

# Analysis Of Teacher Self-Efficacy And Competence On Teacher Performance Through Organizational Support For Elementary School Teachers (Study In Loura District, Southwest Sumba Regency, East Nusa Tenggara Province)

Original Article

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## Abstract

This study aims to analyze the influence of self-efficacy and teacher competence on teacher performance with organizational support as an intervening variable in elementary school teachers in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province. The background of this research is based on the importance of improving the quality of educational human resources, where self-confidence, professional competence, and school organizational support play an important role in determining the success of teacher performance. The research method used is a quantitative approach with an explanatory research design. The research sample amounted to 45 elementary school teachers who were determined by a proportional random sampling technique. Data collection is carried out through questionnaires that have been tested for validity and reliability. Data analysis using Structural Equation Modeling (SEM) with the help of SmartPLS software. The results of the study show that: (1) self-efficacy has a positive and significant effect on teacher performance; (2) teacher competence has a positive and significant effect on teacher performance; (3) self-efficacy has a positive and significant effect on organizational support; (4) teacher competence has a positive and significant effect on organizational support; (5) organizational support has a positive and significant effect on teacher performance; and (6) organizational support is proven to mediate the influence of teacher self-efficacy and competence on teacher performance. This study concludes that the improvement of the performance of elementary school teachers in Loura District is not only determined by the self-efficacy and competence of teachers, but is also greatly influenced by the supporting role of school organizations. Thus, schools and education policy makers are expected to pay more attention to teacher empowerment through strengthening self-efficacy, improving competence, and sustainable organizational support.

**Keywords:** *Self-efficacy*, Teacher Competence, Organizational Support, Teacher Performance.

## 1. Introduction

The success of schools in realizing educational goals is highly dependent on the performance of teachers in the classroom. In addition, the role of teachers in schools is also crucial in the process of transforming life values in the younger generation. It is almost certain that there will be no improvement in the quality of educational outcomes without changes and improvements in the quality of teachers. Adam (2019) Educators (teachers) must constantly improve their competence and performance in carrying out their daily tasks because future



demands will be increasingly complex and difficult to predict. Providing various types of professional training and education to teachers is urgently needed. Such as teacher pre-qualification education, assessment training, and training in making IT-based learning media. All of this will affect the performance factor of teachers in the learning process every day. In explaining two important factors that affect teacher performance in schools, namely the qualification factor of teachers' standards and the relevance between the teacher's field of expertise and the teaching task. Azis and Suwatno (2019) In addition, the performance of teachers in the classroom is also greatly influenced by the leadership pattern applied by the principal, especially by encouraging the creation of a learning culture and building conducive school situations and conditions so that teachers and students can develop their creativity in learning. To achieve maximum results, the principal plays a role in moving, directing, guiding, protecting, setting an example, and providing encouragement to achieve school goals. (Adam, 2019).

Teacher performance runs in accordance with the goals that the School wants to achieve, when viewed when teachers prepare for teaching by bringing reference source books that are in accordance with the curriculum, complete teaching programs, teaching plans that are so complex with items that must be done in the future, and are equipped with good and very thorough material analysis. Meanwhile, the implementation of the program is carried out well, such as entering and exiting the classroom on time, and the presentation of material in accordance with the amount of time provided. What also needs to be considered is managing a classroom where teachers with a wide range of work experience can evaluate student learning outcomes in the classroom. The evaluation applied is in accordance with the standards used to improve grades, learning methods, and materials applied to existing students. If there are students who excel in the academic field, it will certainly make the teacher satisfied with the learning process that is applied to be able to produce achievements for the students he educates. Based on the background, the formulation of the problem in this study is:

- a) Does *Self-efficacy* Affect the Performance of Elementary School Teachers in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province?
- b) Does Teacher Competence Affect the Performance of Elementary School Teachers in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province?
- c) Does *Self-efficacy* affect the Support of the Elementary School in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province?
- d) Does Teacher Competence Affect the Support of Elementary School Organizations in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province?
- e) Does Organizational Support Affect the Performance of Elementary School Teachers in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province?
- f) Does *Self-Efficacy* Affect Teacher Performance through Organizational Support for Elementary School in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province?
- g) Does Teacher Competence Affect Teacher Performance through Organizational Support of Elementary School in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province?

