



The Effect of Self-Efficacy and Work Motivation on Elementary School Teachers in Logas Tanah Darat Sub District

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ABSTRACT

This study examines the influence of self-efficacy and work motivation on the performance of elementary school teachers using the Logas Tanah Darat teaching method. This study used a quantitative approach with an ex post facto method involving 149 teachers, selected proportionally from a population of 236 educators in 17 public elementary schools. Data were collected through questionnaires on self-efficacy, work motivation, and teacher performance. Data analysis was conducted using descriptive statistics, classical assumption tests, and simple and multiple regressions with the help of SPSS 25. The data showed that self-efficacy contributed significantly to teaching performance, reaching 44.7%, indicating that those who are highly confident in their professional skills implement learning more effectively. Work motivation was also a factor, at 47.3%, highlighting how enthusiasm, discipline, and internal commitment shape consistent teaching behavior over time. These two variables, when combined, explained 47.3% of the variation in performance, indicating that psychological self-efficacy and intrinsic motivation are important elements underlying work effectiveness. To improve teaching performance, the study concluded that it is important not only to develop technical skills, but also to strategically invest in strengthening self-efficacy and fostering strong intrinsic motivation to encourage sustainable and high-quality teaching practices.

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INTRODUCTION

Teachers are primarily responsible for the quality of education, particularly in elementary schools, where students build the foundation of their character, skills, and study habits. At this point, teachers are no longer simply imparters of knowledge, but also mediators, guides, and role models for their students. Mulyasa (2021) stated that, among all factors influencing student learning, teachers are the ones who interact most with students, directly influencing the learning process and outcomes. According to Sudjana (2018), educational quality

is largely the result of the quality of teachers' performance in carrying out their professional functions. This indicates that teacher performance is not limited to teaching techniques but also encompasses a range of professional behaviors that directly support the achievement of national education goals.

Teacher performance is essentially related to how educators plan, implement, and evaluate learning effectively. According to Rivai (2020), teacher performance relates to how teachers carry out their duties and responsibilities in accordance with professional standards. Several studies have shown that high teacher performance is associated with more effective learning outcomes and the creation of a school environment conducive to learning (Seran et al., 2021). However, in the field, in Logas Tanah Darat Regency, some teachers still fall short of expectations. The 2024 Teacher Performance Evaluation (PKG) and SKP (School Performance Assessment) indicate that approximately 38% of teachers are "adequate," particularly in terms of lesson planning, lesson implementation, and evaluation of learning outcomes. Supervision by school principals also revealed shortcomings in learning innovation, technology mastery, and efficient classroom management.

This is reinforced by data from the Kuantan Singingi Regency Education Office in 2024, which shows that elementary school teacher attendance in Logas Tanah Darat was only 87%, still below the minimum target of 95%. Furthermore, teacher participation in continuing professional development (PKB) was only 42%, indicating a lack of motivation to improve their competencies. This raises important questions about educator self-efficacy and work motivation, which are internal factors that influence teacher professional performance.

Self-efficacy is considered a key factor influencing the quality of teacher performance. As explained by Bandura (2017), self-efficacy is a person's belief in their ability to successfully perform specific tasks. Teachers with high self-efficacy tend to be more confident, persistent, and competent in overcoming learning challenges. Conversely, teachers with low self-efficacy tend to avoid experimenting with new teaching approaches or technologies. Self-efficacy has a significant impact on teacher performance, particularly in terms of lesson planning and evaluation, as demonstrated by research by Lubis et al. (2022). These findings align with Lunenburg (2018) and Santrock (2021), who identified self-efficacy as the basis for motivation, persistence, and performance in facing professional challenges.

Besides self-efficacy, work motivation is another important element that directly impacts the quality of teacher performance. Robbins and Judge (2022) define motivation as a psychological force that influences the direction, intensity, and persistence of a person's work behavior. Teachers who are motivated to work will be more disciplined, creative, loyal, and productive in carrying out their professional duties. Conversely, a lack of motivation results in poor performance, indiscipline, and a lack of interest in teaching and learning. Based on initial observations in the Logas Tanah Darat District, it was discovered that some teachers lacked work motivation, as reflected in irregular administrative activities, a lack of enthusiasm during training, and a lack of initiative for pedagogical innovation.

