

SCHOOL SUPERVISION AND WORKLOAD ON TEACHER PERFORMANCE: THE MEDIATING ROLE OF SELF-EFFICACY AND ORGANIZATIONAL COMMITMENT IN JSIT ELEMENTARY SCHOOLS, RIAU PROVINCE

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DOI: <http://doi.org/10.65097/at-takwin.v2i1.138>

Received: April 4, 2026

Revised: June 20, 2026

Accepted: June 22, 2026

ARTICLE INFO

Keywords:

Teacher Performance;
School Supervision;
Workload ;
Self-Efficacy ;
Organizational Commitment ;

ABSTRACT

Teacher performance is a critical factor in determining educational quality, yet it remains a challenge in many contexts, including the Integrated Islamic Elementary Schools (SDIT) under the Network of Integrated Islamic Schools (JSIT) in Riau Province. Teachers face increasing professional demands from supervisory pressures and workload, which impact their performance. This study aims to analyze the direct and indirect effects of school supervisor supervision and workload on teacher performance, mediated by teacher self-efficacy and organizational commitment, testing 17 hypotheses covering direct and indirect effects. An associative quantitative approach was employed. The sample comprised 190 teachers selected through proportional random sampling from a population of 744 SDIT teachers in Riau. Data were collected using standardized questionnaires and analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SmartPLS. The findings reveal that school supervisor supervision and workload have significant positive direct effects on teacher performance. Furthermore, both self-efficacy and organizational commitment were found to significantly mediate the relationship between these independent variables and teacher performance. The study concludes that enhancing supervisor supervision quality and managing teacher workload effectively are crucial for improving performance, with their impact being significantly strengthened through the cultivation of teachers' self-efficacy and organizational commitment. These findings offer theoretical contributions to educational management models and practical implications for JSIT administrators and policymakers to develop sustainable teacher development programs.

Keywords:

Teacher Performance;
Supervisi Pengawas;
Beban Kerja;
Efikasi Diri;
Commitment Organization;

ABSTRACT

Kinerja guru merupakan faktor penting dalam menentukan mutu pendidikan, namun masih menjadi tantangan di berbagai konteks, termasuk di Sekolah Dasar Islam Terpadu (SDIT) dalam Jaringan Sekolah Islam Terpadu (JSIT) Provinsi Riau. Studi ini bertujuan menganalisis pengaruh langsung dan tidak langsung supervisi pengawas sekolah dan beban kerja terhadap kinerja guru, dengan self-efficacy dan komitmen organisasi sebagai mediator, melalui pengujian 17 hipotesis. Pendekatan kuantitatif asosiatif digunakan dalam penelitian ini. Sampel sebanyak 190 guru dipilih melalui *proportional random sampling* from population of 744 SDIT teachers in Riau. Data collected through questionnaire standardized and analyzed use *Partial Least Squares-Structural Equation Modeling* (PLS-SEM) dengan SmartPLS. Hasil penelitian menunjukkan bahwa supervisi pengawas sekolah dan beban kerja berpengaruh positif dan signifikan secara langsung terhadap kinerja guru. Selain itu, self-efficacy dan komitmen organisasi terbukti memediasi secara signifikan hubungan antara variabel independen dan kinerja guru. Penelitian ini menyimpulkan bahwa peningkatan kualitas supervisi pengawas dan pengelolaan beban kerja guru yang efektif sangat penting untuk meningkatkan kinerja, dan dampaknya semakin diperkuat melalui pengembangan self-efficacy dan komitmen organisasi guru. Temuan ini memberikan kontribusi teoritis bagi model manajemen pendidikan Islam serta implikasi praktis bagi pengelola JSIT dan pemangku kebijakan dalam merancang program pengembangan guru yang berkelanjutan.

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A. INTRODUCTION

The quality of national education is largely determined by the performance of teachers, the primary actors in the learning process. From an Islamic perspective, teachers hold a noble position as *waratsatul anbiya* (heirs of the prophets), tasked not only with transmitting knowledge but also with shaping the morals and personalities of students, leading them to become devout, pious, and noble individuals. However, various data indicate that teacher performance in Indonesia still faces serious challenges. The results of the 2018 Programme for International Student Assessment (PISA) indicate that educational attainment in Indonesia remains low, partly due to suboptimal teacher performance. This low performance is influenced by various factors, including competence, work discipline, and the organizational environment in which teachers work (Rosmawati et al., 2020). Similar challenges were also encountered in the Integrated Islamic Elementary Schools (SDIT) within the Riau Province Integrated Islamic School Network (JSIT). Initial interviews with the head of the Riau Province JSIT indicated that 40% of teachers were uncertified, 50% reported a lack of effective supervision, and 70% spent more than 10 hours per week on administrative tasks outside of teaching hours. These problems were exacerbated by the lack of adequate mentoring and professional development support, impacting teachers' self-confidence (self-efficacy) and loyalty (organizational commitment). This situation is a shared concern because teachers are the spearhead in developing a quality future generation, particularly in Islamic educational institutions, which have the dual responsibility of shaping the intellectual and spiritual intelligence of students.

