

Analysis of Teacher Performance Based on Training, Development, Commitment and Self-Efficacy as Intervening Variables in Leading State Senior High Schools, Palembang, South Sumatra, Indonesia

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Abstract: This study aims to examine the effects of training, development, and commitment on teacher performance, with self-efficacy serving as an intervening variable. A census sampling technique was employed, involving 243 teachers from leading public high schools in Palembang, South Sumatra, Indonesia. Data were analyzed using Structural Equation Modeling (SEM)-PLS. The findings indicate that training exerts a positive and significant influence on both teacher self-efficacy and performance. Conversely, development and commitment were found to have a negative impact on self-efficacy and no significant effect on teacher performance. Furthermore, self-efficacy demonstrated a positive and significant direct effect on performance. Regarding indirect effects, self-efficacy acts as a partial mediator for the relationship between training and performance, but it does not mediate the effects of development and commitment. These results suggest that while training is a robust predictor of performance, the negative role of commitment and development in this specific context requires further institutional evaluation.

Keywords: Training, Development, Commitment, Self-Efficacy, Teacher performance

INTRODUCTION

A primary concern of Indonesia’s national development is the quality of education and its ability to adapt to the demands of globalization (Yansyah et al., 2023). The current challenges in educational quality are evidenced by Indonesia's PISA (Programme for International Student Assessment) scores. According to the OECD, Indonesia remains below the international average, particularly in creative thinking, scoring only 19 out of 60 points. Consequently, the Indonesian government has prioritized the improvement of teacher quality, as outlined in the Minister of National Education Regulation No. 16 of 2007 regarding Academic Qualification Standards and Teacher Competencies. Incompetent teaching poses a significant risk to both the learning process and student outcomes. Therefore, enhancing teacher performance has become a strategic focus, particularly within Leading State Senior High Schools in Palembang. As elite institutions, these schools face intensifying public pressure to maintain superior teaching standards

Table 1. Summary of Average Performance Assessment Scores for Teachers at Leading State Senior High Schools (2022-2024)

No.	School Name	2022 (Mean Score)	Performance Category	2023 (Mean Score)	Performance Category	2024 (Mean Score)	Performance Category
1.	State Senior High School 17	90.5	Excellent	92.1	Excellent	92.7	Excellent
2.	South Sumatra Senior High School	89.9	Excellent	90.5	Excellent	92.5	Excellent
3.	State Senior High School 1	88.4	Excellent	92.0	Excellent	92.0	Excellent
4.	State Senior High School 3	82.6	Good	80.9	Good	93.7	Excellent
5.	State Senior High School 6	82.9	Good	83.9	Good	95.2	Excellent

Source: Leading State Senior High Schools, Palembang (2025)

The teacher performance assessment results indicate that Leading State Senior High Schools (SMAN Unggulan) in Palembang have successfully enhanced their performance over the past three years. Nonetheless, this research remains critical to ensuring sustainable quality, identifying potential areas for improvement, and establishing a benchmark for teacher quality development for other institutions. High public expectations regarding both academic and non-academic achievements necessitate a holistic approach to teacher performance enhancement, centered on training, professional development, organizational commitment, and the strengthening of self-efficacy.

Appropriate training and continuous development play a vital role in enhancing teacher knowledge, skills, and professionalism (Rakhmawati & Sofi, 2023). A systematic review by Maghfira and Asmirati (2025) confirmed that 100% of the twenty journals examined identified a positive and significant impact of training on teacher performance. This aligns with Kurniawan and Irsyad (2025), who found that human resource development—supported by institutional backing, seminars, and external workshops—boosts performance outcomes. Furthermore, teachers with high dedication and self-confidence tend to demonstrate superior professional performance, which directly improves the quality of education (Fitri, 2021). Professional commitment also plays a central role in achieving these performance targets (Istiqomah et al., 2024). Although numerous studies have explored the individual influences of training, development, and commitment, limited research has examined these variables simultaneously with self-efficacy as a mediating variable, particularly within the context of leading state schools. Therefore, this study aims to comprehensively explore the interplay between training, development, and commitment on performance, with self-efficacy as an intervening variable, filling a significant gap in the existing literature

Formulation of the Problem

Based on the background described above, this study addresses the following research questions:

1. Do training, development, commitment, and self-efficacy have a significant direct effect on teacher performance?
2. Do training, development, and commitment have a significant indirect effect on teacher performance through self-efficacy as an intervening variable?