Yanti (2021) also pointed out that a lack of work motivation is a major cause of declining teacher performance, particularly related to self-development and the quality of learning. Various literature has theoretically discussed the relationship between self-efficacy, work motivation, and teacher performance. As explained by Mathis and Jackson (2018), performance is shaped by ability and motivation. Daulay (2024) gets straight to the point by stating that self-

efficacy and work motivation are the main internal factors influencing teacher performance. Achmadi and Djohan's (2023) research strengthens this theoretical framework by stating that teachers with high self-efficacy and strong motivation tend to demonstrate optimal performance in planning, implementing, evaluating, and engaging in professional development.

Based on this theoretical foundation and empirical evidence, a gap is evident between what is expected of teacher professionalism and what is actually achieved by elementary school teachers in Logas Tanah Darat Regency. Although self-efficacy and work motivation are considered significant variables, little research has investigated how these two issues influence teacher performance in the region. Therefore, this research is crucial, both from an academic and practical perspective, to provide an empirical understanding of how self-efficacy and work motivation influence elementary school teacher performance in Logas Tanah Darat Regency.

This study seeks to understand how self-efficacy and work motivation, both individually and collectively, influence teacher performance. The findings of this study are expected to enrich theory and, at the same time, provide practical guidance for schools, local governments, and relevant parties in the education sector in formulating strategies to improve teacher performance.

METHODS

This study used an ex post facto quantitative design to investigate how self-efficacy and work motivation influence teacher performance. The study population consisted of 236 elementary school teachers from 17 public schools located in Logas District, Tanah Darat. With a 5% margin of error, the Taro Yamane formula was used to determine a sample of 149 teachers, who were randomly and proportionally selected. Primary data were obtained through a structured questionnaire developed from indicators of self-efficacy, work motivation, and teaching performance, assessed on a five-point Likert scale.

A preliminary pilot test was conducted with 30 teachers to validate the items using the Pearson correlation coefficient ($r \geq 0.361$), which resulted in the elimination of several items. Reliability, as measured by Cronbach's Alpha, ranged from 0.988 to 0.992, indicating excellent reliability. Data collection was conducted through an offline questionnaire application, which was analyzed using descriptive and inferential statistics. This analysis includes classical assumption tests (normality, linearity, multicollinearity, and heteroscedasticity), as well as simple regression, multiple regression, t-test, F-test, and coefficient of determination (R^2) to investigate the partial and simultaneous effects of self-efficacy and work motivation on teaching performance. All analyses were conducted using SPSS version 25.

RESULTS AND DISCUSSION

RESULTS

Descriptive Results

1. Mean Research Variables

Table 1. Mean Research Variables

Variable	Mean	Category
Teacher Performance (Y)	3,86	Tall
Self-Efficacy (X_1)	3,78	Tall
Work Motivation (X_2)	3,80	Tall

Source: Processed Data 2025

Based on the results of the descriptive analysis, the three research variables of teaching performance, self-efficacy, and work motivation have high averages. This means that, in general, elementary school teachers in Logas Tanah Darat District have good professional behavior, supported by strong self-confidence and adequate work motivation. With an average of 3.86, teachers demonstrate competence in planning, implementing, and evaluating teaching effectively. However, the average self-efficacy, which is 3.78, and work motivation, which is 3.80, indicate that teachers have sufficient self-confidence and intrinsic motivation to ensure stable professional performance.

Hypothesis Testing

Hypothesis 1: The Effect of Self-Efficacy (X_1) on Teacher Performance (Y)

Table 2. Simple Regression of Self-Efficacy Teacher Performance

Model	B	t	Sig.
Constant	1,223	5,053	0,000
Self-Efficacy (X_1)	0,697	10,899	0,000

Source: Processed Data 2025

The regression coefficient $B = 0.697$ indicates a significant contribution between increasing teacher self-efficacy and improving their performance. The t-value of 10.899 with a significance level of 0.000 indicates that this effect is highly statistically significant. Teachers' self-confidence, both in managing classes, designing learning, and facing challenges in the world of education, is one factor that significantly drives improved performance quality.