Supervision by school supervisors plays a crucial role in improving the quality of education. The supervisor's role is not only a functional position but also a determinant of the success of achieving educational goals (Manalu et al., 2020). Effective supervision is expected to improve the quality of teaching and classroom management by teachers (Noor & Sofyaningrum, 2020). However, in the field, supervision is often more administrative in nature and does not focus on developing teachers' pedagogical or professional competencies. Research by Sukamto, Rasiman, and Muhtarom (2023) shows that academic supervision by school supervisors has a 13.9% impact on teacher performance. Another study by Dassucik and Sumardiyanto (2023) also confirmed the significant influence of supervisor supervision on junior high school teacher performance. Meanwhile, Eni Tri Mulatsih and Siti Rochmiyati (2023) found that supervision by educational unit supervisors and principal leadership together significantly influence elementary school teacher performance. These studies consistently demonstrate the importance of the role of supervision, but generally still test the direct influence without including mediating variables such as the teacher's psychological condition and emotional attachment to the organization.

Besides supervision, workload is also a central issue affecting teacher performance. A teacher's workload encompasses not only the core teaching duties of 24 hours per week, but also administrative duties, preparing learning materials, mentoring students, and various additional activities such as being a homeroom teacher or extracurricular instructor. Research by Dadang Wahyudin (2021) found that welfare levels and workload together significantly influence teacher performance by 94.9%. Herlita and Fauzi (2023) also showed that workload, job stress, and discipline simultaneously influence teacher performance by 43.4%. However, other findings by Ika Astuti and Arif Budi Raharjo (2023) showed that workload had no significant partial effect on teacher performance, while Yunie Syamsu Dinia et al. (2023) found that workload had a positive

and significant effect on teacher performance, but compensation did not mediate this relationship. The inconsistency of the results of this study indicates the possibility of other variables mediating the relationship between workload and performance, so a more comprehensive study is needed to understand the mechanism of this influence.

Self-efficacy and organizational commitment are two psychological variables strongly suspected of mediating the relationship between external factors and teacher performance. Bandura (1997) explains that self-efficacy is a person's belief in their ability to organize and carry out the actions necessary to achieve certain outcomes. In an educational context, teachers with high self-efficacy will be more confident in managing classes, facing challenges, and innovating in learning. Research by Arief Wicaksono and Lutfi (2023) demonstrated that self-efficacy and intellectual competence have a positive and significant effect on teacher performance. Putu Ayu Ari Pratikayanti and DB Kt. Ngr. Semara Putra (2020) also found a significant relationship between self-efficacy and teacher discipline and teacher performance. Meanwhile, organizational commitment reflects an individual's level of emotional attachment, loyalty, and responsibility to the organization where they work. Mustolihudin and Sita Husnul Khotimah (2021) showed that organizational commitment has a 24% effect on the performance of elementary school teachers. Teachers who have high commitment tend to show better dedication, responsibility, and work ethic in achieving organizational goals.

Although there has been extensive research on teacher performance, studies integrating the role of supervisor supervision and workload as predictors, along with self-efficacy and organizational commitment as mediators in a single integrated model, particularly in the JSIT Islamic Elementary School (SDIT JSIT), are still very limited. Previous research has focused more on bivariate relationships or direct influences, such as the effect of supervision on performance (Sukamto et al., 2023; Dassucik & Sumardiyanto, 2023), the effect of workload on performance (Wahyudin, 2021; Herlita & Fauzi, 2023), or the effect of self-efficacy on performance (Wicaksono & Lutfi, 2023; Pratikayanti & Putra, 2020). However, no research has simultaneously examined how supervision and workload influence performance through the psychological mechanisms of self-efficacy and organizational commitment. JSIT's uniqueness as an organization with an integrated Islamic-based curriculum requires teachers to excel not only academically but also to possess spiritual integrity and a strong commitment to the organization's values. This includes mandatory attendance at webinars during Ramadan, workshops on developing an independent curriculum, and an emphasis on daily Islamic practices such as the Dhuha prayer and tilawah (Islamic recitation). Therefore, research into the factors influencing teacher performance in this specific context is crucial and urgent.

