Effect of Self-Efficacy on the Performance of High School Teachers in Purwokerto through Organizational Commitment

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Abstract:
Background: The purpose of this article is to determine the impact of self-efficacy on teacher performance, understand the impact of self-efficacy on teacher organizational commitment, and determine the commitment to organizational effectiveness on teacher performance. The question in this article is that the teacher's lack of confidence in the optimization of the implementation of their duties can be seen from the actions taken in completing the workload, class management that is not optimal, the preparation of online material that is less than optimal seen from giving assignments or materials to students that are not optimal, causing not optimistic teacher performance and lack of organizational commitment that a teacher has.
Materials and Methods: The method in this research is quantitative research using descriptive statistical analysis methods. The informants consisted of all high school teachers in Purwokerto with a sampling technique of Proportionate Stratified Random Sampling, totaling 200 high school teachers in Purwokerto. Analysis of the data used using the SEM PLS (Partial Least Square) method.
Results: Self-efficacy for teacher performance has a value of P <0.05, self-efficacy for organizational commitment has a value of P <0.05, organizational commitment to teacher performance has a value of P <0.05.
Conclusion: The results of the study concluded that self-efficacy had a significant effect on teacher performance, self-efficacy had a significant effect on teacher organizational commitment, and organizational commitment had a significant effect on teacher performance.
Key Word: self-efficacy, teacher performance, organizational commitment.

I. Introduction

Human resources are a valuable asset of any organization. Organizations with strong human resources can have strong competitiveness in today's work environment. As mentioned earlier, human resources are a core element of an organization, regardless of the form and purpose of the organization, the organization is based on a vision for the benefit of mankind. In carrying out its duties, it is managed by humans. (Yuniarsih & Suwatno, 2016: 8). Performance is related to human resources, meaning that performance is an achievement that is expressed as a form of success in one's work, and the teacher's ability to achieve success is related to teacher performance, meaning that if the teacher has good abilities, the teacher's performance will be optimal. Performance shows whether goals are achieved. With the creation of good teacher performance, they will work hard to overcome and resolve problems or problems that will be faced in implementing the workload and work. On the other hand, due to a lack of work optimism, if teachers experience difficulties in carrying out assignments, they easily give up and find it difficult to achieve the goals previously set.

The achievement of optimal teacher performance includes several supporting factors for the achievement of teacher performance, including self-control over teacher workload and a sense of belonging to the teacher towards the school. Therefore, the organization expects its employees to be committed to supporting the organization and working effectively based on the factors that support performance effectiveness. Teachers are professional educators who teach science, educate, train, and evaluate students. In the education and teaching process, the teacher is an influential and very important element. Therefore, it is necessary to pay attention to the performance of teachers, especially in carrying out their duties. Improving the quality of education requires an important role from teachers, therefore it is very important to pay attention to improving teacher performance. Therefore, schools must pay attention to teacher activities so that they can run normally and seriously, teachers must also participate in the preparation of various plans and goals.

Teacher self-efficacy can relieve excessive anxiety which is a form of teacher performance (Herawaty, 2016). Self-efficacy will increase the teacher's desire to carry out activities as a professional teacher. A teacher who has a high level of confidence in himself in completing his assignment will have a good performance because the teacher can face or overcome obstacles that will hinder his performance. This is in line with previous research that the level of self-efficacy that teachers have in completing tasks has an effect on teacher

performance (Cherian & Jacob, 2013). If the level of self-efficacy of the teacher is high, the teacher's performance is also good, but if the teacher has a low level of self-efficacy, the teacher's performance is also not optimal.

In a school or organization, the commitment of a teacher plays a big role. A teacher who has high confidence in himself in solving workloads and a sense of belonging to his school so that he feels that he has contributed to the achievement of the goals that have been set can be said to have a high school commitment. Apart from the organization, teachers also identify their work psychologically and believe that their performance is very important to them. Based on the theory above, it shows that by understanding the work desires of the teacher, the teacher will be more motivated, more loyal to the school or organization, more efficient, and more satisfied with his job (Griffin, 2010).