## 2. Literature Review

### 2.1. Halal Self-efficacy

Bandura (in Schultz & Schultz, 1994) stated that self-efficacy is a person's feeling of sufficiency, efficiency, and competence in dealing with daily life. By finding and maintaining performance standards, a person can increase his self-efficacy, and failure to find and maintain those standards will reduce his self-efficacy. Based on the explanation above, it can be concluded that self-efficacy is an individual's belief in their ability to face and manage their life, related to the individual's assessment of their adequacy, efficiency, and competence in dealing with daily life. Self-efficacy theory predicts that teachers with high self-efficacy work harder and last longer when dealing with students who have learning difficulties. This is because the teacher believes in himself and his students. Based on the explanation above, it can be concluded that teacher self-efficacy is a teacher's belief in his ability to help his students in learning, including helping his students who have learning difficulties. Lunenburg in Shadow (2019), self-efficacy is the ability to solve problems in a variety of situations, act to solve specific tasks and problems, face obstacles, and achieve expected goals, which is expressed as individual beliefs. Bandura stated in Parler (2019) that self-efficacy is an individual's belief in the ability to manage responsibility.

### 2.2. Teacher Competence

In carrying out their duties, teachers as a teacher are not only required to master the material that will be delivered to students, but teachers must also be able to understand it broadly and deeply. Therefore, teachers must have competence in daily teaching. At least a teacher must be able and have basic competence and understanding of science in the field of his or her choice. Waw (2018: 5-6) states that the meaning of professional is "Etymologically, the term profession comes from the English word profession, which is rooted in the Latin *profesus*, which means to admit or declare to be able or expert in a form of work. Systematically, a profession is a position or job that requires expertise from its members, meaning that the job or position can only be done by people who have the skills demanded by the job itself. Teachers as professional educators must have a good image in society. This means that a teacher can show the community that he is worthy of being a role model or role model for the community around him. According to Maulinar (2021:145) states that "Professional competence is the ability of teachers to master knowledge in the fields of science, technology, and/or art and culture that they are taught which at least includes mastery: a) the subject matter broadly and in-depth in accordance with the content standards of the educational unit program, subjects, and/or subject groups to be taught and b) the concepts and methods of scientific disciplines, relevant technology, or art, that conceptually overshadows or is coherent with the educational unit program, subject, and/or group of subjects to be taught". Based on the above opinion, it can be concluded that the competence of teacher professionalism is the ability of teachers to master knowledge in the field of science, technology, or art and culture, and have a good image that can be a role model for society.

### 2.3. Teacher Performance

Job readiness is an important aspect that a person needs to have before entering the world of work. According to Slameto (2018), job readiness is the overall condition of an individual that makes him ready to provide a response or answer in carrying out work. Fitriyanto (2016) defines work readiness as a condition that shows the compatibility between physical, mental

maturity, and work experience so that individuals have the ability to carry out certain activities in relation to work. Meanwhile, according to Caballero et al. (cited in Mashadi & Usman, 2019), job readiness is a set of skills and behaviors necessary to work effectively in the modern work environment. Dalyono (2018) added that job readiness is the ability, skills, and work attitude that are in accordance with the demands of society and in accordance with the potentials of students in various types of jobs that can be directly applied. Further, Bandaranaike and Willison (2016) define job readiness as the possession of skills, knowledge, attitudes, and understanding that will enable graduates to make a productive contribution to organizational goals immediately after starting work.

#### **2.4. The Effect of Self-Efficacy on Performance**

Self-efficacy, according to Kreitner and Kinicki (2003), in Prasetya (2020), is a person's belief about their chances of successfully achieving a certain task. High self-efficacy individuals will achieve better performance because they have strong motivation, clear goals, stable emotions, and his ability to perform activities or behaviors successfully. Research conducted by Judge and Erez (2001) in Engko (2006) states a positive influence between self-efficacy and individual performance, and research conducted by Sapariyah (2022) states that good performance from a teacher will make self-efficacy even higher.

#### **2.5. The Influence of Competency on Performance**

Competence and performance can be said to be very mutually influential between the two where performance is a result or success of a person in carrying out his duties as said by Rivai and Basri (2005) stating Performance is the result or level of success of a person as a whole during a certain period in carrying out his duties while the quality of work is how a person who possesses the ability, skills and quality of an apparatus in carry out their duties. Research conducted by Dwi Indah Rosanti and Budiyanto (2022) conducted a study titled "The Influence of Education, Competence, and Compensation on Performance shows that education, competence, and compensation have a significant positive effect on teacher performance, as well as research conducted by Emmyah (2009) with the title "The Influence of Education, Competence, and Compensation on Teacher Performance."Competence to Employee Performance at the Ujung Pandang State Polytechnic shows that competence has a significant positive effect on performance.