This study aims to analyze the direct influence of school supervisor supervision and workload on teacher performance, as well as its indirect influence through the mediation of self-efficacy and organizational commitment at SDIT JSIT, Riau Province. More specifically, this study will test seventeen hypotheses covering the direct and indirect influences between variables. The scientific contribution of this study lies in the development of an integrative model for improving teacher performance in the context of Islamic education, which considers not only external factors (supervision and workload) but also internal teacher factors (self-efficacy and organizational commitment) as mediators. Practically, the results of this study are expected to serve as a basis for school supervisors in developing more effective supervision strategies, for principals in designing managerial policies that foster organizational commitment, and for JSIT administrators in

formulating teacher development programs and evaluating curriculum policies within JSIT, Riau Province. Thus, this study is not only academically relevant but also has a significant practical impact on improving the quality of Islamic education in Indonesia.

B. RESEARCH METHODS

This study employed an associative quantitative approach to examine the relationships and influences among the research variables, namely school supervisor supervision, workload, self-efficacy, organizational commitment, and teacher performance. This approach was selected because it is appropriate for theory testing, fact-building, and demonstrating relationships among variables as formulated in the research hypotheses. The research was conducted at Integrated Islamic Elementary Schools (SDIT) within the Network of Integrated Islamic Schools (JSIT) in Riau Province, with data collection focused in Pekanbaru City and Bengkalis Regency. These two areas were selected because the number of SDITs in both regions reached 13 schools with a combined total of 363 teachers, making them a significant representation of SDIT JSIT in Riau Province compared to other districts or cities, which generally have only one or two SDITs. Data collection was carried out during the 2024/2025 academic year. The study population consisted of all SDIT JSIT teachers in Pekanbaru City and Bengkalis Regency, totaling 363 people. Proportional random sampling was employed, with the number of samples from each school calculated proportionally based on the ratio of teachers in each school to the total population. The sample size was determined using the Slovin formula at a 5% margin of error, yielding a final sample of 190 teachers distributed across 13 SDITs.

Data were collected through questionnaires developed by the researcher based on theoretical studies from various sources. The instrument was designed to measure the following variables: (1) school supervisor supervision, with indicators covering professional coaching, supervisory communication, implementation and follow-up of supervision, and quality appreciation and improvement; (2) workload, measured through indicators of task and administrative burden, time management and physical endurance, learning quality and work enthusiasm, and work-life balance; (3) self-efficacy, assessed through indicators of teaching confidence, adaptive and professional ability, and self-development and role modeling; (4) organizational commitment, measured through indicators of pride and loyalty, responsibility and compliance, social relationships and appreciation, and dedication and future aspirations; and (5) teacher performance, measured through indicators of learning planning and implementation, evaluation and assessment of learning outcomes, classroom management and discipline, and professional development. All instruments were tested for validity and reliability prior to data collection.

Validity was assessed using the product moment correlation formula, with the criterion that the r -count must exceed the r -table value (0.361 for a pilot sample of $n=30$), while reliability was tested using Cronbach's Alpha with a minimum threshold of 0.60. Collected data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SmartPLS software. Data analysis proceeded through several stages: (1) descriptive statistical analysis to provide an overview of the data; (2) measurement model testing (outer model), including convergent validity, discriminant validity, composite reliability, and Cronbach's alpha; and (3) structural model evaluation (inner model), including the R-square test, Q-square predictive relevance test, and hypothesis testing by examining t -statistic values and p -values at the 0.05 significance level.

C. RESULTS AND DISCUSSION

1. RESULTS

Respondent Characteristics

This study involved 190 teachers from 13 Integrated Islamic Elementary Schools (SDIT) within the Integrated Islamic School Network (JSIT) in Pekanbaru City and Bengkalis Regency, Riau Province. The distribution of respondents based on demographic and professional characteristics is presented in Table 1.

