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Self-Efficacy as a Mediator of Autonomous Motivation and Professional Competence on Al-Qur'an Hadith Teachers' Performance

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Abstract

This study investigates the influence of autonomous motivation and professional competence on the performance of Al-Qur'an Hadith teachers, with self-efficacy as a mediating variable. A quantitative survey design was employed involving 98 certified Al-Qur'an Hadith teachers from Madrasah Tsanawiyah in Central Lampung Regency, Indonesia. Data were collected using validated Likert-scale questionnaires and analyzed through Structural Equation Modeling-Partial Least Squares (SEM-PLS). The results indicate that autonomous motivation and professional competence positively and significantly affect teacher performance both directly and indirectly through self-efficacy. Self-efficacy significantly mediated the relationship between autonomous motivation and teacher performance ($\beta = 0.308$, $t = 2.549$, $p = 0.011$), suggesting that teachers with stronger intrinsic motivation and higher confidence in their teaching abilities demonstrate better professional performance. In contrast, controlled motivation did not significantly influence teacher performance through self-efficacy ($\beta = 0.008$, $t = 0.106$, $p = 0.916$). These findings highlight the importance of strengthening motivational quality, professional competence, and efficacy beliefs to improve teacher performance in Islamic educational settings. This study contributes an integrated model explaining teacher performance through the interaction of motivational, professional, and psychological factors.

Keywords: Autonomous Motivation; Professional Competence; Self-Efficacy; Teacher Performance; Al-Qur'an Hadith Teachers; Islamic Junior High Schools

Introduction

The performance of Al-Qur'an Hadith teachers plays a crucial role in achieving the objectives of Islamic education in Madrasah Tsanawiyah (MTs). Beyond delivering subject content, these teachers are responsible for fostering students' religious understanding, moral character, and spiritual development. Consequently, teacher performance becomes a key determinant of learning quality and educational outcomes in Islamic schools. Despite its importance, variations in teacher performance remain evident in many madrasahs, particularly regarding instructional effectiveness, professional commitment, classroom innovation, and adaptation to evolving educational demands. As an integral component of Indonesia's national education system, madrasahs are expected to improve educational

quality while maintaining their distinctive religious mission. The large number of teachers and students within the madrasah system highlights the strategic importance of enhancing teacher performance as a means of strengthening educational quality. In this context, understanding the factors that influence the performance of Al-Qur'an Hadith teachers is essential for developing effective policies and professional development programs. Among the factors frequently associated with teacher performance are motivational quality, professional competence, and psychological beliefs regarding one's ability to perform professional tasks effectively.

Islamic education in Indonesia functions not only as a medium for transmitting religious values, but also as a strategic instrument in developing the quality of human resources within the framework of national development. In the national education system regulated by Law Number 20 of 2003, Islamic education is institutionally integrated into the achievement of national educational goals through the strengthening of cognitive, affective, and psychomotor competencies alongside students' religious values. In this ecosystem, madrasahs hold a strategic position because they serve millions of students and teachers across educational levels. Indonesia Educational Statistics in Brief 2023/2024 emphasizes the scale of the system and the importance of teacher quality indicators for policy formulation (Kemendikbudristek/Pusdatin, 2024). Likewise, the official platform of the Directorate General of Islamic Education positions EMIS 4.0 as an integrated database system for planning and evaluating educational quality (Ditjen Pendis, 2024).

The contribution of madrasahs to the national education system continues to increase. EMIS data for the 2024/2025 academic year recorded 87,598 madrasahs, 613,502 learning groups, 10,345,040 students, and 930,659 teachers nationwide (Ditjen Pendis, 2024). These figures indicate that madrasahs contribute more than 21% of formally recognized educational institutions in Indonesia. Madrasahs, commonly recognized as Islamic schools, integrate religious instruction with general sciences within a unified curriculum system and are often described as *the most common type of school for religious instruction in the Islamic world* (Moosa & Moosa, 2016). Formally, madrasahs consist of Raudlatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA), both public and private. However, most madrasahs are privately managed by communities, totaling 83,551 institutions, compared to only 4,046 public madrasahs (Ditjen Pendis, 2024). This condition indicates that the sustainability and quality of madrasahs are strongly influenced by managerial capacity, community support, and institutional governance.

