

The Influence of Self-Efficacy and Work Environment on The Work Commitment of Junior High School Teachers in Bukit Kapur Dumai District

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ABSTRACT

Teacher work commitment is a crucial factor in the success of the educational process. This commitment can be influenced by internal factors such as self-efficacy and external factors such as the work environment. This study aims to analyze the effect of self-efficacy and work environment, both partially and simultaneously, on the work commitment of public junior high school teachers in Bukit Kapur District. The research method used was quantitative with a survey approach. The sample consisted of 103 teachers selected using proportional random sampling. The research instrument was a Likert-scale questionnaire tested for validity and reliability. Data were analyzed using multiple linear regression, t-test, F-test, and the coefficient of determination (Adjusted R²) after meeting classical assumption tests. The results showed that self-efficacy had a positive and significant effect on teachers' work commitment. The work environment also had a positive and significant effect on teachers' work commitment. Simultaneously, self-efficacy and work environment significantly influenced work commitment, contributing 43.7%, while the remainder was influenced by other factors outside the model. These findings highlight the importance of enhancing teachers' self-efficacy and creating a conducive work environment to strengthen their work commitment.

Keywords: *self-efficacy, work environment, work commitment, teachers*

Submitted	Accepted	Published
02 December 2025	29 January 2026	30 January 2026

Citation	:	Riyanto, A., Sarwanto., & Sugiharto, B. (2026). The Influence Of Self-Efficacy And Work Environment On The Work Commitment Of Junior High School Teachers In Bukit Kapur Dumai District. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 10(1), 128-137. DOI: http://dx.doi.org/10.33578/pjr.v10i1.376 .
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INTRODUCTION

Teacher work commitment plays a central role in shaping the quality and effectiveness of educational institutions. Commitment reflects a teacher's psychological attachment to their profession and the organization, which manifests through loyalty, responsibility, and proactive involvement in learning activities. Teachers with high organizational commitment tend to demonstrate strong attendance patterns, long tenure, active participation in academic and non-academic programs, and continuous efforts to improve instructional quality. Farida, Iqbal, and Kurniasih (2016) explain that deeply embedded commitment directly elevates teachers' job satisfaction and drives them to consistently deliver optimal performance. Similarly, Asyanti in Saragih (2020) asserts that individuals with strong commitment willingly exert effort for the benefit of their organization, driven not by external instruction, but by intrinsic motivation.

Prior studies indicate that teacher commitment remains a persistent challenge in educational settings. Saragih and Suhendro (2020) describe commitment as teachers' emotional and professional attachment to their duties, including responsiveness to technological and pedagogical developments. Choiriyah, Soegito, and Roshayanti (2017) highlight that teacher commitment encompasses values, attitudes, and habitual behaviours that support the teaching-learning process. Teachers who uphold high organizational commitment tend to comply with school regulations, maintain professional behaviour, and actively pursue educational excellence (Ariyanti, 2019). However, various studies have documented declining teacher commitment. Juhum (2013) found that many teachers exhibit poor discipline, including tardiness, absenteeism, and minimal instructional preparation. Nababan (2015) similarly discovered issues such as low loyalty, insufficient participation in school activities, and unfulfilled teaching responsibilities.

The broader educational context in Indonesia further reflects this concern. A World Bank survey reported in *Education in Indonesia: from Crisis to Recovery* emphasizes that low teacher commitment contributes significantly to the country's educational challenges. According to *World Population Review* (2021), Indonesia ranks 54th out of 78 countries in global education performance, lagging behind neighbouring Southeast Asian countries such as Singapore, Malaysia, and Thailand. Low teacher competency, illustrated by substandard average scores on the Teacher Competency Test (UKG), underscores the urgency of strengthening teacher professionalism and commitment.

Preliminary observations conducted in Bukit Kapur District reveal similar patterns. Teachers were found to frequently delay administrative work, demonstrate inconsistent class attendance, rely on outdated lesson plans, and exhibit low engagement in school programs. During early field observations from January to April 2024, 8.49% of teachers were absent due to illness, 19.22% frequently requested leave, and 18.95% left classrooms without justification. These findings suggest low commitment levels, which may hinder the achievement of school objectives and affect overall teaching quality.