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Goal Setting Theory

Developed by Locke and Latham (1990), Goal Setting Theory posits that specific and challenging goals significantly influence behavior by directing attention, stimulating effort, and facilitating the development of effective strategies. Performance is optimized when individuals possess high levels of commitment and receive adequate feedback. In the context of this study, Goal Setting Theory serves as a foundational framework: training assists teachers in understanding specific objectives, development equips them for long-term professional growth, and commitment acts as the core driver for goal attainment. Furthermore, increasing self-efficacy enhances a teacher's belief in their capacity to achieve these goals, ultimately leading to improved performance.

Training

According to Biech (2005), training is a transformative process focused on learning and organizational change. It is designed to help individuals acquire new knowledge, skills, and attributes necessary for their roles. Gustiana (2022) defines training as an opportunity provided by organizations to promote and enhance job-specific skills, while Hosen et al. (2024) emphasize that its primary objective is to enable employees to perform tasks competently and unlock their latent potential. To be effective, the training process must follow systematic stages, as suggested by Noe (2022): conducting needs assessments, ensuring basic skill readiness, creating a conducive learning environment, and ensuring the application of training content. According to Noe (2022), the key dimensions of training include design, implementation, and evaluation.

Development

Human resource development refers to organized learning activities designed within an organization to enhance individual and organizational performance through self-improvement and task optimization (Firladi & Hermawati, 2024). This process aims to improve outcomes through organizational development, training, and strategic employee growth, focusing primarily on long-term institutional goals. According to Auliyah and Rizqi (2024), the fundamental principle of development is to improve the quantity, quality, and overall capabilities of the workforce. Participants in such programs include both new and existing employees across managerial and operational levels (Irawandanu & Kusdiyanto, 2025). Aligning with Werther and Davis (1996), this study identifies three critical dimensions of development: professional development, continuing development, and organizational support.

Commitment

Organizational commitment is defined as the degree to which employees believe in and accept organizational goals, manifesting in a desire to remain within the institution (Mathis & Jackson, 2012). It represents a psychological construct characterizing an individual's relationship with the organization, which ultimately determines their decision to maintain membership (Siregar et al., 2023). The primary purpose of commitment is to ensure organizational stability and membership retention (Hayati et al., 2020). Indicators of committed behavior include loyalty, adaptability, a willingness to make sacrifices, and active support for institutional objectives. Furthermore, teachers with a strong work ethic tend to be more diligent and committed, often exerting effort beyond their core responsibilities. Based on the framework by Allen & Meyer (1990), organizational commitment is categorized into three dimensions: affective commitment, continuance commitment, and normative commitment.

Self-Efficacy

The most prominent cognitive theory regarding self-efficacy was developed by Bandura (1977), a former president of the American Psychological Association. Bandura's framework, rooted in social cognitive theory, posits that individuals' perceptions of their own mastery and achievement determine the types of goals they pursue and the level of risk they are willing to take. Consequently, self-efficacy emphasizes how individuals perceive their own talents, motivations, and behaviors. It describes an individual's confidence in their capability to execute specific actions required to achieve designated goals (Istiqomah et al., 2024). According to Bandura (1977), self-efficacy comprises three critical dimensions: magnitude (level of difficulty), strength (confidence in belief), and generality (transferability of skills)

Teacher Performance

Performance represents the level of success an employee achieves in completing assigned tasks. Irfan et al. (2024) define performance as the quantitative and qualitative work outcomes attained by an employee in fulfilling their responsibilities. Furthermore, performance is the result of an individual's effort in completing specific tasks based on sincerity, skill, experience, and time management (Abu Bakar et al., 2020). In essence, performance is the culmination of an individual's efforts within an organization to execute mandates with professional skill. For teachers, performance is evaluated through three primary dimensions (Herdiani, 2016): learning planning, learning implementation, and the assessment of learning outcomes. These dimensions align with the Minister of National Education Regulation No. 41 of 2007 concerning process standards, providing a comprehensive framework to measure pedagogical effectiveness from planning to evaluation.