Organizational commitment is an attitude that reflects the degree of personal understanding of the organization and the degree of contact with the organization. Highly dedicated people tend to see themselves as actual organizational members (Kreiner and Kinincky, 2014). The researcher considers the organizational commitment to education as the most important, whereas the school is considered a management organization with a management system and the main training system specification. When the level of commitment of the teacher's organization to their school is getting higher, the teacher's performance will also be more optimal. The research conducted supports this, namely if the level of commitment to the teacher's organization is high, there will be no difficulty in completing the workload and will not increase performance motivation so that it will affect teacher performance (Abdullahi et al., 2018).

Based on the phenomenon that occurred, the researcher made an observation to high school teachers in Purwokerto regarding the current teacher's performance. A problem arises which is the focal point for researchers regarding the performance of teachers below average due to the sub-optimal fulfillment of workloads and a lack of sense of belonging to the organization so that the achievement of the workload is not optimal and the lack of a sense of contributing to the achievement of school goals. Of course, this can affect the performance of teachers, there are still teachers who find it difficult to do online learning, causing obstacles that cause learning given to students only improperly and lack of confidence in fulfilling workloads. Therefore, the level of commitment of the teacher's organization to the school will generate confidence in teachers which can improve teacher performance. The commitment that teachers have towards their school and the teacher's belief in themselves is something that has never been assessed or evaluated against high school teachers in Purwokerto so it requires special attention so that teachers can feel that the performance that has been done so far is very important for themselves and the progress of school development in achieving the goals set.

Based on observations on the performance of high school teachers in Purwokerto, it was found that the results of these observations indicated that the teacher's performance was still not the best. This fact can be seen from the readiness of teacher learning such as class management, task planning, work discipline, and teacher responsibilities that have not achieved the best results, less than optimal classroom management due to ineffective communication with students, and the fulfillment of workloads that are not optimal so that it can affect teacher performance. the. If the teacher has problems in fulfilling the workload, it means that the teacher has a low level of self-confidence and low commitment to the organization, so that it will affect the teacher's performance.

II. Material And Methods
Research design

This research design uses the "descriptive statistical analysis method", which is a method designed to describe or describe existing phenomena and not man-made engineering. For quantitative research and the essence of this research is to use scale, quantity, or frequency. This research aims to examine how self-efficacy affects teacher performance through organizational commitment.

Population and Sample

All high school teachers in Purwokerto, A total of 8 senior high schools became the population in this study which included high school 1 Purwokerto, high school 2 Purwokerto, high school 3 Purwokerto, high school 4 Purwokerto, high school 5 Purwokerto, high school Al-Irsyad Al Islamiah. Purwokerto, high school Muhammadyah Purwokerto and high school Brudderan Purwokerto totaling 400 teachers. If the population is heterogeneous, then the sampling technique is used. The selection of this sample uses a proportional stratified random sampling technique, in which the sample of respondents is taken randomly or randomly from the population then the sample is taken proportionally. As a survey according to the SEM requirements the sample size needed is 100-200 teachers, so the survey used in this study is 200 teachers.

Type of Data

This study using quantitative data through statistical procedures (measurement). Sources of data in this study use the main source and the auxiliary sources used by researchers which can be described as follows: The main data consists of a series of questions (questionnaires) that are distributed or distributed to respondents (Purwokerto high school teachers). Secondary data or supporting this research include literature research to support a theory, previous research, and a list of Purwokerto high school teachers.

Data analysis

This study uses data analysis techniques with numbers or statistics. Using the PLS (Partial Least Squares) data analysis method in quantitative data analysis. Partial Least Square is a quantitative method that has changed from a covariance-based SEM (Structural Equation Modeling) method to a variable-based method (Ghozali, 2014).

