

# The Influence of Motivation and Self-Efficacy on Normative Commitment of Teachers at SMK Negeri 4 Pontianak

Andi Siska Agustina<sup>1\*</sup>, Irfan Mahdi<sup>2</sup>

<sup>1\*2</sup> Department of Management, Faculty of Economic and Business, Universitas Muhammadiyah Pontianak, Pontianak, Indonesia

## ARTICLE INFO



### Email Correspondence :

[201310132@unmuhpnk.ac.id](mailto:201310132@unmuhpnk.ac.id)

### Keywords:

Educational Management; Motivation; Normative Commitment; Professional Commitment; Self-Efficacy

### DOI:

<https://doi.org/10.33096/jmb.v12i1.963>

## ABSTRACT

*This study examines the impact of Motivation and Self-Efficacy on the Normative Commitment of teachers at SMK Negeri 4 Pontianak, where absenteeism is a recurring issue. The absentee rate increased by 35.83% in 2021 and surged by 180% in 2022, before declining by 35.61% in 2023. The improvement in 2023 was partly due to teachers attending training and workshops outside West Kalimantan. However, disciplinary violations persist, including teachers leaving during working hours, harshly reprimanding students, and smoking on school grounds, which results in verbal warnings from the principal. These issues are influenced by Motivation and Self-Efficacy. This study uses an associative approach with saturated sampling, involving 88 civil servant teachers (PNS). Data analysis was conducted using multiple linear regression with SPSS 25, including validity, reliability, normality, linearity, and multicollinearity tests. Hypothesis testing was performed through Simultaneous (F-test) and Partial (t-test) analyses. The results indicate that Motivation and Self-Efficacy significantly and positively affect Normative Commitment, both collectively and individually. This study provides insights into how personal motivation and self-belief strengthen teachers' professional commitment.*

## ABSTRAK

*Penelitian ini mengkaji dampak Motivasi dan Efikasi Diri terhadap Komitmen Normatif guru di SMK Negeri 4 Pontianak, di mana absensi menjadi masalah yang berulang. Tingkat absensi meningkat 35,83% pada tahun 2021, melonjak 180% pada tahun 2022, sebelum menurun 35,61% pada tahun 2023. Peningkatan kehadiran pada tahun 2023 sebagian disebabkan oleh keikutsertaan guru dalam pelatihan dan lokakarya di luar Kalimantan Barat. Namun, pelanggaran disiplin masih terjadi, seperti guru meninggalkan sekolah saat jam kerja, memberikan teguran keras kepada siswa, dan merokok di lingkungan sekolah, yang berujung pada peringatan lisan dari kepala sekolah. Faktor-faktor ini dipengaruhi oleh Motivasi dan Efikasi Diri. Penelitian ini menggunakan pendekatan asosiatif dengan teknik sampling jenuh, melibatkan 88 guru pegawai negeri sipil (PNS). Analisis data dilakukan dengan regresi linier berganda menggunakan SPSS 25, mencakup uji validitas, reliabilitas, normalitas, linearitas, dan multikolinearitas. Pengujian hipotesis dilakukan melalui uji Simultan (F-test) dan uji Parsial (t-test). Hasil penelitian menunjukkan bahwa Motivasi dan Efikasi Diri secara signifikan dan positif mempengaruhi Komitmen Normatif, baik secara bersama-sama maupun individu. Penelitian ini memberikan wawasan tentang bagaimana motivasi pribadi dan keyakinan diri dapat memperkuat komitmen profesional guru.*



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

## INTRODUCTION

Human resources are one of the most important aspects of education. According to Sinambela (2016), "Human resource management is the process of addressing various employee-

*related issues, including those concerning workers, managers, and other workforce members, to support organizational activities and achieve predetermined goals.*" Teachers, as a part of human resources in education, play a crucial role in the learning process. To enhance education quality, teachers serve as key educational resources that significantly influence student learning outcomes (Bagaskara & Fauzan, 2024).

According to Indonesia's National Education System Law No. 20 of 2003, Article 18, Vocational High Schools (SMK) provide secondary education that prepares students for specific fields of work. As institutions responsible for producing skilled graduates, vocational schools are expected to equip students with competencies that align with industry needs. One such school in Pontianak is SMK Negeri 4, located on Komyos Sudarso Street, Sungai Beliang, Pontianak West. The school offers 11 specialized programs, including Construction and Housing Technology, Building Sanitation and Maintenance, Building Modeling and Information Design, Automotive Technology, Geospatial Technology, Machine Technology, Laboratory Testing Analysis, Electrical Technology, Electronics Technology, Welding and Metal Fabrication Technology, and Computer and Network Technology.