Table 1. Respondent Characteristics (N=190)

Characteristics	Category	Frequency (n)	Percentage (%)
Gender	Man	59	31.0
	Woman	131	69.0
Age	>20 Years	57	30.0
	>30 Years	83	43.7
	>40 Years	38	20.0
	>50 Years	12	6.3
Last education	High School	8	4.2
	Bachelor degree)	169	88.9
	Postgraduate (S2)	13	6.9
Position	Headmaster	11	5.8
	Classroom teacher	106	55.8
	Subject teachers	73	38.4
Years of service	1-5 Years	64	33.7
	6-10 Years	73	38.4
	11-15 Years	16	8.4
	16-20 Years	21	11.1
	>20 Years	16	8.4
Certification Status	Already Certified	68	35.8
	Not Certified Yet	122	64.2

Based on Table 1, the respondents were predominantly female teachers (69.0%) and were in the productive age range of >30 years (43.7%). The majority of teachers had completed undergraduate education (88.9%) and held the status of classroom teachers (55.8%). The distribution of length of service was relatively even, with the largest proportion in the 6-10 years range (38.4%). These data indicate that most respondents had substantial teaching experience. However, the fact that 64.2% of teachers were not yet certified indicates challenges in meeting teacher professional standards within JSIT.

Descriptive Statistical Analysis of Research Variables

Descriptive statistical analysis provides an overview of respondents' perceptions of each variable studied. A summary of the descriptive statistics is presented in Table 2.

Table 2. Descriptive Statistics of Research Variables

Variables	Number of Indicators	Mean Range	Standard Deviation Range	General Category
School Supervisor Supervision (X1)	15	2,937 - 3,323	0.940 - 1.083	Pretty good
Workload (X3)	16	3,058 - 3,358	1,017 - 1,242	High enough
Self-Efficacy (Z1)	16	2,579 - 3,063	0.734 - 0.935	Pretty good
Organizational Commitment (Z2)	16	2,510 - 3,358	0.781 - 0.966	Pretty good
Teacher Performance (Y)	14	2,799 - 3,263	0.844 - 1.015	Pretty good

Table 2 shows that teachers' perceptions of school supervisor supervision are in the fairly good category, with the highest mean value in indicator X1.2 (3.323) indicating that there is quite good direction from the supervisor, while the lowest value in X1.7 (2.937) indicates the need for improvement in the aspect of support for learning innovation. Teacher workload is perceived as quite high with a mean value ranging from 3.058 to 3.358, where indicator X3.19 (3.358) on the ability to manage workload gets the highest score. The level of teacher self-efficacy is in the fairly good category, but indicator Z1.3 (2.579) on confidence in overcoming difficulties still needs to be improved. Organizational commitment is also in the fairly good category with indicator Z2.7 (3.358) on harmonious working relationships getting the highest score, while Z2.18 (2.510) on willingness to accept additional tasks is still low. Teacher performance was generally assessed as quite good, with indicators Y1.3 and Y1.12 (3.263) regarding the implementation of effective learning and communication with parents receiving the highest scores, however Y1.10 (2.799) regarding varied methods still needs optimization.

Measurement Model Testing (Outer Model)

Before testing the hypotheses, an evaluation of the measurement model was conducted to ensure the validity and reliability of the instrument. Convergent validity was tested by examining the loading factor and Average Variance Extracted (AVE) values. All indicators in this study had loading factor values above 0.7, indicating that each indicator adequately measured its construct. The AVE values for each construct were also above the recommended threshold of 0.5, as shown in Table 3.

Average Variance Extracted (AVE) Value

Variables	AVE value	Information
School Supervisor Supervision (X1)	0.703	Valid
Workload (X3)	0.687	Valid
Self-Efficacy (Z1)	0.629	Valid
Organizational Commitment (Z2)	0.650	Valid
Teacher Performance (Y)	0.638	Valid

The data in Table 3 shows that all constructs have an AVE value > 0.5 , with the highest value for the school supervisor supervision variable (0.703) and the lowest for the self-efficacy variable (0.629). This confirms that all indicators are convergently valid in measuring their

respective constructs. Furthermore, a *discriminant validity test* was conducted by comparing the square root of the AVE with the correlation between constructs (Fornell-Larcker criterion), as presented in Table 4.

Table 4. Fornell-Larcker Criterion Values

Variables	X1	X3	Y	Z1	Z2
X1 Supervisory Supervision	0.839				
X3 Workload	0.354	0.829			
Y Teacher Performance	0.680	0.582	0.799		
Z1 Self-Efficacy	0.435	0.576	0.612	0.793	
Z2 Organizational Commitment	0.503	0.479	0.607	0.318	0.806

The diagonal values in bold in Table 4 represent the square root of the AVE of each construct. The results show that this value is greater than the correlation of the construct with other constructs, thus meeting the criteria for discriminant validity. For example, the square root of the AVE for the teacher performance construct is 0.799, greater than its correlation with supervision (0.680), workload (0.582), self-efficacy (0.612), and organizational commitment (0.607). Construct reliability testing was conducted by examining the *Composite Reliability* and *Cronbach's Alpha values*, presented in Table 5.