Hypothesis Development

The Influence of Training on Teacher Self-Efficacy and Performance

Comprehensive training programs enable teachers to develop effective pedagogical methods, master subject matter, and refine their classroom skills, all of which contribute to higher self-efficacy. Empirical evidence suggests a significant relationship between professional training and self-efficacy (Izquierdo et al., 2025), noting

that structured learning processes are essential for boosting a teacher's confidence in their instructional abilities (Muñoz et al., 2024). However, some literature presents contrasting results, indicating no significant difference in self-efficacy levels before and after training interventions (Wijayanti, 2021). Furthermore, training is widely recognized as a positive driver of job performance. When tailored to specific institutional needs, training enhances the knowledge base and technical skills required to improve overall performance outcomes (Septiadi et al., 2022). Through targeted training, teachers can optimize classroom management, instructional strategies, and assessment techniques. In contrast, other studies have found that training does not always directly translate into improved performance (Husainah et al., 2024), suggesting that periodic evaluations and quality improvements are necessary to ensure training effectiveness (Irawandanu & Kusdiyanto, 2025).

The Role of Development in Enhancing Teacher Self-Efficacy and Performance

Low levels of self-efficacy often hinder individuals from completing their tasks effectively, thereby obstructing professional growth and developmental milestones. According to Zhou et al. (2023), improving teacher self-efficacy is intrinsically linked to professional development, particularly in the enhancement of personal and pedagogical skills. Empirical findings further demonstrate that positive self-development is strongly associated with high self-efficacy (Wardani et al., 2024). In an organizational context, productivity is often equated with performance; research by Nelson & Agatha (2025) suggests that tailored training and development programs not only elevate teacher performance but also boost overall productivity and the attainment of institutional goals. Furthermore, continuous and structured development initiatives provide teachers with meaningful opportunities to refine their professional output and sustain high performance levels (Irawandanu & Kusdiyanto, 2025).

Commitment to Teacher Self-Efficacy and Performance

Organizational commitment is characterized by loyalty and a deep alignment with the institution's vision, mission, values, and strategic goals. Teachers with high organizational commitment exhibit a strong belief in institutional values, a robust work ethic, and a persistent desire to maintain their membership (Shu, 2022). Commitment is a critical determinant of performance; committed employees are generally more proactive in participating in institutional activities and contributing to school success (Dewi et al., 2022). While some literature suggests that high commitment enables employees to overcome professional pressures and challenges, other studies have found that the relationship between commitment and performance is not always significant (Setyawati et al., 2023). Furthermore, the interaction between commitment and self-efficacy involves complex cognitive processes. Self-efficacy represents an individual's belief or expectation regarding their ability to execute the specific tasks required to achieve desired outcomes (Muñoz et al., 2024). Interestingly, recent research by Simarmata et al. (2024) indicated that while general self-efficacy might not always directly influence performance in every context, specific teacher efficacy remains a vital contributor to professional output. These varying findings highlight the need to further investigate how commitment influences performance both directly and indirectly through the lens of self-efficacy.

The Interplay of Training, Development, and Commitment on Performance through Self-Efficacy

Training programs are strategically designed to equip individuals with the specific knowledge and skills necessary to enhance professional performance. Empirical evidence indicates that while training often has a significant positive effect on performance, the direct influence of self-efficacy can vary across different organizational contexts (Kiftiyah & Banin, 2023). However, recent studies suggest that training impacts performance not only directly but also indirectly through the mediation of self-efficacy (Angriani, 2024). This implies that as training intensity increases, both professional competence and self-confidence improve, leading to superior performance outcomes (Marghareta & Damarwulan, 2021). Notably, Somuah et al. (2024) demonstrated that self-efficacy can fully mediate the relationship between training and contextual task performance.

Furthermore, high levels of self-efficacy encourage individuals to proactively seek growth opportunities. Teachers with strong self-belief are more likely to enhance their potential, embrace challenges, and foster self-development (Wardani et al., 2024). This is supported by Rahmadani and Efendi (2024), who found that professional development significantly impacts employee performance, with self-efficacy acting as a critical determinant in how teachers execute their duties (Suryanto & Sunarto, 2022). Ultimately, organizational success is rooted in a robust

commitment to performance. Commitment reflects an individual's dedication to the institution, creating a significant positive influence on overall professional output (Dewi et al., 2022).

Based on the theoretical framework and previous studies discussed above, this research proposes the following hypotheses:

H1: Training has a positive and significant effect on teacher self-efficacy.