#### **2.6. The Influence of Self-Efficacy on Performance Through Organizational Support**

The results of an empirical study conducted by Eisenberger et al (2002) show that teachers have a tendency to show a comprehensive belief that the organization they work for appreciates their contributions and cares about their well-being. Rhoades and Einsenberger (2002) stated that psychologically, Organizational Support moderates and strengthens the individual's belief (self-efficacy) that maximum support from the organization can improve the performance achieved by the employee. The Effect of Self-Efficacy on Teacher Performance through Organizational Support, according to Saltson & Nasiah (2021) states that Self-Efficacy has a significant effect on Teacher Performance through. Other research shows that the existence of Organizational Support has a significant impact on performance, and Darolia (2010) states that Organizational Support has a significant impact on teacher performance. According to Mohammed's (2021) study, his findings show that awareness of Organizational Support can have a significant impact on performance improvement.

## 2.7. The Influence of Professional Competence on Performance Through Organizational Support

The Organizational support that teachers feel reflects their deepest feelings about the organization's care and emphasis. Teachers with a sense of Organizational Support feel that in a situation where they need work or life support, the organization is willing to help; teachers personally feel respected, cared for, and recognized, and in turn show increased cooperation, identification, diligent performance of rewards, and reciprocity among workers (Defrionaldo & Rivai, 2019). Organizational Support, as measured by fairness, supervisor support, and organizational appreciation & working conditions, has been well managed by vendors so as to contribute to teacher job satisfaction. According to teachers' assessments, open communication and the availability of training are factors in increasing job satisfaction. (Putra et al., 2016) Organizational Support proposes that teachers form a general perception of the extent to which the organization provides adequate resources and values them as individuals, including the likelihood that the organization will value their performance and assist them during the term.

## 2.8. Hipotesis

Based on the formulation of the problem, the literature review, and the conceptual framework above, the following research hypothesis is proposed.

- a) It is suspected that Self-efficacy affects the Performance of Elementary School Teachers in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province
- b) It is suspected that Teacher Competence affects the Performance of Elementary School Teachers in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province
- c) It is suspected that Self-efficacy affects the Support of the Elementary School Organization, Loura District, Southwest Sumba Regency, East Nusa Tenggara Province
- d) It is suspected that Teacher Competence affects the Support of the Elementary School in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province.
- e) It is suspected that Organizational Support affects the Performance of Elementary School Teachers in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province
- f) It is suspected that Self-Efficacy affects Teacher Performance through the Support of the Elementary School Organization, Loura District, Southwest Sumba Regency, East Nusa Tenggara Province
- g) It is suspected that Teacher Competence affects Teacher Performance through the Support of the Elementary School Organization, Loura District, Southwest Sumba Regency, East Nusa Tenggara Province

## 3. Methods

This type of research, according to the method, is quantitative research (causal relationship), which is research on causal relationships of independent variables and dependent variables. Quantitative research is a type of research whose specifications are systematic, planned, and clearly structured from the beginning to the creation of the research design. Another definition that says quantitative research is research that requires a lot of the use of numbers, starting from data collection, interpretation of the data, and the presentation of the results (Sugiyono, 2016:55). This research was carried out in Loura District, Southwest Sumba Regency, East

Nusa Tenggara Province. This location was chosen because it is an area with a population of primary school teachers that is relevant to answering the research focus. The research implementation period is planned to last from March to May 2025. The population in this study is elementary school teachers in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province, with a total of 388 teachers. The sampling technique used is simple random sampling, where the researcher provides the same opportunity for each member of the group, namely elementary school teachers in Loura District, Southwest Sumba Regency, East Nusa Tenggara Province, to be selected as a random sample without paying attention to the strata in the population itself. The data collection procedure to be used in this study is a questionnaire. This method gives the respondent the responsibility to read and respond to statements from the questionnaire that can provide explanations about the purpose of the survey and statements that are not understood by the respondents. The questionnaire can be collected immediately after it is completed by the respondent. The results of the questionnaire were used to obtain data on the dimensions of the constructs that are being developed in this study. In this study, Partial Least Squares (PLS) was used. This method can be used on any type of data scale (nominal, interval, ordinal, and ratio). So in this study, the researcher used the help of SmartPLS software.

