronbach's Alpha exceeds 0.60 and Composite Reliability is greater than 0.70. In the second stage, the structural model (inner model) was evaluated to determine the model's explanatory power and effect sizes using Adjusted R-Square and F-Square values, followed by formal hypothesis testing through path analysis to examine both direct and indirect effects.

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.

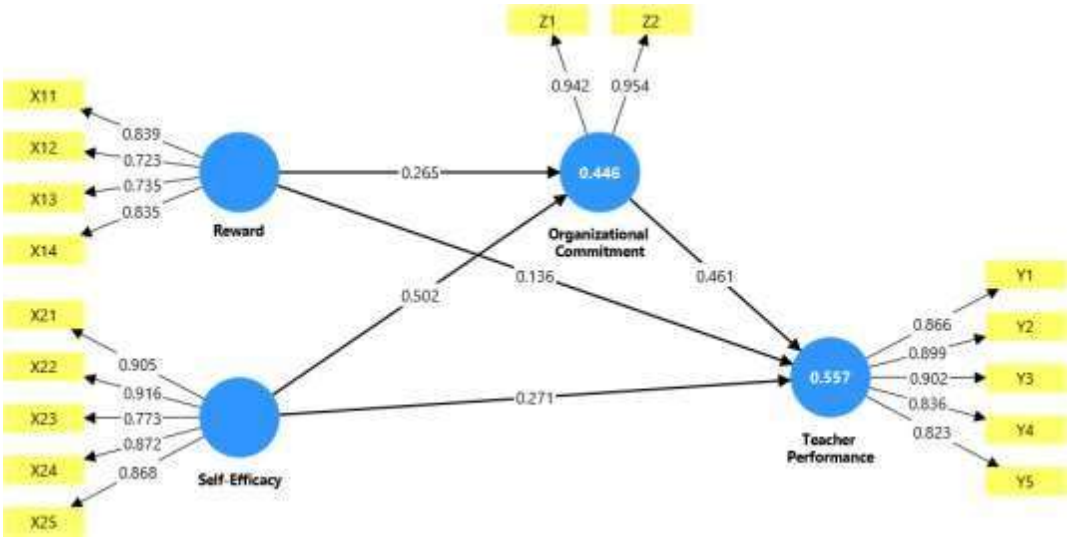
Based on the respondents' answers regarding self-efficacy, an analysis reveals that the total score of the respondents' answers was 2,328, and the average score for the questions was 4.43, indicating that the majority of respondents agreed. Thus, it can be concluded that the self-efficacy of teachers 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

Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Organizational Commitment -> Teacher Performance	0,320138889	0,31875	0,085416667	3.751	0.000
Reward -> Organizational Commitment	0,184027778	0,188194444	0.077	3.458	0.001
Reward -> Teacher Performance	0,094444444	0,095833333	0.075	1.820	0.069
Self-Efficacy -> Organizational Commitment	0,348611111	0,348611111	0.090	5.579	0.000
Self-Efficacy -> Teacher Performance	0,188194444	0,191666667	0,079166667	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 statistical analysis reveals several noteworthy patterns regarding how rewards, self-efficacy, and organizational commitment interact to shape teacher performance. First, looking at the direct path between rewards and teacher performance, the findings indicate that rewards do not exert a statistically significant direct effect on how well teachers perform. This non-significant outcome aligns with the conclusions drawn by Puteri et al. (2024), though it stands in contrast to earlier studies by Rahadi et al. (2024) and Selviati et al. (2024), both of which reported a meaningful direct impact of rewards on employee performance. Even so, the Original Sample (O) value stands at 0.136, pointing to a positive directional relationship. In practical terms, while the direct statistical weight is modest, adjustments or improvements in the rewards given to teachers still tend to push performance upward. For educators in private Islamic schools across Depok, receiving more competitive or meaningful rewards generally encourages better classroom execution, whereas insufficient rewards can dampen their day-to-day effectiveness. Consequently, school administrators should still look for realistic ways to improve their reward structures to support better teaching outcomes.

A much clearer direct influence emerges when examining the role of self-efficacy. The test results confirm that self-efficacy has a positive and statistically significant impact on teacher performance, echoing the findings of Nasution and Saragih (2023) as well as Virgana and Fitriani (2025), while diverging from the results reported by Susanto et al. (2024). With an Original Sample (O) value of 0.271, the data demonstrate that as a teacher's confidence in their own professional capabilities grows, their classroom performance improves right alongside it. Among private school educators in Depok, higher levels of self-efficacy consistently translate into stronger instructional delivery and task completion, whereas lower self-confidence tends to hold back their overall output. Because internal belief plays such a decisive role in daily teaching quality, school leaders

need to actively cultivate and protect their teachers' sense of self-efficacy.

Similarly, organizational commitment proves to be a powerful direct driver of teacher performance. The findings confirm a positive and statistically significant relationship between the two variables, consistent with previous research by Hidayat et al. (2024) and Misnan et al. (2023). The Original Sample (O) value reached 0.461—making it the strongest direct predictor in the model—which signals that strengthening a teacher's attachment and loyalty to their school leads to substantial gains in performance. Put simply, private school teachers in Depok who feel deeply committed to their institution consistently deliver stronger work, while those with weaker commitment tend to underperform. Therefore, fostering a strong sense of organizational commitment among teaching staff remains one of the most effective levers schools can pull to elevate overall educational quality.