Table 5. Construct Reliability Values

Variables	Cronbach's Alpha	Composite Reliability	Information
School Supervisor Supervision (X1)	0.972	0.972	Reliable
Workload (X3)	0.970	0.970	Reliable
Self-Efficacy (Z1)	0.961	0.962	Reliable
Organizational Commitment (Z2)	0.964	0.964	Reliable
Teacher Performance (Y)	0.959	0.960	Reliable

Table 5 shows that all constructs had *Cronbach's Alpha* and *Composite Reliability values* above 0.70, even approaching 0.95, indicating excellent reliability. Thus, this research instrument is deemed valid and reliable for use in hypothesis testing.

Structural Model Testing (Inner Model)

Structural model evaluation is conducted to test the predictive power and relationships between latent variables. The R-Square (R^2) value indicates how much of the endogenous variables can be explained by the exogenous variables in the model.

Table 6. R-Square Value

Endogenous Variables	R-Square	Category
Self-Efficacy (Z1)	0.417	Currently
Organizational Commitment (Z2)	0.389	Weak
Teacher Performance (Y)	0.680	Good

Based on Table 6, the R^2 value for the teacher performance variable is 0.680, which means that 68.0% of the variation in teacher performance can be explained by the variables of supervisor supervision, workload, self-efficacy, and organizational commitment. The remaining 32.0% is explained by other factors outside the model. The R^2 value for self-efficacy

of 0.417 (moderate category) indicates that 41.7% of the variation in self-efficacy is explained by supervision and workload. Meanwhile, the R^2 value for organizational commitment of 0.389 (weak category) indicates that 38.9% of the variation in organizational commitment is explained by these two exogenous variables. Furthermore, the *Q-Square predictive relevance test* produces a Q^2 value for teacher performance of 0.426 (>0), which means the model has good predictive relevance or 42.6% of the data diversity can be explained by the model.

Hypothesis Testing

Hypothesis testing was conducted by examining the *path coefficient*, t-statistic, and p-value using the *bootstrapping procedure* in SmartPLS. The hypothesis was accepted if the t-statistic value was > 1.96 (p-value < 0.05). The results of the hypothesis testing are presented in Table 7 and illustrated in Figure 1.

Table 7. Results of the Direct Effect Hypothesis Test

Hypothesis	Variable Relationship	Coefficient	t-statistic	p-value	Decision
H1	Supervision → Teacher Performance	0.356	7,052	0,000	Accepted
H2	Supervision → Self-Efficacy	0.196	2,787	0.005	Accepted
H3	Supervision → Organizational Commitment	0.303	4,030	0,000	Accepted
H7	Workload → Teacher Performance	0.154	2,605	0.009	Accepted
H8	Workload → Self-Efficacy	0.404	5,229	0,000	Accepted
H9	Workload → Organizational Commitment	0.256	3,321	0.001	Accepted
H10	Self-Efficacy → Teacher Performance	0.246	5,950	0,000	Accepted
H11	Organizational Commitment → Teacher Performance	0.223	4,213	0,000	Accepted

Table 8. Results of the Indirect Effect Hypothesis Test (Mediation)

Hypothesis	Variable Relationship	Coefficient	t-statistic	p-value	Decision
H12	Supervision → Commitment → Performance	0.068	2,964	0.003	Accepted
H13	Supervision → Self-Efficacy → Performance	0.048	2,441	0.015	Accepted
H16	Workload → Self-Efficacy → Performance	0.099	3,856	0,000	Accepted
H17	Workload → Commitment → Performance	0.057	2,708	0.007	Accepted