Parameters estimated using PLS are divided into three categories in structural models and measurement models (Willy & Jogiyanto, 2015: 180), namely:

- The weight estimate is the parameter estimate used to generate the sum (score) for the latent variable. Weight estimation is used to measure validity and reliability.
- Path estimation, which shows the weight of the dependent variable's contribution to changes in the independent variable. Path estimation is done to produce the value of the internal model and the external model.
- The average value of the latent variables that will be used as a parameter, the causal correlation, and the mean value of the sample obtained.

1. Measurement model (external model / outer model)
   The outer model is a concept before going through the optimization stage of the measurement model, so the resulting values cannot be tested on the prediction model for relationships and causality. This outer model is carried out to test the level of structural validity and reliability of the instrument (Willy & Jogiyanto, 2015: 194). The validity test is used to see the ability of research tools in measurement. And the reliability test is carried out in order to see the consistent level of measuring instruments and is carried out to measure the consistency of respondents when answering statements or questionnaires that are distributed (Willy & Jogiyanto, 2015: 194).

2. Structural model (internal model / inner model)
   R^2 can be used to evaluate the structural model (internal model) on the PLS of the lower level structure, the t value of each path, or the path coefficient value to test the importance of the structure in the inner model (Willy and Jogiyanto, 2015). The results of R^2 are carried out to measure the degree to which changes occur in the independent variable on the dependent variable. The inner model shows the level of significance in hypothesis testing. (Willy & Jogiyanto, 2015: 197). The evaluation criteria for R^2 is 0.67 (classified as high); 0.33 (classified as moderate) and 0.19 (classified as low) (Jonathan & Umi, 2015: 23).

3. Hypothesis testing
   The calculation that will be used in hypothesis testing is the measured result in the output path coefficient (external path coefficient). For the path coefficient score represented by the T statistic, for the two-sided hypothesis, it must be> 1.96 for the 5% alpha hypothesis test, and for the one-tailed hypothesis, it must be more than 1.64. The criteria in the hypothesis to be accepted is whether the statistical value is t> t table, or it can be seen with the p-value <0.05 (Willy & Jogiyanto, 2015).

III. Result

a. Respondents' responses to teacher performance variables

This study measures teacher performance variables with 8 statement items and the measurement dimensions are focused on quantity, quality, effectiveness, efficiency, and independence.

Table no 1: Average Answer Value on Teacher Performance Variables

No	Question	Mean	Description
1.	I can complete the teaching according to the target that has been set	3,52	High
2.	I try to produce the quality of teaching that is in line with the target	3,51	High
3.	I am assisted by infrastructure so that teaching becomes perfect	3,66	High
4.	I finished the job completely	3,60	High
5.	I rarely make mistakes in the teaching and learning process	3,63	High
6.	I have a good teaching strategy when I teach	3,55	High
7.	When doing my teaching, I always meet the target	3,65	High
8.	I did a good job and right	3,73	High

Respondents' responses in table 1 show the total question of teacher performance variables that have been tested for the validity of 8 items and all of them have a high category assessment. The highest response is to do a job well and correctly, which is a sense of self-efficacy. Self-efficacy describes confidence in a person's teaching ability.

b. Respondents' responses to the Self-efficacy variable

The self-efficacy variable in this study was measured by 6 statement items. After going through the validation stage, all questions were declared valid.

Table no 2: The Average Value of Respondents' Answers on the Self-efficacy Variable

No	Question	Mean	Description
1.	When I can finish work calmly then my performance is good	3,63	High
2.	I have good teaching experience so my performance is good	3,51	High
3.	I know the goals I set for myself in my work so that the quality of my work is good	3,56	High
4.	I feel ready for the demands of work so that the quality of my work is good	3,60	High

Respondents' responses in table 2 show the total question of the self-efficacy variable that has been tested for the validity of 4 items and all of them have a high category assessment. The highest response lies in the self-confidence of being able to complete work calmly so that performance is good

c. Respondents' responses to organizational commitment variables

In this study, the variable organizational commitment was measured by 6 statement items. After the validation stage, all problems are declared valid.