As a school is an educational organization, motivation and self-efficacy play vital roles in fostering teacher commitment. According to Busro (2017), *"Motivation is an internal drive that compels individuals to engage in activities to achieve specific goals. When employees receive proper motivation, they are encouraged to perform their tasks optimally, believing that the organization's success aligns with their personal interests."* Every organization aims for high employee performance to achieve its goals effectively. To ensure this, both leadership-driven motivation and employee self-efficacy are essential factors (Purba & Ngatno, 2016, in Musa, 2016).

At SMK Negeri 4 Pontianak, absenteeism has been a recurring issue. The absentee rate increased by 35.83% in 2021, surged by 180% in 2022, and then declined by 35.61% in 2023. The improvement in 2023 was partly due to teachers attending training and workshops outside West Kalimantan. However, disciplinary violations remain a concern, including teachers leaving school during working hours, issuing harsh reprimands to students, and smoking on school grounds. In such cases, the school principal issues verbal warnings. This information was obtained through an interview with the headmaster of SMK Negeri 4 Pontianak. These issues are influenced by motivation and self-efficacy.

Employee motivation is crucial in fostering positive work attitudes. Highly motivated employees are enthusiastic, disciplined, proactive, and committed to performing their tasks effectively and efficiently. Conversely, low motivation can lead to tardiness, absenteeism, dissatisfaction, and disengagement from the organization (Simanjuntak, 2019, in Saskia et al., 2024). Alongside motivation, self-efficacy is another critical factor that fosters teacher commitment. According to Erlina (2020), *"Self-efficacy is an individual's ability to evaluate their own competencies in successfully accomplishing specific tasks. It is conceptually applied to achieving goal-oriented actions."*

Self-efficacy is most effective when individuals believe they have the capability to achieve desired outcomes. A high level of self-efficacy enhances cognitive motivation,

encouraging individuals to act purposefully, particularly when goals are clearly defined. It influences behavioral choices, motivation levels, and perseverance in overcoming challenges. As individuals develop competence and experience, their self-efficacy strengthens (Tumengkol et al., 2020). With high motivation and self-efficacy, normative commitment is more likely to be achieved.

According to Yusuf & Syarif (2017), "*Normative commitment is a moral dimension based on a sense of obligation and responsibility toward the organization that employs an individual.*" In essence, normative commitment reflects an employee's sense of duty to remain in the organization. Employees with strong normative commitment stay with their employer because they believe in the organization's mission and values. In contrast, employees who stay due to external pressures (e.g., financial concerns) tend to put in minimal effort, leading to suboptimal performance (Hutabarat, 2020).

When motivation and self-efficacy are high, employees exhibit strong organizational commitment. Commitment is deeply linked to an employee's emotional attachment to the organization. Employees with high commitment levels support the organization's goals and values, actively contribute to its success, and strive to become valuable members of the institution. Such employees are more likely to feel comfortable in their work environment, fostering job satisfaction and loyalty. Consequently, this enhances performance and reduces absenteeism, benefiting the organization's overall progress (Maranata et al., 2022).

The novelty of this study lies in its exploration of the combined effects of motivation and self-efficacy on normative commitment among teachers at SMK Negeri 4 Pontianak. While prior research has examined motivation and self-efficacy separately across various industries, this study uniquely focuses on their influence within vocational education institutions in Indonesia. Given the critical role of vocational schools in producing skilled graduates, understanding the psychological factors that drive teacher commitment is essential for improving education quality and institutional efficiency.

Moreover, this study provides new insights into the relationship between motivation, self-efficacy, and normative commitment, particularly in addressing absenteeism and disciplinary violations at SMK Negeri 4 Pontianak—issues that have been observed but remain underexplored in academic literature. By analyzing these factors, this research enhances our understanding of how internal drivers like motivation and self-efficacy can strengthen teacher commitment, ultimately leading to improved teacher performance and institutional effectiveness. Additionally, this study offers practical recommendations for improving teacher engagement, reducing absenteeism, and addressing disciplinary challenges in vocational education settings, making it a valuable contribution to the fields of educational management and organizational behavior.