Figure 1. Structural Model of PLS-SEM Analysis Results

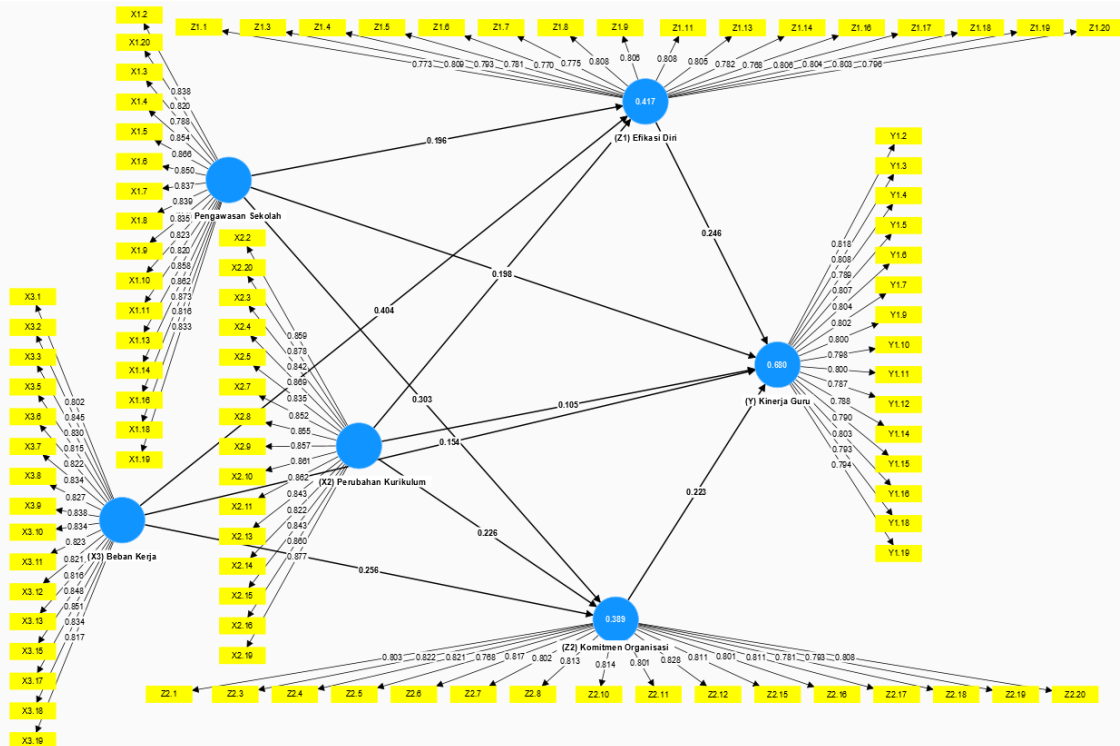


Figure 1 presents a structural model resulting from the PLS-SEM analysis, showing the relationships between variables, along with path coefficients and R² values. The numbers on the arrows indicate path coefficients, while the numbers in circles for endogenous variables indicate R² values. This model illustrates that supervisor supervision and workload have a direct influence on teacher performance, as well as an indirect influence through self-efficacy and organizational commitment.

2. Discussion

The Influence of School Supervisor Supervision on Teacher Performance

The results of the first hypothesis test (H1) prove that school supervisor supervision has a positive and significant effect on teacher performance with a path coefficient of 0.356 and a p-value of 0.000. This finding indicates that the better the quality of supervision carried out by supervisors, the higher the teacher performance in carrying out their professional duties. Effective supervision, which includes professional development, providing direction and motivation, constructive feedback, and systematic follow-up, can improve the quality of planning, implementation, and evaluation of learning by teachers. This result is in line with research by Sukanto, Rasiman, and Muhtarom (2023) which found that academic supervision by school supervisors has a significant effect on the performance of elementary school teachers, as well as research by Dassucik and Sumardiyanto (2023) which confirmed the

influence of supervisor supervision on the performance of junior high school teachers. In a theoretical context, this finding strengthens the view of Glickman, Gordon, and Ross-Gordon (2014) who define supervision as a series of professional activities that help teachers improve the quality of teaching through constructive and collaborative coaching. Sahertian (2008) also emphasized that supervision is not merely oversight, but also professional assistance to improve the quality of the teaching and learning process. In the JSIT environment, good supervision also plays a role in strengthening Islamic spiritual values and work culture in schools, such as exemplary behavior, sincerity, and professional responsibility, which are integral parts of teacher performance from an Islamic perspective.

The Influence of School Supervisor Supervision on Self-Efficacy and Organizational Commitment

The second (H2) and third (H3) hypotheses, which tested the influence of supervision on self-efficacy and organizational commitment, were also accepted. Supervisor supervision was shown to have a positive effect on teacher self-efficacy with a coefficient of 0.196 ($p=0.005$). Guidance, direction, and support from supervisors can be sources of verbal persuasion and vicarious experience *that* strengthen teachers' confidence in their ability to manage learning and overcome challenges. Supervisors who are able to create dialogic relationships and provide constructive feedback will foster teacher self-confidence. This finding is consistent with research by Sukamto et al. (2023) which showed that academic supervision contributes to improving teachers' professional quality, including aspects of self-confidence. Furthermore, supervision also has a positive effect on organizational commitment with a coefficient of 0.303 ($p=0.000$). Supervision that is empowering, fair, and creates harmonious working relationships will increase teachers' sense of emotional attachment, loyalty, and responsibility to the school. This aligns with research by Mustolihudin and Sita Husnul Khotimah (2021), which states that coaching and supervision influence increased teacher organizational commitment. Purwanto (in Arifin, 2022) emphasized that effective supervision creates a positive work environment that motivates teachers and strengthens their dedication to the organization.