#### 4. Results and Discussion

In the future, improving the quality of basic education in Loura District must include aspects of access, quality, and relevance, with an emphasis on strengthening character, local culture, and technology. In addition, the synergy between local governments, schools, the community, and the private sector needs to be expanded so that the goal of improving the lives of Loura children can be achieved evenly and sustainably. An overview of the Primary School in Loura District shows that, despite being in challenging geographical and economic conditions, the potential for development is enormous. With the support of partisan policies, infrastructure improvements, teacher capacity building, and active community participation, primary education in Loura can be a solid foundation to form a young generation that is intelligent, resilient, and globally competitive, but still rooted in local values and Sumba culture.

Table 1. Characteristics of Respondents by Age

Age	Frequency	Percentage (%)
Under 30 years old	9	44,12
31 years-40 years old	20	29,41
41 years old - 50 years old	9	5,88
50 years old and above	7	20,59
Sum	45	100

Source: Data processed, 2025

Based on the table of respondents under the age of 30, as many as 9 people, those aged 31-40 years, as many as 20 people, those aged 41-50 years, as many as 9 people, and respondents who are 50 years old and above, amount to 7 people.

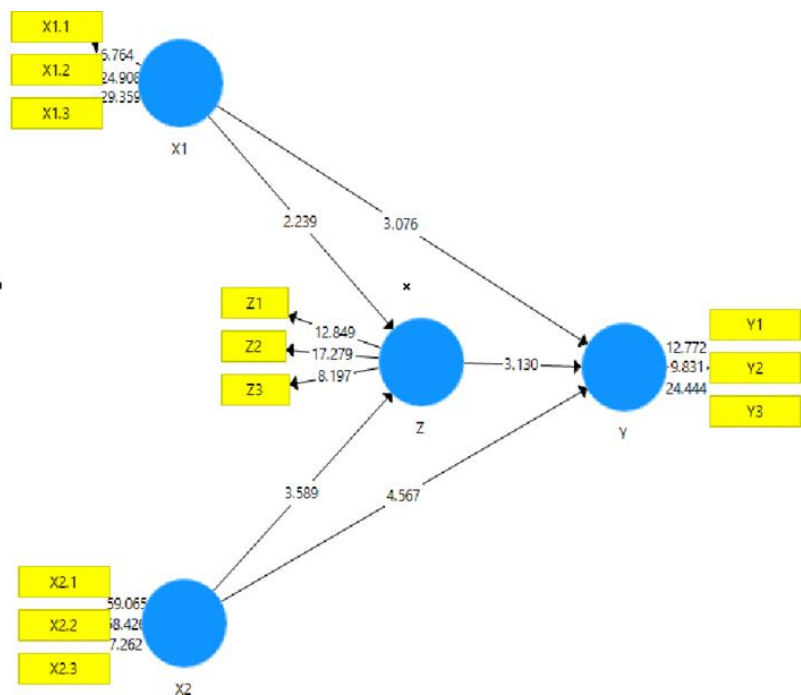


Figure 2. Measurement Models

From the PLS output image above, it can be seen the magnitude of the load factor value of each indicator located above the arrow between the variables and indicators, it can also be seen the magnitude of the path coefficients (path coefficients) that are above the arrow line between the exogenous variables, namely the Self Efficacy and Teacher Competency variables against the endogenous and exogenous variables, namely School Support and the endogenous variables, namely Teacher Performance. In addition, it can also be seen that the magnitude of the R-Square is right in the circle of endogenous variables, namely the Teacher Performance variable.

Table 2. Validity Test (Outer Model)

	Factor Loading (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic s ( O/STD EV )	P Values
X1.1 <- SELF-EFFICACY (X1)	0,681	0,674	0,101	6,764	<b>0,000</b>
X1.2 <- SELF-EFFICACY (X1)	0,882	0,884	0,035	24,908	<b>0,000</b>
X1.3 <- SELF-EFFICACY (X1)	0,895	0,894	0,030	29,359	<b>0,000</b>
X2.1 <- TEACHER COMPETENCE(X2)	0,940	0,942	0,016	59,065	<b>0,000</b>
X2.2 <- TEACHER COMPETENCE(X2)	0,1008	0,940	0,016	58,426	<b>0,000</b>
X2.3 <- TEACHER COMPETENCE(X2)	0,645	0,646	0,089	7,262	<b>0,000</b>
Y.1 <- TEACHER PERFORMANCE (Y)	0,827	0,825	0,065	12,772	<b>0,000</b>