Despite their significant contribution, many madrasahs, particularly in rural areas, still face limitations in facilities, funding, learning resources, and access to educational technology (Bramastia & Yasin, 2022). Inequality in resource allocation between urban and rural regions further widens the quality gap among madrasahs. Under these conditions, teacher professionalism becomes the key determinant in maintaining educational quality. Educational facilities and policies will not achieve optimal outcomes if teachers are unable to actualize pedagogical autonomy and professional competence effectively. Therefore, strengthening teacher performance is an urgent necessity for improving the competitiveness and sustainability of Islamic education.

Teacher performance in madrasahs is closely related to their pedagogical competence, professional capability, and ability to integrate Islamic values into the learning process. Teachers are not merely transmitters of knowledge but also moral educators and role models for students. Their responsibilities extend beyond conventional teaching practices to include the adaptation of modern educational approaches and collaboration with stakeholders to address institutional challenges. Consequently, improving teacher performance requires comprehensive efforts involving organizational culture, leadership, professional development, and individual motivation.

Several previous studies have demonstrated that teacher performance is influenced by various internal and external factors. Sayuti et al. examined the influence of learning organizations on teacher performance (Sayuti et al., 2021); Esterlina analyzed transformational leadership in improving teacher effectiveness (Esterlina, 2021); Huda emphasized the role of supportive leadership (Huda, 2022); Pujilestari et al. investigated the contribution of school climate (Pujilestari et al., 2023); Susanti & Abidin highlighted the importance of work environment and organizational culture (Susanti & Abidin, 2024); while Basuki et al. (Basuki et al., 2024), Ratnasari et al. (Ratnasari et al., 2024), Qamari et al. (Qamari et al., 2024), Dwiyono et al. (Dwiyono et al., 2024), Lubis et al. (Lubis et al., 2025), and Maulidin (Maulidin, 2025) focused on motivational, collaborative, and competency-based factors influencing teacher performance. Although these studies provide valuable insights, most remain partial and sectoral, focusing only on isolated variables without integrating psychological motivation, professional competence, and self-efficacy into a comprehensive structural model.

Previous studies consistently indicate that teacher performance is shaped by a combination of organizational, professional, and individual factors. Research on educational organizations has shown that supportive school environments, transformational leadership, and positive organizational cultures contribute significantly to enhancing teacher effectiveness and professional commitment (Sayuti et al., 2021; Esterlina, 2021; Huda, 2022; Pujilestari et al., 2023; Susanti & Abidin, 2024). These studies suggest that institutional conditions play an important role in facilitating teacher performance by creating conducive environments for professional growth and instructional improvement. At the individual level, recent studies have emphasized the importance of motivation, collaboration, and professional competence in predicting teacher performance (Basuki et al., 2024; Ratnasari et al., 2024; Qamari et al., 2024; Dwiyono et al., 2024; Lubis et al., 2025; Maulidin, 2025). However, empirical findings remain fragmented because most studies examine these variables independently and pay limited attention to the psychological mechanisms through which they influence performance. In particular, the role of self-efficacy as an explanatory pathway linking motivational and competency-related factors to teacher performance has received insufficient attention. Furthermore, existing studies have predominantly focused on general educational settings, leaving Islamic education contexts underexplored. The professional responsibilities of Al-Qur'an Hadith teachers extend beyond instructional delivery to include moral guidance and religious character development, making the determinants of their performance potentially different from those of teachers in other subject areas. Consequently, a more comprehensive model that integrates autonomous motivation, professional competence, and self-efficacy is needed to explain how these factors interact in shaping teacher performance. Such an approach not only addresses existing theoretical gaps but also provides a more holistic framework for improving teacher effectiveness in Islamic educational institutions.

Research specifically addressing Qur'an-Hadith teachers in madrasahs is still limited. Mu'Alimin et al. found that teacher performance in Madrasah Aliyah in Central Lampung faced various professional challenges, but the study focused only on the MA level and did not address MTs teachers (Mu'Alimin et al., 2020). Hanapiah et al. (2021) reported that many Qur'an-Hadith teachers remained focused solely on classroom teaching, leaving professional development activities such as scientific writing and publication neglected (Hanapiah et al., 2021).

Taufik & Rusdi identified weaknesses in technological integration and methodological competence among Islamic education teachers (Taufik & Rusdi, 2024), while Wahyudi et al. highlighted time constraints, inadequate facilities, and limited training opportunities as major barriers to professionalism (Wahyudi et al., 2025). Furthermore, Tambrin et al., Lestari et al., and

Zulhijjah demonstrated that supervision and teacher evaluation systems in madrasahs were often ineffective due to limited managerial support and inconsistent follow-up mechanisms (Tambrin et al., 2021; Lestari et al., 2023; Zulhijjah, 2024).