The Effect of Workload on Teacher Performance, Self-Efficacy, and Organizational Commitment

The seventh hypothesis (H7), which tested the effect of workload on teacher performance, was accepted with a coefficient of 0.154 ($p=0.009$). This finding indicates that a positively and proportionally perceived workload can stimulate teachers to work in a more organized, disciplined, and productive manner. Teachers who are able to manage their tasks well tend to demonstrate more optimal performance. This result aligns with research by Dadang Wahyudin (2021) which found a positive effect of workload on teacher performance, as well as research by Yunie Syamsu Dinia et al. (2023) which showed that a proportional workload can increase teacher motivation and responsibility. However, it is important to note that these findings need to be interpreted with caution. This positive effect may occur because the existing workload is still within tolerable limits and teachers' ability to manage it. This is reinforced by the finding that workload has a positive effect on self-efficacy (H8) with the highest coefficient of 0.404 ($p=0.000$). Teachers' success in completing their workload

becomes a mastery experience *that* is the main source of increasing self-efficacy, in accordance with Bandura's theory (1997). Workload also has a positive effect on organizational commitment (H9) with a coefficient of 0.256 ($p=0.001$), indicating that a work environment with clear and well-managed demands can strengthen teachers' sense of responsibility and loyalty.

The Influence of Self-Efficacy and Organizational Commitment on Teacher Performance

The tenth (H10) and eleventh (H11) hypotheses, which tested the influence of self-efficacy and organizational commitment on teacher performance, were also accepted. Self-efficacy has a positive effect on teacher performance with a coefficient of 0.246 ($p=0.000$). Teachers who are confident in their abilities will be more willing to try innovative methods, be more persistent in facing challenges, and ultimately achieve better work results. This finding confirms the research of Arief Wicaksono and Lutfi (2023) and Putu Ayu Ari Pratikayanti and DB Kt. Ngr. Semara Putra (2020), which proved a significant relationship between self-efficacy and teacher performance. Similarly, organizational commitment has a positive effect on teacher performance with a coefficient of 0.223 ($p=0.000$). Teachers with high commitment will demonstrate dedication, responsibility, and a willingness to contribute beyond their primary duties. These results align with the research of Mustolihudin and Sita Husnul Khotimah (2021), which found a significant influence of organizational commitment on teacher performance.

The Mediating Role of Self-Efficacy and Organizational Commitment

The most significant finding in this study is the proven mediating role of self-efficacy and organizational commitment in the relationship between supervision and workload with teacher performance (H12, H13, H16, H17). Self-efficacy was proven to mediate the effect of supervision on teacher performance with a coefficient of 0.048 ($p = 0.015$). This means that good supervision not only has a direct impact but also strengthens teachers' self-confidence, which in turn improves their performance. Similarly, organizational commitment mediated the effect of supervision on teacher performance with a coefficient of 0.068 ($p = 0.003$). Effective supervision fosters a sense of belonging and loyalty, so that teachers are motivated to perform high for the advancement of the school.

Interestingly, self-efficacy (coefficient 0.099; $p=0.000$) and organizational commitment (coefficient 0.057; $p=0.007$) also significantly mediated the effect of workload on teacher performance. This finding provides an important explanation for the inconsistency of previous research on the effect of workload. Workload does not necessarily decrease performance; in fact, when teachers successfully manage it, it increases their self-efficacy. This increase in self-efficacy then drives performance improvement. In other words, workload has a positive impact on performance *only if* teachers perceive it as a challenge that can be overcome and builds self-confidence. Similarly, a workload that is managed fairly and supported by a positive environment will strengthen teachers' commitment, which then motivates them to perform better. This finding aligns with the theoretical framework proposed by Mahawati et al. (2021) that proportional workload management can strengthen

individual responsibility and self-confidence, as well as Tarwaka (2015) that a balance between work demands and individual abilities can foster self-confidence and a spirit of achievement.