H2: Training has a positive and significant effect on teacher performance.

H3: Development has a positive and significant effect on teacher self-efficacy.

H4: Development has a positive and significant effect on teacher performance.

H5: Commitment has a positive and significant effect on teacher self-efficacy.

H6: Commitment has a positive and significant effect on teacher performance.

H7: Self-efficacy has a positive and significant effect on teacher performance.

H8: Training has a positive and significant effect on teacher performance, mediated by self-efficacy.

H9: Development has a positive and significant effect on teacher performance, mediated by self-efficacy.

H10: Commitment has a positive and significant effect on teacher performance, mediated by self-efficacy.

METHODOLOGY

This study employs a quantitative research design. Data were collected using a census sampling method (saturated sampling), in which the entire population was included as the research sample. The sample consists of 243 teachers from Leading State Senior High Schools (SMAN Unggulan) in Palembang, South Sumatra, Indonesia. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS-SEM is particularly effective for complex models as it accounts for measurement error and provides robust estimations. To ensure statistical power, the study adheres to a minimum power level of 80% and a significance level (α) of 5% (0.05). This sample size of 243 exceeds the minimum requirements for PLS-SEM, ensuring the reliability of the estimated path coefficients.

RESULTS AND DISCUSSION

Results

This study utilized SmartPLS version 4.0.8 for data analysis. Given the presence of multidimensional constructs, the analysis employed a Second-Order Hierarchical Component Model (HCM) using the Embedded Two-Stage Approach with repeated indicators. The data analysis process followed a two-step procedure: first, evaluating the Measurement Model (Outer Model) to ensure the validity and reliability of the constructs, and second, assessing the Structural Model (Inner Model) to test the hypothesized relationships.

Measurement Model (Outer Model)

Measurement Model Assessment: Validity and Reliability

The assessment of the measurement model for the five constructs demonstrates robust reliability and validity. First, Training exhibited high internal consistency with a Composite Reliability (CR) of 0.990 and Cronbach's Alpha of 0.984, alongside excellent convergent validity (AVE = 0.970). Second, Development showed acceptable reliability (CR = 0.922; Alpha = 0.896) and convergent validity (AVE = 0.798). Third, Commitment achieved strong results with a CR of 0.935, Alpha of 0.896, and an AVE of 0.827. Fourth, Self-Efficacy demonstrated high reliability (CR = 0.981; Alpha = 0.972) and an AVE of 0.946. Finally, Teacher Performance yielded exceptional scores with a CR of 0.994, Alpha of 0.990, and an AVE of 0.981. Overall, all constructs met the established psychometric criteria: Outer Loadings exceeded 0.7, AVE values were well above the 0.5 threshold, Composite Reliability surpassed 0.7, and Cronbach's Alpha exceeded 0.6. These results confirm that the measurement model is both valid and reliable for further structural analysis.

Discriminant Validity

Discriminant validity was assessed using the Fornell-Larcker criterion and Cross-Loading analysis. According to the Fornell-Larcker criterion, discriminant validity is established when the square root of the Average Variance

Extracted (AVE) for each construct exceeds its highest correlation with any other construct. The results indicate that the square root of the AVE for Teacher Performance (0.990) is greater than its correlation with Self-Efficacy (0.973). Similarly, the correlations for Training (0.985), Development (0.893), and Commitment (0.909) are consistently lower than their respective AVE square roots, confirming adequate discriminant validity at the construct level. Furthermore, the Cross-Loading test demonstrates that each indicator or dimension correlates more strongly with its assigned construct than with others. For instance, the Training dimensions—design (0.992), implementation (0.989), and evaluation (0.973)—showed high loadings on their parent construct. In the Development variable, professional development (0.842), continuous development (0.970), and organizational support (0.863) also met the criteria. Commitment dimensions (affective: 0.902, continuance: 0.924, normative: 0.901) and Self-Efficacy dimensions (magnitude: 0.972, strength: 0.984, generality: 0.962) exhibited similar patterns. Finally, the Teacher Performance dimensions—learning planning (0.993), implementation (0.993), and assessment (0.985)—further validate the model's discriminant quality. Overall, the evaluation confirms that each measurement dimension effectively measures its respective variable.