Preliminary interviews conducted with officials from the Islamic Education Section (Penmad) of the Ministry of Religious Affairs in Central Lampung also revealed that Qur'an-Hadith teachers generally possess strong dedication as educators, moral guides, and spiritual role models. However, several problems remain evident, including limited mastery of *tahsin*, inadequate interpretation of Qur'anic verses related to instructional materials, weak methodological competence in contextualizing Qur'anic teachings, and low integration of digital technology into classroom instruction. Similar findings emerged from interviews with madrasah principals, who stated that although Qur'an-Hadith teachers had implemented memorization-based practices effectively, instructional methods remained largely conventional and less engaging for students.

Another important issue concerns teacher motivation. Studies have shown that low motivation contributes to declining commitment, enthusiasm, collaboration, and teaching effectiveness, which ultimately affects student learning outcomes and educational quality (Mahler et al., 2018; Sharif et al., 2025). Low motivation is also associated with burnout, absenteeism, and the intention to leave the profession (Hornyák, 2025). In this context, Self-Determination Theory (SDT) developed by Ryan and Deci becomes highly relevant for understanding teacher behavior and performance. SDT distinguishes between autonomous motivation and controlled motivation. Autonomous motivation refers to engagement driven by personal meaning, self-awareness, and internal choice, while controlled motivation is influenced by external pressure, rewards, or obligations (Deci et al., 2017; Ryan & Deci, 2020).

Teachers with strong autonomous motivation tend to demonstrate higher professional engagement, adaptive teaching practices, job satisfaction, and self-efficacy (Salazar-Ayala & Gastélum-Cuadras, 2020; Rothinam et al., 2024; Mpare et al., 2025). Conversely, teachers dominated by controlled motivation are more likely to experience lower involvement, reduced enjoyment in teaching, and burnout (Rufini & Bzuneck, 2023). Preliminary survey results involving 21 MTs teachers in the Western Madrasah Working Group (KKM) of Central Lampung showed that autonomous motivation was relatively high (75.68%), while controlled motivation remained at a moderate level (67.57%). These findings indicate the existence of motivational potential that requires further investigation and systematic management to improve teacher performance.

In addition to motivation, professional competence also plays a crucial role in determining teacher performance. Professional competence includes mastery of subject matter, pedagogical skills, assessment ability, and the use of information and communication technology in teaching. Hariri et al. demonstrated that professional competence significantly influences educational quality (Hariri et al., 2024), while Nasution et al. found that professional development programs effectively improved teacher performance through pedagogical innovation and updated instructional knowledge (Nasution et al., 2024). Nevertheless, previous studies rarely examined how professional competence interacts with motivational dimensions and self-efficacy simultaneously within the context of Islamic education.

Self-efficacy is another important variable influencing teacher performance. According to Bandura, self-efficacy reflects an individual's belief in their ability to perform specific tasks successfully (Bandura, 1997). In educational settings, teachers with high self-efficacy tend to be more confident in managing classrooms, implementing innovative teaching methods, and overcoming instructional challenges effectively. Batubara et al. and Akmalia et al. found that self-efficacy positively affected madrasah teacher performance (Batubara et al., 2021; Akmalia et al.,

2023)(Akmalia et al., 2023), while Rosalina (2023) demonstrated that self-efficacy indirectly improved performance through job satisfaction. Similarly, Hambali et al. reported that self-efficacy contributed directly to teacher performance among Madrasah Aliyah teachers in Medan (Hambali et al., 2023). More recent findings by Anggraini et al. confirmed that self-efficacy acts as a mediator between competence and work engagement among Muslim teachers (Anggraini et al., 2024).

Theoretically, this study integrates Self-Determination Theory (Ryan & Deci, 2000; Stone et al., 2008), professional competence theory, and Self-Efficacy Theory (Kemendiknas, 2007; Bandura, 1997). These theories are conceptually interconnected in explaining teacher motivation and professional behavior. SDT emphasizes that fulfillment of psychological needs—autonomy, competence, and relatedness—encourages intrinsic motivation, which subsequently strengthens self-efficacy and performance (Çetin & Aşkun, 2018). This theoretical integration provides a strong conceptual framework for analyzing the structural relationship between self-determination motivation, professional competence, self-efficacy, and teacher performance.