Theoretical and Practical Implications

Theoretically, this study makes a significant contribution by developing an integrative model for improving teacher performance in the context of Islamic education. This model confirms the key role of psychological (self-efficacy) and affective (organizational commitment) factors as mediators explaining the relationship between external factors (supervision and workload) and teacher performance. These findings broaden the understanding that improving performance is not sufficient with structural interventions alone, but must be accompanied by efforts to strengthen teachers' internal capacity. From an Islamic perspective, these findings align with the concepts of *itqan* (perfect work) and *ibsan* (awareness of being watched by God), which emphasize the importance of quality work based on faith and piety. Teachers with high self-efficacy and strong organizational commitment will view their work as an act of worship and a trust, so that their performance is measured not only by worldly achievements but also by the value of the hereafter.

Practically, the findings of this study have important implications for various stakeholders within JSIT. First, for school supervisors, these results emphasize the need to shift the supervision paradigm from an administrative control model to professional mentoring that empowers and builds teacher confidence. Supervision should be designed as a dialogic process that provides space for teachers to reflect on their teaching practices and receive constructive feedback. Second, for JSIT principals and management, a proportional and fair workload management policy is needed, taking into account the complexity of teaching, administrative, and Islamic activities. Technological support and additional administrative staff can help ease the burden on teachers in non-teaching tasks. Third, teacher professional development programs need to be designed not only to improve technical competence but also to strengthen self-efficacy and organizational commitment through activities such as *coaching*, *mentoring*, *peer learning*, project-based training, and spiritual guidance that fosters awareness of the meaning and purpose of service as teachers. Thus, investing in strengthening the psychological and spiritual aspects of teachers is a powerful strategy for optimizing their performance in realizing the vision of superior and character-based Islamic education.

D. CONCLUSION

This study aimed to analyze the effects of school supervisor supervision and workload on teacher performance, with self-efficacy and organizational commitment as mediating variables, at the Integrated Islamic Elementary Schools (SDIT) within the Network of Integrated Islamic Schools (JSIT) in Riau Province. Based on the analysis and findings presented, this study concludes that school supervisor supervision and workload play a fundamental role in determining the quality of teacher performance, both directly and through the strengthening of teachers' psychological and affective conditions. The key findings confirm that the effectiveness of supervision carried

out by supervisors, encompassing professional coaching, constructive feedback, and sustained mentoring, significantly drives improvements in teacher performance. Similarly, workload perceived proportionally and managed effectively proved to be a positive stimulus that enhances teachers' productivity and professional responsibility. Beyond demonstrating direct effects, this study reveals the underlying psychological mechanism, wherein self-efficacy and organizational commitment are confirmed as key mediators that strengthen the impact of supervision and workload on teacher performance.

These findings make a significant theoretical contribution to the development of knowledge in Islamic education management, particularly in understanding the complex dynamics that affect teacher performance in Islamic educational institutions. The integrative model produced in this study confirms that improving teacher performance cannot be achieved through structural interventions alone, such as improving supervision quality or managing workload, but must be accompanied by systematic efforts to build teachers' belief in their own abilities and to foster emotional attachment and loyalty to their institution. From an Islamic perspective, these findings align with the concepts of *itqan* (excellence in work) and *ihsan* (God-consciousness), which positions teachers as *waratsatul anbiya* (heirs of the prophets), who are not only tasked with transmitting knowledge but also with shaping the noble character and morals of students. Teachers with high self-efficacy will view every challenge as an opportunity to improve the quality of their dedication, while teachers with strong organizational commitment will interpret their work as an act of worship and a trust that must be fulfilled, not merely for worldly gain.

The practical implications of this study are highly relevant for stakeholders within the JSIT environment. School supervisors and principals need to transform the supervision paradigm from a hierarchical administrative control model to dialogic, empowering mentoring that is oriented toward developing teachers' professional potential. School management must also design fair and proportional workload policies that take into account the complexity of teaching, administrative, and Islamic activities that characterize integrated Islamic schools. Furthermore, teacher professional development programs should not only focus on improving pedagogical and professional competencies, but should also be designed to strengthen self-efficacy and organizational commitment through activities such as *coaching*, *mentoring*, *peer learning*, project-based training, and spiritual guidance that cultivates awareness of the meaning and purpose of their vocation as educators. In this way, investing in the psychological and spiritual strengthening of teachers is a fundamental strategy for optimizing their performance in realizing the vision of excellent, character-based Islamic education that empowers global competitiveness.

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