Structural Model Assessment (Inner Model)

The structural model was evaluated by examining the R-square (R²) for the dependent variables and the path coefficients for the independent variables. The significance of these relationships was assessed using T-statistics and p-values obtained through the bootstrapping directed at 5,000 subsamples. The evaluation encompassed several critical metrics, including R², f² (effect size), Q² (predictive relevance), and the Goodness of Fit (GoF) index (Hair & Alamer, 2022).

R-Square Test Results

According to Chin (1998), R² values of 0.67, 0.33, and 0.19 are categorized as substantial (strong), moderate, and weak, respectively. A higher R² value indicates a greater predictive power of the model. The R² results for this study are presented in Table 2 below:

Table 2. R-Square Results

Endogenous Variables	R-Square	R-square adjusted	Predictive Power
Teacher Performance	0.890	0.888	Strong
Self-Efficacy	0.715	0.712	Strong

Source: Results of SmartPLS 4.0 Data Analysis (2025)

As presented in Table 2, the calculated R² values indicate that the model possesses substantial predictive power. These results demonstrate that the proposed model is capable of explaining a significant portion of the variance in the endogenous variables.

Effect Size Analysis (f²)

The f² test is a metric used to evaluate the relative impact or contribution of an independent variable on an endogenous variable. Following the criteria established by Hair and Alamer (2022), the f² values are categorized into three levels of effect size: 0.02 (small), 0.15 (medium), and 0.35 (large). The results of the f² test for each path in this study are presented in Table 3:

Table 3. f² Effect Size Results

	Teacher Performance	Commitment	Training	Development	Self-Efficacy	Interpretation
Teacher Performance						
Commitment	0.001				0.020	Small Effect
Training	0.804				2.487	Large Effect
Development	0.001				0.031	Small effect
Self-Efficacy	0.466					Large Effect

Source: Results of SmartPLS 4.0 Data Analysis (2025)

The f^2 results indicate that Training exerts a substantial influence on both Self-Efficacy (2.487) and Teacher Performance (0.804), both of which are categorized as large effects. Conversely, the Development variable shows a small impact on teacher performance (0.001) and self-efficacy (0.031). Similarly, Commitment exhibits a small effect on both teacher performance (0.001) and self-efficacy (0.020). Furthermore, the influence of Self-Efficacy on Teacher Performance is found to have a large effect with a value of 0.466.

Predictive Relevance (Q²) Analysis

Predictive relevance (Q²) is assessed to determine the model's ability to accurately predict observed values. According to Chin (1998), a model possesses predictive relevance if the Q² value is greater than zero (Q² > 0). Conversely, a Q² value of less than zero (Q² < 0) indicates a lack of predictive relevance for the model. The Q² test results are presented in Table 4 below:

Table 4. Q² Predictive Relevance Results

Endogenous Variables	Q ²
Teacher Performance	0.833
Self-Efficacy	0.705

Source: Results of SmartPLS 4.0 Data Analysis (2025)

The analysis results in Table 4 reveal that the Q² value for Teacher Performance is 0.833, while the Q² value for Self-Efficacy is 0.705. Since both values are substantially greater than zero, it can be concluded that the research model possesses strong predictive relevance. This indicates that the model is highly capable of predicting the observed values for both teacher performance and self-efficacy within the context of this study.

Goodness of Fit (GoF) Analysis

The Goodness of Fit (GoF) index is used to validate the overall model performance by combining the quality of the measurement model (outer model) and the structural model (inner model). Following the criteria established by Ghozali (2021), GoF values are categorized into three levels: 0.10 (small), 0.25 (medium), and 0.36 (large). Higher GoF values indicate that the model represents the data more accurately. The results of the GoF test are presented in Table 5 below:

Table 5. Goodness of Fit (GoF) Analysis

Cumulative Level	Mean R Square	GoF Index
0.964	0.8025	0.880

Source: Results of SmartPLS 4.0 Data Analysis (2025)

The analysis results indicate that the calculated GoF value falls into the high category, demonstrating that the research model is highly compatible with the empirical data. This suggests a strong overall fit between the proposed theoretical framework and the observed results.