## **LITERATURE REVIEW**

### **Motivation**

Work motivation, as defined by Feriyanto & Triana (2015) is "a suggestion or encouragement that arises from being given by someone to another person or from within oneself." A motivated employee is characterized by energy and enthusiasm in performing tasks assigned by the organization. In contrast, an employee with low motivation often displays discomfort and

dissatisfaction with their work, leading to poor performance and preventing the achievement of organizational goals. According to a study by Putra et al. (2024), motivation has a positive and significant impact on organizational commitment.

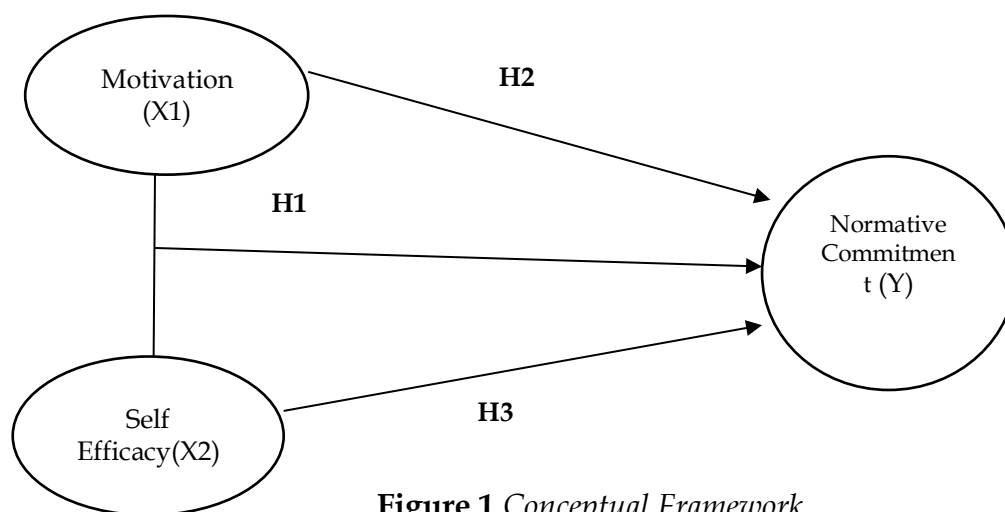
### Self-Efficacy

Self-efficacy, as defined by Bandura (1997) in Fitriyah et al. (2019), is "an individual's belief in their ability to perform a task and achieve desired outcomes in specific situations and conditions." According to a study by Fung et al. (2020), self-efficacy has a positive and significant impact on organizational commitment.

### Normative Commitment

According to Mathis & Jackson (2016), "Normative commitment is the extent to which employees believe in the organization, accept the organization's goals, and are committed to staying with the organization." Research by Fadhillah & Adiwati (2022) and Raudatusyifa et al. (2024) shows that both motivation and self-efficacy have a positive and significant impact on organizational commitment.

The conceptual framework of this study can be seen in the figure:



**Figure 1** *Conceptual Framework*

The hypotheses proposed in this study are as follows:

**H<sub>1</sub>: Motivation and Self-Efficacy have an effect on Normative Commitment.**

**H<sub>2</sub>: Motivation has an effect on Normative Commitment.**

**H<sub>3</sub>: Self-Efficacy has an effect on Normative Commitment.**

## RESEARCH METHOD

The research method used in this study is associative research. The population in this study consists of all the teachers teaching at SMK Negeri 4 Pontianak, with a total of 88 respondents. The sampling technique used in this study is Saturation Sampling. According to Sugiyono (2019), "Saturation Sampling is a sampling technique where all members of the population are selected as samples." The data in this study is primary data, obtained through interviews and the distribution of questionnaires. The scale used in this study is

the Likert scale, and data analysis was conducted using Multiple Linear Regression analysis with the help of SPSS 25 software. The measurement of this research was done properly used Determination Coefficient, Correlation Coefficient, F Test, t Test to give detailed explanation about the effect of Motivation and Self Efficacy toward Normative Commitment. The variables in this study consist of independent variables, namely Motivation (X1) and Self-Efficacy (X2), as well as the dependent variable, Normative Commitment (Y). Each variable is further elaborated in the operational definition table provided below:

**Table 1** *Operational Variable Definition*

Variables	Operational Definition	Indicator	Measuring Tools	Measuring Scale
Motivation (X1)	Work motivation is the effort to encourage employees' enthusiasm for performing their tasks effectively and optimally to achieve organizational goals (Sunyoto, 2016).	1. The Drive for Achievement (Need for Achievement) 2. The Drive for Power (Need for Power) 3. The Drive for Affiliation (Need for Affiliation)	Questionnaire	Likert Scale
Self Efficacy (X2)	Self-efficacy is an individual's belief in their ability to assess and execute actions required to achieve desired outcomes in specific situations (Bandura, as cited in Fitriyah et al., 2019).	1. Magnitude 2. Strength 3. Generality	Questionnaire	Likert Scale
Normative Commitment (Y)	Normative commitment refers to the obligation to remain with an organization due to moral or ethical reasons (Judge & Robbins, as cited in Islamy, 2016).	1. Feeling Guilty About Leaving the Company. 2.Considering Others' Opinions. 3. Staying is a Sense of Obligation. 4. Having a Sense of Responsibility Towards the Company	Questionnaire	Likert Scale

## RESULT and DISCUSSION

### Validity Test

The validity test is conducted to determine the validity level of the items in the research questionnaire. The validity test is performed by correlating the scores of each item or question and then comparing the calculated r-value ( $r_{hitung}$ ) with the r-table value. The r-table value can be obtained using the formula  $df = n$  (sample size) - 2 = 88 - 2 = 86, with a

significance level of 0.05. Thus, the r-table value is 0.209. The results of the validity test for each statement in the Motivation (X1), Self-Efficacy, and Normative Commitment variables can be seen in Table 2 below:

**Table 2** *Validity Test Result*

Research Variable	Indicator	r count	r table	Result
Motivation (X1)	X 1.1	0,632	0,209	Valid
	X 1.2	0,636		
	X 1.3	0,803		
	X 1.4	0,817		
	X 1.5	0,785		
	X 1.6	0,740		
	X 1.7	0,764		
	X 1.8	0,655		
	X 1.9	0,665		
	X 1.10	0,556		
Self Efficacy (X2)	X 2.1	0,671	0,209	Valid
	X 2.2	0,513		
	X 2.3	0,653		
	X 2.4	0,771		
	X 2.5	0,815		
	X 2.6	0,742		
	X 2.7	0,811		
	X 2.8	0,733		
	X 2.9	0,755		
Normative Commitment (Y)	Y 1.1	0,661	0,209	Valid
	Y 1.2	0,621		
	Y 1.3	0,623		
	Y 1.4	0,761		
	Y 1.5	0,766		
	Y 1.6	0,721		
	Y 1.7	0,746		
	Y 1.8	0,783		
	Y 1.9	0,788		
	Y 1.10	0,644		
	Y 1.11	0,638		
	Y 1.12	0,686		

*Source: Processed Data, 2024*

Based on Table 2 above, it can be seen that the results of the validity test for all research variables, namely Motivation (X1), Self-Efficacy (X2), and Normative Commitment (Y), show that the calculated r-values (r hitung) are greater than 0.209 (r hitung > r tabel). Therefore, it can be concluded that the items are valid.

### Reliability Test

Reliability testing is conducted to assess the consistency and reliability of a statement as a measurement tool. In this study, the reliability test used the Cronbach's Alpha method,



where an item statement is considered reliable if it has a Cronbach's Alpha value of 0.60 or higher. The results of the reliability test for Motivation (X1), Self-Efficacy (X2), and Normative Commitment (Y) can be seen in Table 3 below:

**Table 3** *Reliability Test Result*

Research Variables	Cronbach's Alpha	Result
Motivation (X1)	0,890	Reliabel
Self Efficacy (X2)	0,881	
Normative Commitment (Y)	0,907	

*Source: Processed Data, 2024*

Based on Table 3 above, it can be observed that the Cronbach's Alpha values for the Motivation (X1), Self-Efficacy (X2), and Normative Commitment (Y) variables are all greater than 0.60. Therefore, it can be concluded that all measurement items for the Motivation (X1), Self-Efficacy (X2), and Normative Commitment (Y) variables are reliable.

### Classical Assumption Test

#### Normality Test

The method used in this study to assess normality is the Kolmogorov-Smirnov test. If the significance value from the Kolmogorov-Smirnov test is greater than 0.05, the normality assumption can be considered valid. The results of the normality test for all research variables can be seen in Table 4 below:

**Table 4** *Normality Test Result*

Test	Value
N (Sample)	88
Test Statistic (Kolmogorov-Smirnov Z)	.089
Asymp.Sig.(2-tailed)	.084

*Source: Processed Data, 2024*

The results of the normality test in Table 4 above show a significance value of 0.084 > 0.05, indicating that the data distribution is normal.