Table no 3: The Average Value of Respondents' Answers on Organizational Commitment Variable

No	Question	Mean	Description
1.	I feel comfortable having a commitment to work so that my performance is good	3,80	High
2.	I have the same goals as this institution so that the quality of my work is good	3,79	High
3.	I have a stable commitment so that I have a good performance	3,79	High
4.	I follow the policies in the institution so as to produce good quality work	3,80	High
5.	I followed the applicable institutional rules so as to produce good performance	3,80	High

Respondents' responses in table 3 show the total question of the organizational commitment variable that has been tested for the validity of 5 items and all of them have a high category assessment.

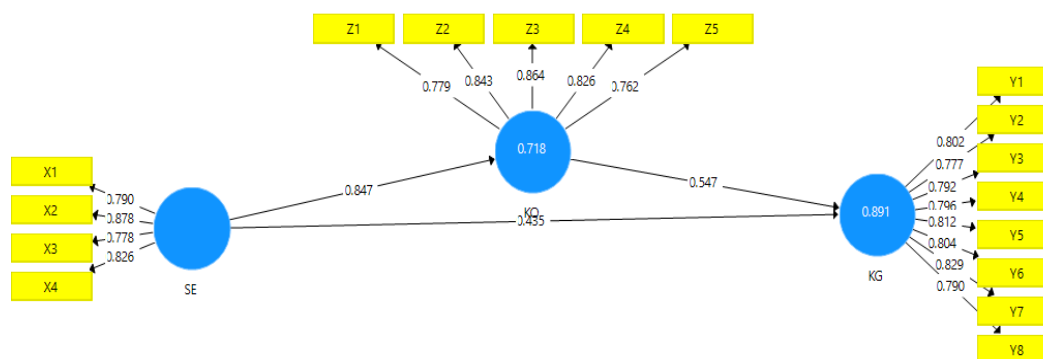1. Measurement model (external model / outer model)

Figure no 1: Outer Model

a. Convergent Validity Test

Convergent validity test can be observed from the loading factor value, if the loading factor value> 0.7 then the validity of the variable is fulfilled

Table no 4: Value of Loading Factor

Variables	Teacher Performance	Organizational Commitment	Self-efficacy
X1			0,790
X2			0,878
X3			0,778
X4			0,826

Y1	0,802	
Y2	0,777	
Y3	0,792	
Y4	0,796	
Y5	0,812	
Y6	0,804	
Y7	0,829	
Y8	0,790	
Z1		0,779
Z2		0,843
Z3		0,864
Z4		0,826
Z5		0,762

Based on table 4, it can be seen that each loading factor value of the variable Self-efficacy, Organizational Commitment, and Teacher Performance. Obtained a loading factor value of more than 0.7, thus it can be said to be valid.

b. Discriminant Validity Test

The discriminant validity test can be observed from the number of cross-loading values, if the value is> 0.7 then the validity test in one variable is fulfilled

Table no 5: Discriminant Validity

	Teacher Performance	Organizational Commitment	Self-efficacy
Teacher Performance	0,800		
Organizational Commitment	0,915	0,816	
Self-Efficacy	0,898	0,847	0,819

Based on the table above, it is obtained the cross-loading value of each latent variable against the other latent variables.
1. Teacher Performance Variables
   Obtained a cross-loading value of 0.898 for the Self-efficacy variable and 0.915 for the Organizational Commitment variable. This means that the teacher performance variable has an effect on Self-efficacy and Organizational Commitment.
2. Organizational Commitment Variable
   Obtained a cross-loading value of 0.847 on the Self-efficacy variable. This means that the Organizational Commitment variable has an effect on Self-efficacy.
It can be concluded that all latent variables in this study influence each other because the discriminant validity value obtained is more than 0.70.

c. Reliability Test

The reliability test on SmartPLS used 2 methods, namely the Cronbach's alpha reliability test and the composite reliability. The Cronbach's alpha value is carried out to calculate the reliability value of the structure, and the composite reliability is carried out to calculate the true value of the structural reliability (Chin, in Willy & Jogiyanto, 2015). The value or result that is declared fulfilled by the reliability of the composite is> 0.7, if the value is 0.6, it is said to be acceptable.