Teacher commitment is influenced by multiple factors, including personal characteristics, organisational culture, leadership, and professional satisfaction. Wahyudi and Rendi (2020) identify background factors, individual traits, and organizational conditions as key antecedents of teacher commitment. Among these, self-efficacy and work environment are recognized as particularly influential. Self-efficacy refers to an individual's belief in their capability to perform tasks successfully. Within the teaching profession, self-efficacy determines how teachers motivate themselves, respond to challenges, and manage classroom dynamics (Qurbani & Solihin, 2021). Teachers with high self-efficacy typically exhibit confidence, persistence, and creativity, while those with low self-efficacy tend to experience anxiety, doubt, and reduced motivation (Fauzan et al., 2023).

However, many teachers continue to face constraints that weaken their sense of efficacy. Minimal access to professional development, heavy administrative workloads, limited support from colleagues or school leaders, and lack of technological readiness contribute to declining teacher confidence (Sundari et al., 2020). Preliminary interviews with teachers in Bukit Kapur indicate that approximately 45% struggle to integrate technology into their lessons, and many express hesitation when dealing with diverse student abilities. Such difficulties often translate into reduced motivation, passive teaching behaviours, and low involvement in school initiatives symptoms of declining commitment (Marimbun et al., 2023).

The work environment also plays a critical role in shaping teacher commitment. A conducive work environment one that ensures supportive leadership, harmonious peer relationships, adequate facilities, and psychological comfort has been widely linked to higher organizational commitment (Wowor et al., 2016). According to Creemers and Scheerens in Supardi (2016), a positive school climate fosters collegiality, emotional warmth, and collaborative culture, ultimately enhancing teachers' enthusiasm and performance. Conversely, inadequate facilities, unclear administrative support, strained colleague relationships, and excessive workloads can diminish teacher motivation and commitment.

Findings from early field observations in Bukit Kapur indicate that several schools lack optimal working conditions. Some teachers reported insufficient classroom facilities, poor coordination among staff, and limited recognition of their efforts. These environmental shortcomings may hinder productivity and reduce teachers' willingness to participate in school development efforts.

The interaction between self-efficacy and work environment is also noteworthy. Teachers with high self-efficacy may sustain strong commitment even in less optimal environments, while supportive environments can enhance the commitment of teachers with moderate efficacy levels. Previous studies (Herjany & Bernarto, 2018; Sifa, Widya, & Agung, 2021) confirm that workplace conditions significantly predict teacher commitment. Thus, examining these two variables simultaneously is essential for a comprehensive understanding of commitment dynamics among teachers.

Given the various challenges documented ranging from low self-efficacy to suboptimal work environments this study seeks to investigate how self-efficacy and work environment influence teacher work

commitment, both individually and collectively, in public junior high schools within Bukit Kapur District. Therefore, the present research aims to analyze: (1) the effect of self-efficacy on teacher work commitment, (2) the effect of work environment on teacher work commitment, and (3) the simultaneous influence of both variables on teacher commitment.

LITERATURE REVIEW

Teacher Work Commitment

Teacher work commitment refers to a teacher's psychological attachment, loyalty, and willingness to exert effort for the achievement of organizational goals. Robbins and Judge (2018) define commitment as a state in which an employee aligns with organizational values and seeks to maintain membership within it, while Cohen in Kusumaputri (2015) describes it as the internal force that binds individuals to organizational objectives. In educational settings, committed teachers demonstrate responsibility, emotional attachment, and long-term dedication, which positively influence instructional quality and school development. The indicators used in this study adopt Mowday, Steers, and Porter as well as Busro (2018), comprising affective commitment, continuance commitment, and normative commitment.

Self-Efficacy

Self-efficacy is an individual's belief in their capability to perform tasks and manage challenges successfully. Bandura (1997) defines self-efficacy as a person's conviction in their ability to organize and execute actions required to achieve desired outcomes, while Fauzan et al. (2023) emphasize it as self-evaluation of competence in achieving goals and overcoming obstacles. In the teaching profession, high self-efficacy enhances motivation, persistence, instructional decisions, and classroom performance. The indicators applied in this research draw from Ellis et al. (2016) and Attoriq (2020), including confidence in completing tasks, self-motivation, effort and persistence, ability to face difficulties, and capacity to handle tasks of various complexity.