Beyond direct effects on performance, the data also shed light on what builds organizational commitment in the first place. Testing the link between rewards and organizational commitment yielded a p-value of 0.001, which falls well below the 0.05 significance threshold, confirming a statistically significant relationship. This result supports the work of Melisa and Yuningsih (2025), though it differs from the findings of Zulfan and Indrawan (2023) and Kartini et al. (2023). The Original Sample (O) value of 0.265 shows a clear positive trajectory: when schools enhance their reward systems, teachers' loyalty and commitment to the institution rise accordingly. Fair and thoughtful rewards signal to private school educators in Depok that their contributions matter, deepening their bond with the school, whereas neglect in this area erodes both their commitment and, eventually, their performance. To retain dedicated staff, schools must prioritize fair and consistent reward mechanisms.

Self-efficacy also plays a substantial role in anchoring organizational commitment. The analysis produced a p-value of 0.000—well under the 0.05 cutoff—demonstrating a highly significant positive effect, which aligns with studies by Wijaya et al. (2024) and Basuki and Suhermin (2025). With an Original Sample (O) value of 0.502, self-efficacy stands out as a major contributor to institutional loyalty. When private school teachers in Depok feel capable and assured in handling classroom challenges, they develop a much stronger attachment to their workplace; conversely, self-doubt tends to weaken their institutional ties. Maintaining and boosting teachers' self-efficacy is therefore essential if school administrators want to build a stable, committed faculty.

Turning to the indirect pathways, the mediation analysis offers valuable insight into how rewards actually translate into better performance. The test generated a p-value of 0.014 alongside an Original Sample (O) value of 0.122, confirming that organizational commitment significantly mediates the relationship between

rewards and teacher performance. This explains why rewards had a modest direct effect on performance earlier: rather than immediately changing how a teacher teaches, fair rewards first build satisfaction and deepen their loyalty to the school. Once that commitment takes root, teachers become naturally more motivated to work diligently, which in turn elevates their classroom performance. These dynamics closely mirror the findings of Praptiestrini and Rohiyati (2019) as well as Martin (2020), both of whom demonstrated that rewards positively influence employee performance through the mediating bridge of organizational commitment.

Finally, the second mediation test yielded a p-value of 0.002 and an Original Sample (O) value of 0.232, confirming that organizational commitment also significantly mediates the effect of self-efficacy on teacher performance. In practice, an increase in self-efficacy strengthens a teacher's commitment to their institution, which subsequently drives higher performance. Educators with strong self-efficacy are far less likely to feel overwhelmed or discouraged when navigating difficult classroom situations, allowing them to remain deeply committed to their schools and find genuine satisfaction in their work. This positive emotional and professional state naturally translates into better teaching outcomes. These results are consistent with Emita et al. (2023) and Husniati (2025), both of whom established that self-efficacy exerts a meaningful indirect influence on performance through the strengthening of organizational commitment.

CONCLUSION

Based on the results of this study, several key conclusions can be drawn regarding the dynamics of teacher performance among educators in private Islamic elementary schools across Depok. First, looking at the direct relationships within the model, rewards exert a direct impact on teacher performance and simultaneously serve as a direct driver of teachers' organizational commitment. In a similar way, self-efficacy directly shapes teacher performance while also playing a direct role in strengthening their organizational commitment. Furthermore, organizational commitment itself exerts a direct influence on how well these teachers perform in their daily roles. Beyond these direct connections, the findings highlight two important indirect pathways: incentives and rewards indirectly improve teacher performance by first building up organizational commitment, and self-efficacy likewise influences teacher performance indirectly through the mediating role of organizational commitment among private Islamic elementary school teachers in Depok.

To translate these findings into meaningful improvements on the ground, school administrators and foundations are encouraged to implement more thoughtful and well-rounded forms of recognition. Rather than relying solely on routine base pay, schools can offer tangible opportunities for professional growth, such as structured training workshops to sharpen teaching skills and institutional support for continuing formal education. Non-monetary and celebratory appreciation also carries substantial

weight publicly acknowledging teachers' hard work, awarding certificates and cash bonuses to exemplary educators, creating transparent pathways for career advancement, and organizing refreshing recreational events like family gatherings, outbound retreats, and staff outings can all help teachers feel genuinely valued. Alongside these external rewards, schools need to actively monitor and nurture teachers' self-efficacy. Administrators should periodically gauge how confident their educators feel in their roles and provide ongoing encouragement, mentoring, and constructive feedback so that teachers steadily build the self-assurance needed to handle classroom challenges effectively.

Equally important is the ongoing cultivation and recognition of organizational commitment. School leaders should regularly observe and appreciate how actively teachers engage in supporting school programs and fulfilling their broader institutional responsibilities. Because a deep sense of loyalty and attachment to the workplace consistently translates into more effective teaching, maintaining high commitment is essential for sustained school quality. Ultimately, professional development initiatives should be designed to integrate fair recognition with efforts to strengthen teachers' self-efficacy, creating an environment where organizational commitment naturally grows and continuously elevates teachers' performance as dedicated professionals.

Taken together, these outcomes directly answer the core objectives of the study, which set out to measure how strongly rewards, self-efficacy, and organizational commitment influence performance and to map out how these factors work together to support teachers in Depok's private Islamic elementary schools. Moving forward, educational stakeholders from private school foundations to government policymakers—should treat rewards, self-efficacy, and organizational commitment as top priorities when drafting policies aimed at elevating the overall quality of education. At the same time, it is worth noting a few practical limitations in this research, particularly a sample size that may not fully capture the entire population of private school educators in the region, as well as a relatively tight timeframe for data collection. Future researchers are encouraged to address these constraints by broadening the population scope across wider geographic areas or incorporating additional variables such as leadership style, work-life balance, or school culture—to build an even more comprehensive understanding of what drives teacher performance.

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