#### Linearity Test

The Linearity Test was conducted using the Test for Linearity method. The results of the linearity test between the Motivation (X1) and Normative Commitment (Y) variables, as well as the Self Efficacy (X2) and Normative Commitment (Y) variables, can be seen in Table 5 below:

**Table 5** *Linearity Test Result*

Research Variable	Linierity Sig	Result
Motivation*Normative Commitment	0,000	Linear
Self Efficacy* Normative Commitment	0,000	Linear

*Source: Processed Data, 2024*

Based on the results of the linearity test in Table 5 above, it can be seen that the significance value for Linearity is 0.000 < 0.05. Therefore, it can be concluded that the

relationship between the Motivation variable (X1) and Self Efficacy (X2) with Normative Commitment (Y) is linear.

### Multicollinearity Test

The Multicollinearity Test was conducted to examine whether the regression model exhibits correlation among the independent variables. Multicollinearity can be assessed by examining the variance inflation factor (VIF) and the tolerance value. Multicollinearity is considered absent if the VIF value is less than 10.00 or the tolerance value is greater than 0.10. The results of the Multicollinearity Test in this study can be seen in Table 6 below:

**Table 6** *Multicollinearity Test Result*

Research Variable	Tolerance	VIF
Motivation	.837	1.195
Self Efficacy	.837	1.195

*Source: Processed Data, 2024*

Based on the results of the multicollinearity test in Table 6 above, it can be seen that the tolerance value for the variables Motivation (X1) and Self-Efficacy (X2) is 0.837, which is greater than 0.10, and the VIF value for Motivation (X1) and Self-Efficacy (X2) is 1.195, which is less than 10.00. Therefore, it can be concluded that there is no multicollinearity issue between the variables Motivation (X1) and Self-Efficacy (X2).

### Multiple Linear Regression Analysis

The results of the multiple regression analysis using SPSS 25 software can be seen in Table 7 below:

**Table 7** *Regression Result*

Variables	Coefficients	T Statistic	Sig.
(Constant)	1,281	3,283	0,001
Motivation	0,445	4,759	0,000
Self Efficacy	0,205	2,161	0,033

Dependent Variable: Normative Commitment

*Source: Processed Data, 2024*

Based on Table 7 above, the multiple linear regression equation is  $Y = 1.281 + 0.445X_1 + 0.205X_2$ . The regression equation can be explained as follows:

1. The constant (a) is 1.281, meaning that if the Motivation (X1) and Self-Efficacy (X2) variables are equal to zero, the Normative Commitment (Y) will be 1.281.
2. The regression coefficient (b1) for the Motivation (X1) variable is 0.445, which means that if the Motivation variable increases by 0.445 units, the Normative Commitment will increase by 0.445 units.
3. The regression coefficient (b2) for the Self-Efficacy (X2) variable is 0.205, which means that if the Self-Efficacy variable increases by 0.205 units, the Normative Commitment will increase by 0.205 units.



## Coefficient Correlation (R ) and Coefficient of Determination (R<sup>2</sup>)

The result can be seen on the table below:

**Table 8** Coefficient Correlation ( R ) and Coefficient of Determination (R<sup>2</sup>) Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,578	0,334	0,318	7,858

Source: Processed Data, 2024

The correlation coefficient in this study was calculated using the Product Moment method, with an R value of 0.578, indicating a strong correlation. The coefficient of determination (R<sup>2</sup>) is 0.334, meaning that 33.4% ( $1 \times 0.334 \times 100\%$ ) of the variance in the normative commitment can be explained by the influence of the motivation and self-efficacy variables in this study. The remaining 66.6% is explained by other variables outside the scope of this research.

## Simultaneous Effect Test (F Test)

F-test Result can be seen on the table below:

**Table 9** Simultaneous Result Test (F-Test)

Model	Sum of Squares	Mean Square	F	Significance Value
Regression	18,251	9,125	21,281	0,000
Residual	36,448	0,429		

Dependent Variable: Normative Commitment

Predictors: (Constant), Self Efficacy, Motivation

Source: Processed Data, 2024

Based on Table 9 above, it can be seen that the result of the simultaneous test shows an F calculated value of 21.281, which is greater than the F table value of 3.10, and a significance value of 0.000, which is less than 0.05. Therefore, it can be concluded that the variables Motivation (X1) and Self-Efficacy (X2) have a significant simultaneous (joint) effect on Normative Commitment (Y).