Table no 6: Cronbach's Alpha Reliability Test

	Cronbach's Alpha
Teacher Performance	0,920
Organizational Commitment	0,874
Self-Efficacy	0,836

Based on the table above, each variable gets a value of 0.920, 0.874, and 0.836, thus all variables meet the Cronbach's Alpha reliability test.

Table no 7: Composite Reliability Test

	composite reliability
Teacher Performance	0,934
Organizational Commitment	0,908
Self-Efficacy	0,890

Based on the table above, each latent variable gets a value of 0.934, 0.908, and 0.890, thus all latent variables meet the composite reliability test.

d. Test of Significance of Weights

The formative indicator weight value with its structure must be significant if the value is> 0.05. The greater the weight value, the stronger the model.

Table no 8: Test of Significant of Weights

Variable	Weight Value
X1	0,278
X2	0,359
X3	0,305
X4	0,276
Y1	0,148
Y2	0,145
Y3	0,159
Y4	0,170
Y5	0,172
Y6	0,145
Y7	0,166
Y8	0,143
Z1	0,238
Z2	0,227
Z3	0,272
Z4	0,267
Z5	0,220

Based on the table above, the value of significance of weight above shows that all significant values are greater than 0.05, thus all values of significance of weight are met.

e. Multicollinearity Test

The multicollinearity test determines the relationship between indicators. In order to know whether the formation index has experienced multicollinearity by looking at the VIF value. It can be said that the VIF value is 5-10 which indicates that the indicator has multicollinearity.

Table no 9: Multicollinearity Test

Variable	VIF
X1	1,782
X2	2,222
X3	1,622
X4	2,080
Y1	4,553
Y2	3,280
Y3	2,446
Y4	2,654
Y5	2,965
Y6	3,726
Y7	2,834
Y8	4,271
Z1	1,934
Z2	2,639
Z3	2,600
Z4	2,151
Z5	2,088

Based on the table above, the VIF value of each indicator is obtained, it can be observed that all variables have a VIF value <5, thus the indicators in this study do not have multicollinearity symptoms.

2. Structural Model (Inner Model)

R^2 can be used to evaluate the structural model (internal model) on the PLS of the lower level structure, the t value of each path or the path coefficient value to test the importance of the structure in the inner model (Willy and Jogiyanto, 2015). The results of R^2 are carried out in order to measure the degree to which changes occur in the independent variable on the dependent variable. Inner model shows the level of significance in hypothesis testing. (Willy & Jogiyanto, 2015: 197). The evaluation criteria for R^2 is 0.67 (classified as high); 0.33 (classified as moderate) and 0.19 (classified as low) (Jonathan & Umi, 2015: 23).

Table no 10: Value of R^2

	R Square	R Square Adjusted
Teacher Performance	0,891	0,890
Organizational Commitment	0,718	0,716

Based on the table above, the R^2 value of teacher performance from the latent variable which is influenced by the self-efficacy variable and organizational commitment as an intervention variable is 0.891. So it can be said that the structural model of this research is very important or has a significant effect. effect. Then for the latent variable organizational commitment which is influenced by the self-efficacy variable, the value of R^2 is 0.718, which means that it is substantial or has a significant effect.

3. Hypothesis testing

The results seen in hypothesis testing are the number or value included in the output path coefficient (outer path coefficient). For the path coefficient score represented by the T statistic, for the two-sided hypothesis it must be> 1.96 for the 5% alpha test, and for the one-tailed hypothesis it must be greater than 1.64. The criteria or measure for acceptance of the hypothesis is whether the statistical value is t> t table, or it can be seen from the p-value <0.05 (Willy & Jogiyanto, 2015). This t test uses the Bootstrapping method with a total subsample of 300 with a confidence level of 0.05