Table 3. Model Summary of Hypothesis 1

R	R ²	Sig. F	Influence
0,669	0,447	0,000	44,7%

Source: Processed Data 2025

The relationship between self-efficacy and teaching performance is strong, with an R value of 0.669. The R² value of 0.447 indicates that self-efficacy contributes 44.7% to the variation in teaching performance, with other factors including teaching experience, management supervision, professional competence, and work environment. The F value of 0.000 indicates that the regression model used is significant and adequate to explain the relationship between variables.

Hypothesis 2: The Effect of Work Motivation (X₂) on Teacher Performance (Y)

Table 4. Simple Regression of Work Motivation → Teacher Performance

Model	B	t	Sig.
Constant	1,013	4,086	0,000
Work Motivation (X ₂)	0,748	11,483	0,000

Source: Processed Data 2025

The coefficient B, at 0.748, indicates that work motivation has a stronger influence than self-efficacy in improving teacher performance. The t-value of 11.483 and p-value of 0.000 indicate that this relationship is highly significant. In other words, highly motivated teachers tend to put in more effort, work more creatively and with more discipline, and are more committed to fulfilling their professional responsibilities.

Table 5. Model Summary of Hypothesis 2

R	R ²	Sig. F	Influence
0,688	0,473	0,000	47,3%

Source: Processed Data 2025

The coefficient R = 0.688 indicates a strong and positive correlation between work motivation and teaching performance. R² = 0.473 indicates that work motivation explains almost half (47.3%) of the variation in performance, indicating the importance of intrinsic motivation,

need for achievement, and desire to achieve goals in teaching performance. Sincerely. If $F = 0.000$, the model is valid and significant.

Hypothesis 3: The Simultaneous Effect of Self-Efficacy (X_1) and Work Motivation (X_2) on Teacher Performance (Y)

Table 6. Multiple Regression X_1 & $X_2 \rightarrow Y$

Model	B	F	Sig.
Constant	1,016	65,593	0,000
Self-Efficacy (X_1)	0,661		
Work Motivation (X_2)	0,686		

Source: Processed Data 2025

The multiple regression model shows that self-efficacy and work motivation jointly significantly influence teacher performance. With an F-value of 65.593 and a significance level of 0.000, this indicates that the overall regression model is highly significant. The regression coefficients indicate that self-efficacy ($B = 0.661$) and work motivation ($B = 0.686$) both contribute positively, with work motivation having a slightly stronger influence. This implies that for teachers to achieve optimal performance, they need a combination of self-efficacy and intrinsic work motivation.

Table 7. Model Summary of Hypothesis 3

R	R ²	Sig. F	Influence
0,688	0,473	0,000	47,3%

Source: Processed Data 2025

Self-efficacy and work motivation, together, have a very strong relationship with teacher performance, because the R value = 0.688 is considered high. The R² index = 0.473 indicates that the two variables, together, are responsible for 47.3% of the variation in teacher performance, while 52.7% of the variation is caused by other factors, such as pedagogical competence, leadership, organizational culture, and learning facility support. The significance value of $F = 0.000$ indicates that these variables, together, are significant predictors of the quality of elementary school teacher performance.

DISCUSSION

Based on the data obtained, self-efficacy and work motivation have a significant impact, both partially and simultaneously, on the performance of elementary school teachers in Logas District, Tanah Darat. This validates theories in both educational psychology and organizational behavioral psychology that consider these two variables as crucial internal factors influencing educators' professional performance.

1. Self-efficacy and teacher performance: an influential relationship

The findings indicate that self-efficacy has a positive and significant impact on teacher performance, contributing 44.7%. This finding confirms that teachers' beliefs in their professional practice are a crucial variable in how they plan, implement, and evaluate learning. Teachers who believe in their own self-efficacy feel better prepared to handle the demands of their work and are able to overcome learning challenges. The high regression coefficient empirically strengthens evidence that self-efficacy is a key predictor of teacher performance.

Theoretically, these results align with the concept of self-efficacy proposed by Bandura (2017), who states that people who feel competent have strong internal motivation, persist in the face of difficulties, and are more innovative in solving problems. In the educational context, teachers with high self-efficacy will feel more confident implementing new learning strategies, managing their classes more effectively, and adapting quickly to changes in curriculum and teaching technology. Self-efficacy directly influences lesson planning, student management, and the use of relevant pedagogical strategies.