## Partial Effect test (T test)

T-test Result can be seen on the table below:

**Table 10** Partial Test Result (T-test)

Research Variable	Coefficients	T Statistic	Significance Value
(Constant)	1,281	3,283	0,001
Motivation	0,445	4,759	0,000
Self Efficacy	0,205	2,161	0,033

Dependent Variable: Normative Commitment

Source: Processed Data, 2024

Based on Table above, the results of the partial test (T-test) can be explained as follows. The calculated t-value for the Motivation variable (X1) is 4.759 > the t-table value of 1.662, and the significance value is 0.000 < 0.05. Therefore, it can be concluded that Motivation (X1) has a positive and significant effect on Normative Commitment (Y) partially. The calculated t-value for the Self Efficacy variable (X2) is 2.161 > the t-table value of 1.662, and

the significance value is  $0.000 < 0.05$ . Hence, it can be concluded that Self Efficacy (X2) also has a positive and significant effect on Normative Commitment (Y) partially.

## **DISCUSSION**

### **The Effect of Motivation and Self-Efficacy on Normative Commitment**

The findings from the analysis indicate that both Motivation and Self-Efficacy have a significant and positive impact on Normative Commitment. This suggests that when employees are motivated and believe in their own capabilities, they are more likely to demonstrate a strong sense of commitment to the organization. These results are consistent with previous research by Yulan & Bernarto (2017), Erawati & Wahyono (2019), and Sari & Candra (2020), which similarly found that Motivation and Self-Efficacy positively influence Normative Commitment.

Institution should implement programs that address different motivational needs. For example, providing achievement-oriented Teacher with opportunities for skill enhancement or project ownership can strengthen their drive to excel. Similarly, offering leadership roles to power-oriented teacher and fostering a collaborative environment for affiliation-oriented individuals can enhance their motivation. Headmaster should model ethical behavior to inspire normative commitment among employees. Regular communication of organizational values and recognition of Teachers who embody these values can reinforce moral and ethical obligations.

### **The Effect of Motivation on Normative Commitment**

The study also shows that Motivation has a significant and positive influence on Normative Commitment. This means that individuals who are motivated tend to feel a greater sense of responsibility and attachment to their organization. The findings support previous studies by Damanik et al. (2018), Harini & Adisel (2020), and Suratno & Fauzan (2023), which also highlighted the positive relationship between Motivation and Normative Commitment. The study reveals that Motivation plays a significant role in shaping Normative Commitment, highlighting the psychological connection between an individual's drive and their moral obligation to remain loyal to an organization. Motivation, encompassing intrinsic and extrinsic factors, serves as a catalyst for employees to internalize organizational values and align their goals with those of the organization. This alignment fosters a stronger sense of responsibility and ethical attachment, which are central to Normative Commitment.

Intrinsic motivation, such as personal growth, achievement, and mastery of skills, can lead Teachers to view their roles as meaningful and fulfilling. This perception enhances their moral obligation to contribute to the organization. Conversely, extrinsic motivation, such as financial incentives, recognition, and career advancement opportunities, reinforces Teachers' commitment by meeting their tangible needs and affirming their value within the institution.

### **The Effect of Self-Efficacy on Normative Commitment**

Lastly, the analysis reveals that Self-Efficacy positively affects Normative Commitment. Employees who believe in their own abilities are more likely to feel committed to the organization. These results align with the findings of Dewi (2020), Marimbun et al. (2023),

and Tabara & Phradiansah (2024), who also found that Self-Efficacy plays a crucial role in fostering a strong commitment to the organization. An education institution should boost Self-Efficacy among its teaching staff by implementing professional development initiatives. The institution provides workshops on innovative teaching methods and opportunities for educators to present at conferences. Additionally, SMK Negeri 4 Pontianak could introduce a mentorship program where senior educators guide newer staff in lesson planning and classroom management. By celebrating successes, such as improvements in student performance or innovative teaching projects, the institution reinforces teachers' belief in their capabilities. This approach not only enhances their Self-Efficacy but also fosters a strong sense of normative commitment to the institution's mission and values.

## CONCLUSIONS

Based on the test results, both the Motivation and Self-Efficacy variables have a positive and significant effect on Normative Commitment, both simultaneously and partially. This implies that the higher a teacher's work motivation and self-efficacy, the more significant the impact on their normative commitment. This, in turn, enhances the teacher's confidence and ability to achieve the goals set by the organization. It is hoped that stakeholders and users of this research can respond to these findings and apply effective organizational strategies. High motivation and self-efficacy will support the sustainability of their normative commitment to carrying out tasks and guiding their students to become individuals of noble character, as students are ultimately a reflection of the guidance provided by their teachers.