Work Environment

The work environment encompasses all physical and non-physical conditions surrounding employees that influence their comfort, performance, and job satisfaction. Sedarmayanti (2017) defines it as the entirety of tools, materials, environmental conditions, and work arrangements that interact with employees, while Nitisemito (2015) emphasizes its role in shaping worker behaviour and productivity. In schools, a supportive work environment promotes teacher efficiency, collaboration, and professional well-being, whereas a poor environment can reduce motivation and commitment. Indicators used in this study are adapted from Nitisemito (2019), Sulistiyani (2015), and Sedarmayanti (2017), covering work atmosphere, work relationships, cleanliness and safety, work facilities, and lighting.

METHOD

This study employed a quantitative approach using an ex-post facto design, as the variables had already occurred and were examined without manipulation. The research was conducted in public junior high schools within Bukit Kapur District, involving teachers as the primary unit of analysis.

Population and Sample

The population of this study consisted of 137 public junior high school teachers across five schools in Bukit Kapur District. The sample size was determined using the Taro Yamane formula with a 5% margin of error, resulting in 103 respondents selected through proportional cluster random sampling to ensure representation from all schools. This sampling distribution included both male and female teachers in accordance with the proportion of each school's teaching staff, enabling reliable generalization of findings within the district's teacher population.

Research Instruments

The study employed three structured Likert-scale questionnaires measuring self-efficacy, work environment, and teacher work commitment. Each instrument was developed based on theoretical indicators and validated through expert judgment and empirical testing. Validity testing used Pearson Product Moment correlations, resulting in the retention of valid items only, while reliability testing using Cronbach's Alpha showed high reliability coefficients ($\alpha = 0.950$ for self-efficacy, $\alpha = 0.960$ for work environment, and $\alpha = 0.822$ for work commitment). These results confirm that all instruments were appropriate for use in the main data collection.

Data Collection Procedure

Data were collected through the distribution of questionnaires directly to teachers in the selected schools after obtaining approval from the school administration. Respondents were informed of the study's purpose, confidentiality procedures, and voluntary participation. The researcher supervised the process to ensure complete and accurate responses. Completed questionnaires were checked, coded, and prepared for statistical analysis. Data collection was conducted from August to December 2024, aligning with the academic calendar to facilitate smooth access to respondents.

Data Analysis Technique

Data analysis was performed using descriptive and inferential statistical techniques. Descriptive statistics summarized respondent characteristics and mean scores for each variable. Inferential analysis consisted of classical assumption tests (normality, linearity, and multicollinearity), followed by multiple linear regression to test the influence of self-efficacy and work environment on teacher work commitment. Hypothesis testing used t-tests for partial effects, F-tests for simultaneous effects, and the coefficient of determination (Adjusted R^2) to assess the model's explanatory power. All analyses were conducted with SPSS version 25.

RESULTS AND DISCUSSION

Characteristics of Respondents

This section presents an overview of the demographic characteristics of the respondents who participated in the study. Understanding these characteristics is essential for providing context to the research findings, as factors such as gender composition, workplace distribution, educational background, and length of service may influence teachers' perceptions, work behaviours, and levels of commitment. The characteristics of the 103 teachers included in this study are summarized in the following table.

Table 1. Characteristics of Respondents

No	Characteristics	F	%
Gender			
1	Female	81	78.64
2	Man	22	21.36
School Name			
3	SMPN 17 Dumai	32	31.07
4	SMPN 11 Dumai	20	19.42
5	SMPN 12 Dumai	19	18.45
6	SMPN 5 Dumai	16	15.53
7	SMPN 7 Dumai	16	15.53
Education Level			
8	Bachelor degree	77	74.76
9	Diploma	15	14.56
10	SMA/ Equal	7	6.80
11	Postgraduate (S2)	4	3.88

Years of Service			
12	Length of Service > 10 Years	48	46.60
13	Length of Service 1–5 Years	33	32.04
14	Length of Service 5–10 Years	22	21.36
Total Respondents		103	100

The respondent profile indicates several dominant patterns relevant to the context of teacher commitment in Bukit Kapur District. The teaching workforce is predominantly female (78.64%), which aligns with national trends where women commonly occupy teaching roles often associated with strong nurturing tendencies that may affect work commitment positively. Most respondents are concentrated in SMPN 17 Dumai (31.07%), suggesting that this school contributes significantly to shaping the aggregated results due to its larger staff population.