Y.2 <- TEACHER PERFORMANCE (Y)	0,778	0,778	0,079	9,831	<b>0,000</b>
Y.3 <- TEACHER PERFORMANCE (Y)	0,855	0,8100	0,035	24,444	<b>0,000</b>
Z.1 <- SCHOOL SUPPORT (Z)	0,790	0,795	0,061	12,849	<b>0,000</b>
Z.2 <- SCHOOL SUPPORT (Z)	0,841	0,843	0,049	17,279	<b>0,000</b>
Z.3 <- SCHOOL SUPPORT (Z)	0,756	0,751	0,092	8,197	<b>0,000</b>

Source: Data processed

From the table above, the validity of the indicator is measured by looking at the Factor Loading Value of the variable to the indicator. It is said that the validity is sufficient if it is greater than 0.5 and/or the T-statistic value is greater than 1.96 (Z value at  $\alpha = 0.05$ ). Factor Loading is the correlation between an indicator and a variable; if greater than 0.5 is considered to be valid, and if the T-Statistic value is greater than 1.96, then its significance is met. Based on the outer loading table above, all reflective indicators on the variables Self Efficacy (X1), Teacher Competence (X2), School Support (Z) and Teacher Performance (Y) show that the loading factor (original sample) is greater than 0.50 and or significant (T-Statistic value is more than the value of  $Z \alpha = 0.05$  (5%) = 1.96), thus the results of the estimation of all indicators have met the Convergent validity or validity is good. The measurement of indicator validity can also be seen from the Cross Loading table, if the loading factor value of each indicator in each variable is greater than the loading factor of each indicator in the other variable, then the loading factor is said to be valid, but if the loading factor value is smaller than the indicator of the other variable, then it is said to be invalid.

Table 3. Structural Model Testing (Inner Model)

	<b>R Square</b>	<b>R Square Adjusted</b>
<b>TEACHER PERFORMANCE (Y)</b>	<b>0,727</b>	<b>0,711</b>
<b>SCHOOL SUPPORT (Z)</b>	<b>0,518</b>	<b>0,499</b>

The R2 value of School Support (Z) = 0.727, which can be interpreted as the contribution of the influence of the independent (exogenous) variable on the School Support variable, with a variance of 72.7% while the rest (100% - 72.7%) of 28.2% is explained by other variables. The R2Teacher Performance value (Y) = 0.518, which can be interpreted as the contribution of the influence of the independent (exogenous) variable on the Teacher Performance variable of 51.8% while the remaining (100% - 51.8%) of 49.2% is explained by other variables.

#### 4.1. The Influence of Self-Efficacy on Teacher Performance

Based on the results of the study, it can be concluded that Self-Efficacy has a significant influence on Teacher Performance in Elementary School in Loura District, Southwest Sumba Regency. These results show that the level of teachers' self-confidence in their ability to carry out professional tasks plays an important role in determining the level of success and effectiveness of work shown by teachers in the implementation of the learning process in schools. Self-efficacy, as explained by Bandura (1997), is an individual's belief in his or her ability to organize and carry out the actions necessary to achieve a certain performance. In this context, teachers who have high self-efficacy tend to be more confident in developing lesson

plans, managing classes, facing challenges in teaching and learning activities, and are better able to evaluate learning processes and outcomes objectively and constructively. In more detail, self-efficacy in this study was measured through three main indicators, namely magnitude, strength, and generality. All three contribute positively to improving the quality and productivity of teachers' work. Magnitude describes the level of difficulty of the task that the teacher is believed to be able to complete. The higher the magnitude, the greater the teacher's courage in taking the responsibility of teaching in classes with diverse student conditions. Teachers do not hesitate to apply innovative learning models or adjust learning approaches based on the characteristics of students. Strength, which is the strength of teachers' confidence in maintaining confidence despite difficulties or obstacles, also shows a strong influence on performance. Teachers who have high strength do not give up easily when they encounter obstacles in the learning process, both due to limited facilities, student conditions, and administrative burdens. They are more resistant to work pressure and still able to complete tasks consistently and responsibly. Meanwhile, generality describes the extent to which the teacher's belief in himself applies in various contexts or situations. Teachers with a high generality can maintain their work performance not only in the classroom, but also in other activities in the school environment, such as extracurricular activities, student coaching, administrative reporting, and collaboration with peers and principals. They are flexible in adapting to changes in policies or learning systems, such as the implementation of the Independent Curriculum.