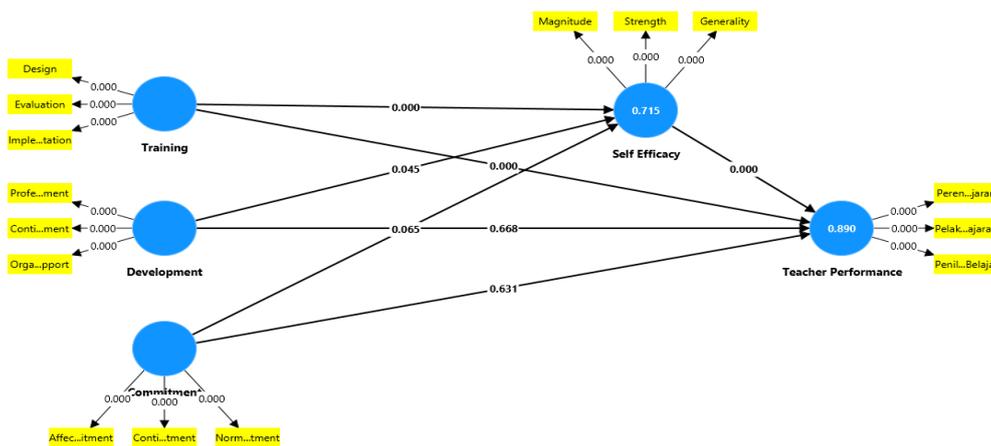


Figure 2. Structural Model and Mediation Analysis Results

Source: SmartPLS 4.0 Output (2025)

Hypothesis testing was conducted using the bootstrapping method. Path coefficients were tested using p-values and t-statistics to measure the influence of exogenous variables (X) on endogenous variables (Y) through mediation (Z). The following are the results of the hypothesis test analysis:

Table 6 Hypothesis Testing

Connection	Original sample	T Statistics	P value	Results
Training > Self-Efficacy	0.844	29,690	0.000	Positive and significant, H1 is accepted
Teacher Performance > Training	0.558	5,444	0.000	Positive and significant, H2 is accepted
Development > Self-Efficacy	-0.111	2,002	0.045	Negative and significant, H3 is accepted
Development > Teacher Performance	0.012	0.429	0.668	Positive and insignificant, H4 is rejected
Commitment > Self-Efficacy	0.091	0.481	0.065	Positive and insignificant, H5 is rejected
Teacher Performance > Commitment	0.011	1,846	0.631	Positive and insignificant, H6 is rejected.
Self-Efficacy > Teacher Performance	0.425	4,268	0.000	Positive and significant, H7 is accepted
Training -> Self-Efficacy -> Teacher Performance	0.359	4,215	0.000	Positive and significant, H8 is accepted
Development -> Self-Efficacy -> Teacher Performance	-0.047	1,949	0.051	Positive and insignificant, H9 is rejected.
Commitment -> Self-Efficacy -> Teacher Performance	0.039	1,732	0.083	Positive and insignificant, H10 is rejected

Source: Results of SmartPLS 4.0 Data Analysis (2025)

Discussion

The Effect of Training on Self-Efficacy

The results demonstrate that training has a positive and significant effect on teacher self-efficacy. Well-executed training programs provide a substantial contribution to enhancing teachers' belief in their professional capabilities. These findings are consistent with Mitra & Attiq (2024), who suggest that increased participation in training correlates with higher self-confidence. This implies that as teachers acquire more specialized skills through training, their professional self-assurance grows accordingly. Conversely, this study diverges from the findings of Wijayanti (2021), which indicated no significant difference in teacher self-efficacy before and after training. This discrepancy may suggest that training does not always guarantee an immediate shift in self-confidence unless it is tailored to specific professional needs. From the perspective of Goal-Setting Theory, these results align with the principle that clear and measurable objectives can bolster self-confidence. Training serves as a mechanism to clarify professional goals and sharpen essential skills, thereby increasing teachers' efficacy in achieving their educational targets.

The Effect of Training on Teacher Performance

The findings indicate that training has a positive and significant effect on teacher performance. This is consistent with Sitompul et al. (2025), who found that teacher training programs significantly bolster professional output. Well-tailored training initiatives enhance the technical skills and pedagogical knowledge of educators, which directly translates into improved classroom performance. However, these results contrast with the studies by Husainah et al. (2024) and Irawandanu & Kusdiyanto (2025), which suggested that training alone does not always lead to immediate performance differences unless accompanied by periodic quality improvements and rigorous evaluations. Within the framework of Goal-Setting Theory, these findings suggest that training acts as a strategic vehicle for setting specific, challenging professional goals. Effective training should not be viewed merely as a routine activity; rather, it must be a continuous process of refinement and adaptation to meet the evolving needs of teachers.