In terms of qualification, the majority hold a Bachelor's degree (74.76%), indicating that most teachers meet the national professional standards, which is likely to support higher levels of self-efficacy and organizational commitment. Furthermore, nearly half of the respondents have more than ten years of teaching experience (46.60%), implying a mature professional cohort with established routines and deeper institutional attachment. Collectively, these dominant characteristics provide a strong foundation for interpreting the research findings, especially regarding how self-efficacy and work environment influence teacher work commitment.

Descriptive Statistics

This analysis presents frequency values, percentages, mean scores, and score interpretations based on predetermined categories. The purpose is to identify response patterns and the overall level of each variable prior to performing inferential statistical analyses.

Table 2. Descriptive Statistical

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Self-Efficacy	103	53.00	100.00	83.6408	10.09257
Work environment	103	95.00	155.00	137.4175	12.72370
Work Commitment	103	82.00	130.00	113.0485	9.01130
Valid N (listwise)	103				

Based on the descriptive statistical table above, the results can be explained as follows:

1. Self-Efficacy

Based on Table 4.6, teachers' self-efficacy scores range from 53.00 to 100.00, with an average (mean) of 83.64 and a standard deviation of 10.09. This mean value indicates that, overall, the level of self-efficacy among junior high school teachers in Bukit Kapur District falls into the high category, approaching the upper limit of the measurement scale. This suggests that the majority of teachers possess strong confidence in their ability to manage classrooms, handle difficulties, and teach effectively. The distribution reflected by the moderate standard deviation shows some variation among respondents, but the differences are not substantial.

2. Work Environment

The work environment variable has a minimum score of 95.00 and a maximum score of 155.00, with a mean of 137.42 and a standard deviation of 12.72. The high average score indicates that teachers generally perceive their work environment—both physical and non-physical—as being in good condition. Factors such as workplace atmosphere, collegial relationships, cleanliness, safety, facilities, and lighting are rated positively by most respondents. The moderately sized standard deviation suggests variability in teachers' perceptions, yet the overall tendency consistently points to a supportive work environment that facilitates task performance.

3. Work Commitment

The work commitment variable records a minimum score of 82.00 and a maximum of 130.00, with an average of 113.05 and a standard deviation of 9.01. The high mean shows that teachers possess a strong level of attachment to their profession and the schools where they work. This commitment includes affective, continuance, and normative dimensions, reflected in teachers' willingness to contribute optimally, remain in the profession, and carry out their responsibilities with dedication. The smaller standard deviation compared to the other two variables indicates a higher level of response homogeneity, meaning that teachers' perceptions of work commitment are relatively consistent across respondents.

Multiple Linear Regression Results

The multiple linear regression test was conducted to determine both the simultaneous and partial influence of the independent variables on the dependent variable. This analysis involved two independent variables; self-efficacy and work environment and one dependent variable, namely teacher work commitment. Through this test, a regression equation was generated to describe the mathematical relationship among the variables, which can subsequently be used to predict the value of the dependent variable based on changes in the independent variables.

Table 3. Multiple Linear Regression

Table 5. Multiple Linear Regression				
Coefficients ^a				
Model	Unstandardized Coefficients			Standardized Coefficients
	B	Std. Error	Beta	
1	(Constant)	43.671	7.738	
	Self-Efficacy	.194	.074	.217
	Work environment	.387	.058	.546
a. Dependent Variable: Work Commitment				

Based on the Unstandardized Coefficients (B) values, the resulting regression equation is as follows:

$$Y = 43.671 + 0.194X_1 + 0.387X_2$$

Explanation:

Y = Work Commitment

X₁ = Self-Efficacy

X₂ = Work Environment

1. Constant (43.671)

The constant value of 43.671 indicates that if both self-efficacy (X₁) and work environment (X₂) are equal to zero, the teacher work commitment score would be 43.671 units. This value represents the baseline level of work commitment before being influenced by the two independent variables.