#### **4.2. The Influence of Teacher Competence on Teacher Performance**

The results of the study show that Teacher Competence has a significant influence on Teacher Performance in Elementary School in Loura District, Southwest Sumba Regency. This indicates that the higher the competence that teachers have—in terms of mastery of materials, learning strategies, understanding of student characteristics, and the ability to evaluate learning—the higher the performance they show in carrying out professional tasks at school. Teacher competence is the main foundation for the implementation of the educational process. A competent teacher will be able to design learning that suits the needs of students, deliver it with the right methods, and conduct an objective and thorough evaluation. In this study, teacher competence was measured through three indicators, namely mastery of student characteristics, implementation of educational learning, and ability to evaluate learning. These three indicators contribute greatly to improving the quality of learning in the classroom and directly affect the results of teachers' work. Overall, the results of this study show that teachers who have high competence tend to have better performance, because they are more structured in preparing learning plans, skilled in delivering material, and consistent in reflecting on the teaching process. They also have a high level of adaptability to changes in curriculum and education policies, such as the implementation of the Independent Curriculum, and are more open to implementing learning innovations.

#### **4.3. The Effect of School Support on Teacher Performance**

The results of the study showed that School Support had a significant influence on Teacher Performance in Elementary School in Loura District, Southwest Sumba Regency. These findings reinforce the understanding that a supportive, fair, and conducive work environment plays an important role in encouraging teachers to carry out their professional duties and responsibilities optimally. School support in this context includes three main indicators, namely fairness, supervisor support, and working conditions. These three aspects not only play a role as technical support, but also affect teachers' psychology, especially in shaping motivation, job satisfaction, and enthusiasm to continue to develop in their profession.

#### **4.4. The Effect of Self-Efficacy on Teacher Performance through Employee School Support**

The results of the study show that Self-Efficacy affects Teacher Performance through School Support for teachers in Elementary Schools (SD) in Laura District, Southwest Sumba Regency. These findings indicate that an individual's belief in self-efficacy not only has a direct impact on teacher performance but also has a significant indirect influence through their perception of school support. Self-efficacy is an important psychological factor that reflects the extent to which a teacher believes in his or her ability to plan, implement, and evaluate the learning process effectively. In this context, teachers who have a high level of self-efficacy will feel more confident in facing learning challenges, more resilient in overcoming obstacles, and more motivated to achieve their professional goals. However, the influence of this self-efficacy does not stand alone, but is strengthened or weakened by work environment factors, one of which is school support.

#### **4.5. The Influence of Teacher Competence on Teacher Performance through Employee School Support**

The results of the study showed that Teacher Competence affected Teacher Performance through School Support for elementary school teachers in Laura District, Southwest Sumba Regency. These findings provide an idea that teacher competence not only has a direct impact on performance improvement, but also indirectly through teachers' perceptions of the support provided by schools. Teacher competencies include the set of knowledge, skills, and attitudes that teachers have to plan, implement, and evaluate the learning process. Competent teachers will be able to understand the characteristics of students, manage the classroom effectively, use relevant learning approaches, and carry out evaluations objectively and continuously. However, the application of this competence cannot be separated from the role of the work environment, especially the extent to which schools provide support for the implementation of teachers' duties.

### **5. Conclusion**

Based on the results of data analysis and discussion, the conclusions that can be drawn from this study are as follows:

- a) Self-efficacy has a positive and significant effect on the Performance of Elementary Teachers in Laura District, Southwest Sumba Regency.
- b) Teacher Competence has a positive and significant effect on the Performance of Elementary Teachers in Laura District, Southwest Sumba Regency.
- c) School support has a positive and significant effect on the performance of elementary school teachers in Laura District, Southwest Sumba Regency.
- d) Self-efficacy has a positive effect on School Support for Elementary School Teachers in Laura District.
- e) Teacher Competence has a positive effect on School Support for Elementary School Teachers in Laura District.
- f) Self-efficacy has a positive effect on Teacher Performance through School Support as an intervening variable.
- g) Teacher Competence has a positive effect on Teacher Performance through School Support as an intervening variable.

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