The Influence of Development on Self-Efficacy

The findings reveal that professional development exerts a significant influence on self-efficacy. This study aligns with Wardani et al. (2024), who demonstrated that positive self-development is fundamentally linked to higher levels of self-efficacy. Specifically, the results suggest that an individual's confidence in their professional capabilities is further bolstered when development is supported by a conducive work climate. This is consistent with Ariani and Nugroho (2020), who argued that self-efficacy maintains a critical relationship with human resource development. However, these results differ slightly from Francois (2020), whose research indicated that participation in professional development programs designed for competency improvement did not necessarily correlate with increased teacher self-confidence. This discrepancy suggests that the quality and relevance of the development program may be more influential than mere participation. From the perspective of Goal-Setting Theory, the current study confirms that goal-oriented development can enhance self-confidence in achieving professional objectives, even if the magnitude of the effect varies.

The Influence of Development on Teacher Performance

The results indicate that development has no significant effect on teacher performance. This finding aligns with Yueqin & Mohammed (2024), who argued that the quality of teacher performance does not necessarily depend on the scale of development initiatives. Instead, performance is more closely tied to the teacher's ability to implement newly acquired skills and the specific school context in which the development occurs. Conversely, this study diverges from the findings of Irawandanu & Kusdiyanto (2025), who reported that human resource development exerts a positive and significant influence on performance. This discrepancy suggests that in the current context, professional development programs may need to be more meticulously designed and integrated with daily tasks to yield a measurable impact on performance. Furthermore, these findings do not fully align with Goal-Setting Theory, implying that without the presence of clear, challenging, and accepted performance goals, development activities alone may fail to drive significant improvements in professional output.

The Influence of Commitment on Self-Efficacy

The results indicate that commitment has a weak and non-significant effect on self-efficacy. In this context, the level of organizational attachment or loyalty was not the primary driver in bolstering teachers' confidence to perform their professional duties. These findings diverge from the studies by Istiqomah et al. (2024) and Suratno & Fauzan (2023), which suggested that commitment exerts a positive and significant influence on self-efficacy. The current study emphasizes that self-efficacy is a psychological construct shaped more profoundly by individual experience and mastery than by organizational loyalty. This finding offers a novel contribution to the literature by demonstrating that a high level of commitment does not automatically translate into higher professional confidence. Consequently, these results do not fully align with Goal-Setting Theory, which typically assumes that commitment is a precursor to the effort and self-belief required for goal attainment. It suggests that while commitment is essential for long-term loyalty, enhancing self-efficacy requires more direct interventions, such as specialized training and skill development, rather than just fostering organizational attachment.

The Influence of Commitment on Teacher Performance

The findings indicate that commitment has a weak and non-significant effect on teacher performance. This research suggests that while a teacher may feel deeply engaged with or loyal to the school, such emotional attachment does not necessarily translate into measurable performance improvements. These results are supported by Utami & Lestari (2022) and Setyawati et al. (2023), who also found that organizational commitment does not significantly drive professional output. Conversely, this study diverges from the findings of Dewi et al. (2022), which emphasize that commitment is a critical element influencing performance, as highly committed employees are typically more proactive in institutional activities. The discrepancy in this study implies that in the specific environment of SMAN Unggulan Palembang, commitment may function more as a stay-factor (loyalty) rather than a drive-factor (productivity). Consequently, these findings suggest that schools aiming to improve teacher performance should prioritize strengthening professional capacity and technical competencies rather than focusing solely on fostering organizational commitment.

The Influence of Self-Efficacy on Teacher Performance

The results demonstrate that self-efficacy has a positive and significant effect on teacher performance, implying that as teachers' self-belief in their capabilities increases, their professional performance improves accordingly. This finding is consistent with Wicaksono & Lutfi (2022), who showed that self-efficacy is a critical determinant of performance. Conceptually, self-efficacy is the product of cognitive processes involving an individual's beliefs or expectations regarding their ability to execute the specific tasks required to achieve desired outcomes (Muñoz et al., 2024). Conversely, these findings diverge from Elfira et al. (2024) and Simarmata et al. (2024), whose studies did not find a significant relationship between self-efficacy and performance. The discrepancy in those studies suggested that factors such as professional advancement might play a more dominant role, even if such advancement did not always yield performance improvements. Nevertheless, the current study reaffirms that in the context of SMAN Unggulan Palembang, high self-efficacy serves as a vital psychological foundation that directly enhances teaching effectiveness and overall professional performance.