2. Self-Efficacy Coefficient (0.194)

The positive coefficient of 0.194 means that for every one-unit increase in self-efficacy, teacher work commitment increases by 0.194 units, assuming the work environment variable remains constant. This suggests that higher confidence in their abilities leads to a higher level of commitment among teachers.

3. Work Environment Coefficient (0.387)

The positive coefficient of 0.387 indicates that every one-unit increase in the work environment score results in a 0.387-unit increase in teacher work commitment, assuming self-efficacy remains constant. This demonstrates that the quality of the work environment has a greater impact on teachers' work commitment compared to self-efficacy, as reflected in the larger coefficient value.

t-Test Results

The t-test was conducted to determine the partial effect of each independent variable on the dependent variable. This test identifies whether each independent variable significantly influences teacher work commitment when the other variable is held constant. Significance is determined by comparing the p-value with the predetermined significance level ($\alpha = 0.05$).

Table 4. t-test

Coefficients ^a			
Model	t	Sig.	
1	(Constant)	5.644	.000
	Self-Efficacy	2.633	.010
	Work environment	6.629	.000

a. Dependent Variable: Work Commitment

Based on the t-test results, the following conclusions can be drawn:

1. Self-Efficacy

The t-value for self-efficacy is 2.633 with a significance value (Sig.) of 0.010, which is smaller than 0.05. This indicates that self-efficacy has a positive and significant partial effect on teacher work commitment. In other words, the higher a teacher's self-efficacy, the higher their level of work commitment.

2. Work Environment

The work environment variable has a t-value of 6.629 with a significance value (Sig.) of 0.000 (< 0.05), indicating that the work environment also has a positive and significant partial effect on teacher work commitment. The larger t-value compared to that of self-efficacy shows that the work environment exerts a stronger influence on teacher work commitment.

F Test Results

The F-test was used to determine the simultaneous effect of the independent variables on the dependent variable. In other words, this test evaluates the overall feasibility of the regression model used in the study. If the significance value of the F-test is smaller than the alpha level ($\alpha = 0.05$), it can be concluded that the regression model is appropriate and that the independent variables collectively have a significant influence on teacher work commitment.

Table 5. F-Test

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F Sig.
1	Regression	3713.210	2	1856.605	40.630 .000 ^b
	Residual	4569.547	100	45.695	
	Total	8282.757	102		

a. Dependent Variable: Work Commitment
b. Predictors: (Constant), Work environment, Self-Efficacy

Based on the F-test results, the calculated F-value is 40.630 with a significance value (Sig.) of 0.000, which is smaller than $\alpha = 0.05$. This indicates that self-efficacy and work environment simultaneously have a significant effect on teacher work commitment. In other words, the regression model used in this study is considered fit and capable of explaining variations in work commitment based on the two independent variables.

R Square

The coefficient of determination (R^2) test aims to measure how much of the variation in the dependent variable can be explained by the independent variables in the model. A higher R^2 value indicates that the model has strong predictive capability, whereas a lower R^2 value suggests that most of the variation in the dependent variable is influenced by factors outside the model.

Table 6. Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670 ^a	.448	.437	6.75984
a. Predictors: (Constant), Work environment, Self-Efficacy				
b. Dependent Variable: Work Commitment				

Based on table, the Adjusted R Square value of 0.437 indicates that 43.7% of the variation in teacher work commitment can be explained collectively by self-efficacy and work environment. Meanwhile, the remaining 56.3% is influenced by other factors not included in this research model. This value suggests that the model has a reasonably strong explanatory power, although there are additional variables outside the study that also contribute to teacher work commitment.

Discussion

The findings of this study indicate that teacher work commitment in Bukit Kapur District is shaped by a combination of internal and external factors, particularly self-efficacy and the work environment. Descriptive results show that teachers generally possess high levels of self-efficacy, perceive their work environment positively, and demonstrate strong commitment to their profession. These initial patterns suggest that teachers in this region have both psychological readiness and supportive work conditions that encourage optimal performance.