Table no 11: t test

	O	M	STDEV	T Statistics	P Values
Self-Efficacy -> Teacher Performance	0.435	0.429	0.057	7.607	0.000
Self-Efficacy -> Organizational Commitment	0.847	0.848	0.025	33.695	0.000
Organizational Commitment -> Teacher Performance	0.547	0.552	0.055	9.989	0.000

Based on the t-test table, it can be observed that the value of each T statistic and the P-value of each latent variable is described as follows:
1) The P-value of the self-efficacy variable on teacher performance is 0.000 <0.05. Therefore, it can be interpreted that self-efficacy has a significant effect on teacher performance.
2) The P-value of the self-efficacy variable on the organizational commitment variable is 0.000 <0.05. Therefore, it can be interpreted that self-efficacy has a significant effect on organizational commitment.
3) The P-value obtained by the organizational input variable on teacher performance is 0.000 <0.05. Therefore, it can be interpreted that organizational commitment to teacher performance has a significant effect.

IV. Discussion
1. The Effect of Self-efficacy on Teacher Performance

This study, found evidence that the variable self-efficacy on teacher performance reached a P value of 0.000 <0.05. The original sample estimate is positive, namely 0.435, indicating that the direction of the relationship or correlation between self-efficacy and teacher performance is significant. Therefore, it can be concluded that the self-efficacy variable has a significant effect on teacher performance variables, which supports hypothesis 1.

Self-efficacy in this study is measured by 4 indicators. Table 2 lists the distribution of the average answers for these 4 indicators. The respondents' responses in Table 2 indicate that they have all received a higher category evaluation. The highest response is the self-confidence to be able to finish work calmly so that it can work well. This means that the teacher has a high sense of self-efficacy. Therefore, when the teacher has an optimal level of self-efficacy, the better the performance level of the teacher.

Measurement of the bootstrapping level of the highest self-efficacy can be seen in the second statement with a value of 0.878, namely "I have good teaching experience so that my performance is good" in this statement it can be seen that the respondent or teacher has confidence in himself based on the experiences that have been encountered so that The teacher feels that he can solve various problems at work properly by learning from some of the experiences in the past that the teacher has gone through. Self-efficacy that is owned by looking at teaching experience is included in the dimension of strength indicators, where these indicators measure persistence in dealing with tasks and the influence of personal experiences.

Self-efficacy is a type of self-confidence that generates an internal driving force or driving force so that teachers can do something according to their goals, namely achieving good performance. The characteristics of self-efficacy are that the teacher can complete easy tasks until they are difficult to complete, can handle tasks beyond their means, teacher can endure and be resilient when doing assignments, and the teacher is diligent in

handling assignments rather than not being supported by the teacher Personal experience, consistency of homework and activities, as well as the readiness of teachers to face the impact of all situations.

Theoretically, the results of this study are in line with previous research that shows that self-efficacy has a direct effect on the performance of Chinese high school teachers with a high-level dimension because high school teachers in China can to face tasks beyond their abilities (Wu Y et al., 2019). The results of this study are also in line with the results of previous studies which state that teachers in Korean labor institutions have a high level of persistence or persistence in completing their work so that self-efficacy has a positive effect on teacher performance in Korean labor institutions (Song JH et al., 2018)

2. The Effect of Self-efficacy on Organizational Commitment

The results of this study found evidence that the P-value of the self-efficacy variable on the organizational commitment variable was 0.000 <0.05. The original sample estimate is 0.847 which shows a positive relationship or correlation between self-efficacy and organizational commitment. Therefore, it can be concluded that the self-efficacy variable on the organizational commitment variable has a significant effect, thus supporting hypothesis 2.

Teachers who have good self-efficacy or self-efficacy in their ability to complete the workload and teaching and learning process can be seen from the high commitment of the teacher to the organization or school. When the teacher is consistent in his duties and activities so that he feels that the goal is for personal interest as well as the interest of the organization or school in achieving its goals, the teacher is also affectively committed to the organization.