The Influence of Training on Teacher Performance through Self-Efficacy

The results demonstrate that training exerts a positive and significant indirect effect on teacher performance through the mediation of self-efficacy. This indicates that training programs are not only effective in enhancing skills but are also successful in bolstering teachers' psychological confidence, which subsequently drives performance. Beyond individual effort, this relationship is often reinforced by managerial support and conducive educational policies. As teachers participate more frequently in targeted training, their professional self-efficacy increases, which in turn leads to superior performance outcomes (Marghareta & Damarwulan, 2021). These findings differ slightly from Kiftiyah and Banin (2023), who found that while training had a direct impact on performance, self-efficacy did not significantly influence employee output. However, the current study reaffirms that in the teaching profession, self-efficacy is a vital mediator. Effective training serves as a catalyst that strengthens a teacher's belief in their pedagogical abilities, ultimately resulting in enhanced classroom effectiveness and overall professional performance.

The Influence of Professional Development on Teacher Performance through Self-Efficacy

The impact of professional development on teacher performance through self-efficacy was found to be negative and insignificant. This finding contradicts the study by Irawandanu and Kusdiyanto (2025), which concluded that career development and self-efficacy both have positive and significant effects on performance. However, this study aligns with Woodcock & Hardy (2025), who suggest that professional development does not automatically boost teacher self-confidence. Furthermore, Gesel et al. (2021) emphasize that the impact of development on self-efficacy varies significantly and often yields only small effects. This research indicates that development programs do not directly improve teacher performance unless they are accompanied by adequate reinforcement of self-efficacy. Consequently, these findings are inconsistent with goal-setting theory, which posits that clear goals should enhance performance. In other words, self-efficacy does not yet function as an effective mediator for development programs to improve performance. Therefore, schools require more targeted interventions to achieve a more significant impact on teacher performance.

The Influence of Commitment on Teacher Performance through Self-Efficacy

The influence of commitment on teacher performance through self-efficacy was found to be positive but insignificant. This finding is inconsistent with the research by Istiqomah et al. (2024), which suggests that self-efficacy typically has a positive and significant effect on performance. While organizational commitment remains a critical factor, these results indicate that efforts to enhance teacher performance cannot rely solely on strengthening commitment and self-efficacy. Furthermore, this finding deviates from goal-setting theory, as the impact of commitment on teacher self-efficacy and performance in this context is not strong enough to drive the achievement of more challenging goals. To achieve more significant and sustainable improvements in teacher performance, schools should not only focus on organizational commitment and self-efficacy but also integrate various personal and organizational capability factors.

CONCLUSION AND SUGGESTIONS

Conclusion

1. Training exerts a positive and significant effect on both teacher self-efficacy and performance. Conversely, development has a negative and significant effect on self-efficacy, while its impact on teacher performance is negative and insignificant. Commitment shows a negative and insignificant effect on both teacher self-efficacy and performance. Lastly, self-efficacy demonstrates a positive and significant effect on teacher performance at SMAN Unggulan Kota Palembang.
2. Training has a positive and significant effect on performance as mediated by self-efficacy. Development, however, has a negative and insignificant effect on performance through self-efficacy. Finally, commitment shows a positive but insignificant effect on performance through the self-efficacy of teachers at SMAN Unggulan Kota Palembang.

Suggestion

Based on the findings, several suggestions are proposed to enhance educational outcomes. Primarily, schools should maximize training programs, as they are proven to significantly improve teacher self-efficacy and performance. Regarding the development variable, institutions need to critically review the form and quality of implemented programs, given that this study indicates a negative impact. Furthermore, to strengthen teacher commitment, schools should foster a supportive work culture, implement effective reward systems, and improve leadership communication. In terms of self-efficacy, it is essential for schools to provide psychological support and a conducive work environment to boost teacher confidence. Additionally, schools are advised to align training, development, and commitment strategies within an integrated performance management framework to ensure more effective implementation. Finally, for future researchers, these results serve as a reference to explore other influential factors such as school culture, leadership style, workload, and psychological well-being.

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