This research also aligns with several previous studies. According to Lubis et al. (2022), self-efficacy plays a crucial role in the quality of lesson planning and implementation. Similarly, Seran et al. (2021) reported that teachers with high self-efficacy perform more consistently and are more focused on achieving learning objectives. Therefore, increasing self-efficacy is an effective strategy for improving the performance of elementary school teachers in Logas District, Tanah Darat, as demonstrated by this study.

2. The Influence of Work Motivation on Teacher Performance

In comparison, work motivation had a greater impact on teacher performance than self-efficacy, at 47.3%. This finding indicates that teacher motivation, both internal and external, has a significant impact on how they carry out their professional duties. Motivated teachers generally demonstrate high levels of discipline, consistency in carrying out their duties, and enthusiasm when participating in learning activities. A high regression value indicates that motivation functions as a psychological force that drives teachers to achieve learning goals more efficiently.

Motivation, theoretically, is a process that determines the direction, intensity, and persistence of individual behavior in the workplace, according to Robbins and Judge (2022). Motivated teachers are more committed, proactive, and dedicated to their professional responsibilities. Intrinsic motivation, such as professional fulfillment and goal pursuit, is one of the main drivers that encourages teachers to develop their competence and teaching quality. However, extrinsic motivation, such as administrative support, recognition, and a positive work environment, also enhances teacher professional morale.

Yanti's (2021) research confirms the findings of this study, showing that a lack of work motivation results in low teacher performance, particularly in teaching and administrative functions. According to Hayati et al. (2020), work motivation plays a crucial role in building teacher professionalism in elementary schools. In other words, motivated teachers will exert more effort, productivity, and creativity in planning and implementing instruction. These findings reinforce the relevance of programs aimed at strengthening work motivation as a strategy for sustainable teacher performance improvement.

3. The Combined Effect of Self-Efficacy and Work Motivation on Teacher Performance

With a combined effect of 47.3%, self-efficacy and work motivation on teacher performance demonstrate that they complement each other in shaping professional teacher performance. Self-efficacy provides the psychological confidence to act, and work motivation provides the energy to act sustainably. When teachers successfully integrate these two aspects, their performance tends to be more stable, optimal, and quality-oriented. The significant multiple regression coefficient indicates that this research model is robust and able to explain interactions between variables to a large extent.

Based on theoretical foundations, Mathis and Jackson (2018) stated that individual performance is the result of two variables: ability and motivation. Self-efficacy is closely related to teachers' perceptions of competence, while motivation refers to the driving force behind behavior. When teachers are able to meet the criteria of professional standards, both self-efficacy and teacher identity are strengthened, which work together to influence each other. Robbins and Judge (2022) also stated that when self-efficacy and motivation are combined, they form significant psychological capital that fosters commitment, innovation, and resilience in organizational settings.

Previous research also supports these findings. According to Achmadi and Djohan (2023), self-efficacy and work motivation have a significant impact on teacher performance, regardless of their educational level. Furthermore, according to Tanjung et al. (2021), teachers with high self-efficacy and consistent motivation are more likely to achieve learning objectives, complete administrative tasks, and actively engage in professional development. Therefore, it can be concluded that simultaneously improving these two variables is a significant strategy for improving the performance quality of elementary school teachers in Logas District, Tanah Darat.

CONCLUSION

The data obtained shows that self-efficacy and work motivation have a significant impact on the performance of elementary school teachers in Logas Tanah Darat Regency. First, self-efficacy has a positive and significant impact on teacher performance, amounting to 44.7%. Teachers who are confident in their professional competence tend to perform better in the workplace. Second, work motivation has a significant impact, contributing 47.3%, indicating that when intrinsic work motivation is high, teachers are more hardworking, punctual, and enthusiastic about their work. Third, both variables together contribute 47.3% to performance, indicating that self-confidence and motivation are essential for teachers to achieve optimal performance.

The results obtained play a crucial role in the development of educational management policies and practices. These findings highlight that improving teacher performance is not limited to technical training or supervision; interventions that strengthen self-efficacy and encourage intrinsic motivation to work are also necessary. Improving these two elements will produce more adaptable teachers, becoming professionals who ensure sustainable quality education.

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