This is in line with previous research which states that self-efficacy has a positive relationship with organizational commitment (Nazar Omer Abdallah Ahmed, 2017). The results of this study also support the results of previous studies which state that self-efficacy is directly related to organizational commitment. (Albrecht, S.L & Marty, A.b., 2017)

3. The Effect of Organizational Commitment on Teacher Performance

The results of this study found evidence that the P-value of the organizational commitment variable on teacher performance was 0.000 <0.05. The original sample estimate has a positive sign, namely 0.547, which indicates that the direction of the relationship or correlation between organizational commitment and teacher performance is positive. Therefore, it can be concluded that the variable organizational commitment to the teacher performance variable has a significant effect, thus supporting hypothesis 3.

Organizational commitment in this study is measured by five indicators. In table 3 it can be observed that the average distribution of answers for these 5 indicators. In table 3, the respondents' responses show that the overall question of organizational commitment variables has a category assessment with a high score than other variables. This can prove that when the teacher has an optimal organizational commitment, the performance is also optimal, as well as when the teacher's organizational commitment is low, the level of performance is also low.

The bootstrapping measurement of the highest level of organizational commitment can be seen in the third statement with a value of 0.864, namely "I have a stable commitment so that my performance is good" in this statement it can be seen that the respondent or teacher has a stable commitment, in the sense that the teacher is not easy. affected by the workload which will result in a decrease in commitment to the school. Having a stable commitment is included in the normative commitment indicator, which is a form of commitment to survive because it has an obligation that must be done for a school or organization in achieving predetermined goals.

Organizational commitment reflects the knowledge and understanding of individuals about the organization. A person with a high level of dedication tends to think of himself as an actual member of the organization. The organizational dedication can be shown by the teacher's evaluation of the organization. Organization is part of the teacher's life and emotionally attached to the organization in which he works.

This is in line with previous research which states that emotional organizational commitment affects teacher performance in Metropolitan Bauchi (Abubakar Sadiq Abdullahi, Rabiyatu Bashir Umar, and Maryam Salisu, 2018). The results of the research conducted are also in line with the results of previous studies which show that organizational commitment has a major effect on teacher performance. (Van Weinberg (T. Peccei, R.) and Decramer, A., 2020)

V. Conclusion

One of the goals or targets of teacher performance is to make a teacher complete the workload assigned to him as much as possible and can be as motivation in himself to carry out the task. As well as the level of self-confidence that can build good performance so that the effectiveness of performance will be achieved optimally so that the commitment of the teacher will also make someone adapt and try well with the continuous workload

for the creation of predetermined goals so that teacher performance to be optimal. Self-efficacy and organizational commitment are part of the factors that support teacher performance achievement.

The success of schools in preparing teachers with high self-efficacy such as good classroom management and fulfillment of the workload to be achieved and a high level of organizational commitment in the form of a feeling of belonging and taking part in the progress of school development that can facilitate teacher work and lighten the workload will result optimal teacher performance. Based on the results of the Partial Least Square analysis, the results show that the respondent's self-efficacy or self-confidence can affect the respondent's own performance. The high level of self-efficacy which is owned by the respondent results in good performance. Self-efficacy or teacher self-confidence possessed by respondents can affect organizational commitment. When a teacher has a good level of self-efficacy, the teacher's commitment will be stable. Likewise, the commitment possessed by respondents can affect teacher performance. When a teacher has a good level of organizational commitment, the teacher has a good performance.

Based on the origin sample value, the effect of self-efficacy on organizational commitment has the highest value, namely 0.847 than the other influences. Therefore, when teachers have confidence in themselves in completing assignments so that they do not have any obstacles, they will directly increase their sense of commitment to the school or organization.

Schools should pay more attention to the level of self-efficacy and organizational commitment possessed by teachers and not consider it as something that can be ignored and there is no overall assessment of it. To improve this, the school needs to provide training or workshops to hone the level of self-efficacy of teachers so that teachers feel more confident about themselves in completing work and have a sense of obligation to participate in achieving school goals so that the resulting performance becomes more optimal.

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