The limitation of this study consisted of the variable used in this research, hopefully next research can accommodate another variable such as work ethic, work performance, work presence and so on. researcher was aware of the Teacher's duty so that the interview cannot be conducted properly yet this limitation can still become guidance to enhance the quality of same research topic in the future.

## REFERENCE

- Bagaskara, A. D., & Fauzan, M. (2024). Pengaruh Efikasi Diri, Kepuasan Kerja, Dan Komitmen Profesional Terhadap Kesejahteraan Subjektif Guru SD-SMP Nasima Kota Semarang G. *Journal Of Administration and Educational Management (ALIGNMENT)*, 7(1), 401-410. <https://doi.org/10.31539/alignment.v7i1.9104>
- Busro, M. (2017). *Teori-teori Manajemen Sumber Daya Manusia*. Jakarta: Prenadamedia Group
- Damanik, R. K., Sidauruk, S. A., Septiana, G. A. N., & Tarigan, M. H. I. (2018). Pengaruh Budaya Organisasi, Tim Kerja dan Motivasi Intrinsik terhadap Komitmen Normatif Guru Sekolah Dasar Negeri di Batang Kuis. *Jurnal Diversita*, 4(2), 127-131. <https://doi.org/10.31289/diversita.v4i2.1983>
- Dewi, N. A. D. P. (2020). Pengaruh Self-Efficacy Terhadap Komitmen Organisasi Pada Karyawan The Rich Jogja Hotel. *Acta Psychologia*, 2(2), 122-136. <https://doi.org/10.21831/ap.v2i2.32750>

- Erawati, A., & Wahyono, W. (2019). Peran Komitmen Organisasi Dalam Memediasi Pengaruh Disiplin Kerja, Motivasi Kerja, Dan Self Efficacy Terhadap Kinerja Pegawai. *Economic Education Analysis Journal*, 8(1), 288-301. <https://doi.org/10.15294/eeaj.v8i1.29777>
- Erlina, L. (2020). *EFIKASI DIRI*. Bandung: Politeknik Kesehatan Kemenkes Bandung.
- Fadhilah, Y., & Adiwati, M. R. (2022). Kepuasan Kerja dan Motivasi Kerja terhadap Komitmen Organisasi Karyawan. *Journal of Management and Bussines (JOMB)*, 4(2), 1134-1146. <https://doi.org/10.31539/jomb.v4i2.4459>
- Feriyanto, A., & Shyta, E. T. (2015). Pengantar Manajemen (3 in 1). Kebumen: Mediaterra
- Fitriyah, L. A, et al. (2019). *Menanamkan Efikasi Diri Dan Kestabilan Emosi*. LPPM Unhasy Tebuireng Jombang.
- Fung, B. K., Neolaka, A., & Sihotang, H. (2020). Pengaruh Efikasi Diri Dan Kepuasan Kerja Guru Terhadap Komitmen Organisasi Pada Spk Sd Dan Smp Di Kecamatan Kalideres Dan Cengkareng Provinsi Jakarta. *Jurnal Manajemen Pendidikan*, 9(2), 154-172. <https://doi.org/10.33541/jmp.v9i2.3018>
- Harini, H., & Adisel, A. (2020). Kepribadian Dan Motivasi Kerja Mempengaruhi Komitmen Normatif. *Journal Of Administration and Educational Management (ALIGNMENT)*, 3(2), 76-86. <https://doi.org/10.31539/alignment.v3i2.1692>
- Hutabarat, Y. P. (2020). Analisis Hubungan Kepuasan Kerja Dan Komitmen Organisasional Terhadap Turnover Intensions Di Matahari Department Store Plaza Medan Fair. *Jurnal Manajemen Dan Akuntansi Medan*, 2(2), 36-49. <https://doi.org/10.47709/jumansi.v2i2.2110>
- Islamy, F. J. (2016). Pengaruh Komitmen Afektif, Komitmen Normatif Dan Komitmen Berkelanjutan Terhadap Turnover Intention Pada Dosen Tetap Stie Inaba Bandung. *Jurnal Indonesia Membangun*, 15(2), 1-18.
- Maranata, B. H., Widyaningtyas, D. P., & Istiqomah, A. N. (2022). Pengaruh Komitmen Organisasi Terhadap Kinerja Karyawan Pada PT. Bank Bumh Kota Semarang. *Jurnal Applied Research in Management and Business*, 2(2), 1-10. <https://doi.org/10.53416/arimbi.v22i2.120>
- Marimbun, A., Tampubolon, H., & Tambunan, W. T. (2023). Pengaruh Efikasi Diri Dan Manajerial Skill Kepala Sekolah Terhadap Komitmen Kerja Guru Di Sma PGRI Getengan Tana Toraja. *Jurnal Dinamika Pendidikan*, 16(2), 251-258. <https://doi.org/10.51212/jdp.v16i2.212>
- Mathis, R.L & Jackson, J. (2016). Human Resources Management. 13<sup>th</sup> Edition South – Western Cengage Learning.
- Musa, M. (2022). Pengaruh Motivasi Kerja Dan Efikasi Diri Terhadap Kinerja Karyawan Pt Semen Tonasa. *Upajiwa Dewantara: Jurnal Ekonomi, Bisnis dan Manajemen Daulat Rakyat*, 6(2), 82-93. <https://doi.org/10.26460/mmud.v6i2.13164>