The t-test results reveal that self-efficacy has a positive and significant effect on teacher work commitment, as reflected by a t-value of 2.633 and a significance level of 0.010 (< 0.05). The regression coefficient of 0.194 indicates that stronger belief in their teaching abilities leads teachers to display higher commitment to their duties. These findings align with Bandura's (1997) Social Cognitive Theory, which emphasizes that self-efficacy influences motivation, persistence, and behavior. Robbins and Judge (2017) also support this, noting that individuals with high self-efficacy tend to be more confident, resilient, and committed. Prior studies such as Putri & Sari (2022), Nasution et al. (2021), and Aisyah et al. (2018) similarly confirm that self-efficacy is a key predictor of teacher commitment across different educational contexts.

In addition, the work environment was found to have a stronger impact on teacher commitment, with a t-value of 6.629 and a significance value of 0.000. The regression coefficient of 0.387 shows that improvements in work environment contribute more substantially to increasing commitment compared to self-efficacy. This supports theoretical views from Robbins and Judge (2017) and Nitisemito (2010), who argue that supportive physical and social conditions such as adequate facilities, harmonious relationships, and safe surroundings enhance employee loyalty and attachment. Empirical studies by Sari & Prabowo (2021), Lestari & Ramadhan (2020), and Wicaksono (2019) reinforce this conclusion, demonstrating that conducive work environments consistently strengthen teacher commitment. Although Purnamasari (2018) reported contrasting findings in specific contexts, the majority of literature affirms the central role of work environment.

The simultaneous influence of both variables is confirmed through the F-test, with an F-value of 40.630 and significance of 0.000, indicating that the model is statistically fit. The Adjusted R^2 of 0.437 shows that 43.7% of the variation in teacher commitment is explained by the combination of self-efficacy and work

environment, while the remaining 56.3% is influenced by other factors such as job satisfaction, leadership style, and intrinsic motivation. This aligns with the theoretical perspective of Robbins and Judge (2017) and Gitosudarmo & Sudita (2017), who state that organizational commitment arises from the interaction between personal beliefs and situational support.

Overall, the results indicate that teachers with high self-efficacy and who work in supportive environments tend to exhibit stronger commitment to their schools. Field observations further support this, showing that teachers in conducive work settings appear more enthusiastic, responsible, and engaged in school activities. These findings suggest that efforts to increase teacher commitment should simultaneously focus on strengthening teachers' confidence and improving workplace conditions. Creating a supportive, safe, and collaborative environment paired with ongoing professional development can significantly enhance teacher dedication and long-term attachment to the institution.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the study and the discussion presented, the following conclusions can be drawn:

1. Self-efficacy has a positive and significant effect on teacher work commitment among junior high school teachers in Bukit Kapur District. Teachers who possess strong confidence in their ability to manage learning processes, overcome challenges, and achieve educational goals tend to demonstrate higher emotional attachment, responsibility, and dedication to their work.
2. The work environment plays a crucial role in shaping teacher work commitment. A conducive environment both in terms of physical aspects such as facilities and cleanliness, and non-physical aspects such as harmonious working relationships and supportive leadership encourages teachers to work more optimally, maintain loyalty, and develop a stronger sense of belonging to the school.
3. Self-efficacy and work environment jointly have a significant effect on teacher work commitment. The combination of strong personal confidence and a positive work environment creates a synergistic influence that enhances teachers' attachment to their profession, motivates them to deliver their best performance, and sustains their loyalty to the schools where they teach.

Recommendation

Based on the findings of this study, several recommendations can be proposed for relevant stakeholders as follows:

1. Schools and the local education office are encouraged to implement training programs, workshops, or mentoring initiatives that focus on enhancing teachers' competencies and self-confidence. Such efforts are expected to strengthen teachers' abilities in managing learning activities and addressing challenges in the classroom.
2. Schools should maintain and continuously improve the quality of the work environment, both in terms of physical facilities (classrooms, equipment, lighting, and cleanliness) and non-physical aspects such as interpersonal relationships and leadership support. A conducive environment will motivate teachers to remain enthusiastic, committed, and loyal to their institutions.
3. Future researchers are advised to expand the scope of the study by involving different regions and school types, as well as incorporating additional variables such as leadership style, job satisfaction, or organizational support. This will provide a more comprehensive understanding of the factors influencing teacher work commitment.

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