- Putra, R. H., Supriyono, S., & Subono, A. (2024). Pengaruh Motivasi, Iklim Organisasi Dan Pengembangan Karir Terhadap Komitmen Organisasional Dengan Kepuasan Kerja Sebagai Variabel Intervening Pada Cv. Maya Antique. *Jurnal Studi Manajemen Bisnis*, 4(1), 60-80. : <https://doi.org/10.24176/jsmb.v4i1.12287>
- Raudatusyifa, S., Sari, M. W., & Fenia, S. Z. (2024). Pengaruh Dukungan Organisasi Dan Self Efficacy Terhadap Kinerja Karyawan Dengan Komitmen Organisasi Sebagai Variabel Intervening Pada PT Yasiga Sarana Utama Padang. *JURNAL MANAJEMEN DAN BISNIS EKONOMI*, 2(2), 342-354. <https://doi.org/10.54066/jmbe-itb.v2i2.1679>
- Tabara, R., & Phradiansah. (2024). Komitmen Normatif Dan Kinerja Pegawai: Peran Mediasi Efikasi Diri. *Business UHO: Jurnal Administrasi Bisnis*, 9(01), 256-264.
- Sari, D. P., & Candra, Y. (2020). Pengaruh Pengembangan Karir, Self Efficacy, Dan Motivasi Kerja Terhadap Kinerja Karyawan. *Jurnal Ekonomi Manajemen Sistem Informasi*, 1(3), 224-228. <https://doi.org/10.31933/jemsi.v1i3.102>
- Saskia, S., Sunaryo, S., & Shofia, A. (2024). Pengaruh Disiplin Kerja Dan Efikasi Diri Terhadap Prestasi Kerja Yang Di Moderasi Oleh Motivasi Kerja Pada Dinas Perindustrian Dan Perdagangan Provinsi Sumatera Utara. *Reslaj: Religion Education Social Laa Roiba Journal*, 6(3), 2333-2344. <https://doi.org/10.47467/reslaj.v6i3.6172>
- Sinambela, L. P. (2016). *Manajemen Sumber Daya Manusia*. Jakarta: PT. Bumi Aksara.
- Sugiyono. (2019). *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Bandung: ALFABETA
- Sunyoto, D. (2016). *Manajemen Sumber Daya Manusia*. Jakarta: PT Buku Seru.
- Suratno, S., & Fauzan, M. (2023). Pengaruh Motivasi Kerja, Efikasi Diri dan Etos Kerja Terhadap Komitmen Organisasional. *Management Studies and Entrepreneurship Journal (MSEJ)*, 4(4), 3773-3784. <https://doi.org/10.37385/msej.v4i4.1630>
- Tumengkol, V. I., Tewal, B., & Lumintang, G. (2020). Pengaruh Efikasi Diri, Lokus Kendali Internal Dan Eksternal Terhadap Kepuasan Kerja Karyawan Di Mercure Manado Tateli Beach Resort. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 8(4). <https://doi.org/10.35794/emba.v8i4.31166>
- Yulan, Y., & Bernarto, I. (2017). Pengaruh Self-Efficacy, Budaya Organisasi Dan Motivasi Kerja Terhadap Komitmen Organisasi [The Influence Of Self-Efficacy, Organizational Culture, And Work Motivation Toward Organizational Commitment]. *DeReMa (Development Research of Management): Jurnal Manajemen*, 12(1), 114-138. <http://dx.doi.org/10.19166/derema.v12i1.410>
- Yusuf. R.M, & Syarif. D. (2017). KOMITMEN ORGANISASI: Definisi, Dipengaruhi dan Mempengaruhi. Makassar: Nas Media Pustaka