The research gap of this study lies in the limited number of studies that simultaneously examine self-determination motivation, professional competence, and self-efficacy within a single structural model, particularly among Qur'an-Hadith teachers at the MTs level. Previous studies generally focused only on one or two variables separately and rarely positioned self-efficacy as a mediating variable in the context of Islamic education. Therefore, this study offers novelty by developing a multidimensional model using Structural Equation Modeling–Partial Least Squares (SEM-PLS) to analyze the direct and indirect relationships among those variables comprehensively.

The research gap of this study lies in the limited empirical evidence examining autonomous motivation, professional competence, and self-efficacy within a single integrated framework, particularly among Al-Qur'an Hadith teachers at the Madrasah Tsanawiyah (MTs) level. Existing studies have generally investigated motivational, competency-related, or organizational factors separately, providing only a partial explanation of teacher performance. Moreover, the mediating role of self-efficacy has received limited attention, especially in Islamic educational settings where teachers are expected to fulfill not only instructional responsibilities but also moral and spiritual functions.

To address these limitations, this study proposes a structural model in which autonomous motivation and professional competence are hypothesized to influence teacher performance both directly and indirectly through self-efficacy. The model is grounded in Self-Determination Theory and Social Cognitive Theory, which suggest that intrinsic motivational resources and professional capabilities strengthen individuals' beliefs in their ability to perform professional tasks effectively, thereby enhancing performance outcomes. By employing Structural Equation Modeling–Partial Least Squares (SEM-PLS), this study tests these relationships simultaneously and provides a more comprehensive explanation of teacher performance. The novelty of this research lies in integrating motivational, professional, and psychological dimensions into a unified model, thereby extending the literature on teacher performance and offering empirical evidence from the context of Islamic education.

This study aims to analyze the influence of self-determination motivation and professional competence on the performance of Qur'an-Hadith teachers at Madrasah Tsanawiyah in Central Lampung, with self-efficacy positioned as a mediating variable. The findings are expected to contribute theoretically to the development of educational psychology and Islamic education studies, while practically serving as a reference for policymakers and educational institutions in designing integrated teacher development programs based on psychological empowerment and professional strengthening.

Based on the foregoing discussion, this research is important as a response to global, national, and institutional challenges in improving teacher quality through a multidimensional approach involving self-determination motivation, professional competence, and self-efficacy. This study is expected to fill existing academic gaps and offer a more integrative perspective for developing teacher performance models within Islamic education, particularly at the Madrasah Tsanawiyah level in Indonesia.

Method

Research Design

This study employed a quantitative research approach aimed at examining the causal relationships among variables. Quantitative research is commonly grounded in the positivist paradigm and emphasizes numerical data collection and statistical analysis (Gall, 2014). In this study, the research design utilized Structural Equation Modeling–Partial Least Squares (SEM-PLS) through path analysis involving exogenous and endogenous variables. Exogenous variables function as independent variables influencing other variables in the model, while endogenous variables act as dependent variables in at least one structural relationship (Catherine M. Stein et al., 2017).

The study specifically investigated the relationships among self-determination motivation, professional competence, self-efficacy, and teacher performance. Self-determination motivation and professional competence were positioned as exogenous variables, self-efficacy as a mediating variable, and teacher performance as the endogenous variable. This design was selected because SEM-PLS allows the simultaneous testing of direct and indirect relationships among variables within a comprehensive structural model (Ahmad Mukhtar et al., 2024).

Research Site and Time

The study was conducted at Islamic junior secondary schools (Madrasah Tsanawiyah/MTs) in Central Lampung Regency, Lampung Province, Indonesia. MTs are equivalent to junior high schools within the Islamic education system and provide three years of formal education. The research focused on teachers of Al-Qur'an Hadith subjects working in MTs across five Madrasah Working Groups (Kelompok Kerja Madrasah/KKM) in Central Lampung.

The research process began with the preparation of the proposal in June 2025 and continued until the completion of the final report in April 2026. Therefore, the entire research process required approximately eleven months, including proposal development, data collection, data analysis, revision, and final reporting stages.

Participants

The population of this study consisted of all certified Al-Qur'an Hadith teachers teaching at MTs in Central Lampung Regency. Based on data obtained from the Office of the Ministry of Religious Affairs of Central Lampung, there were 98 teachers distributed across 98 MTs institutions.

Because the population size was relatively small, this study employed a total sampling technique, in which all members of the population were included as research participants. Sugiyono explains that total sampling is appropriate when the population size is fewer than 100 participants. Consequently, all 98 Al-Qur'an Hadith teachers participated as respondents in this study (Sugiyono, 2018).

Data Collection

Data collection was conducted using online questionnaires distributed through Google Forms. The questionnaire links were designed to facilitate automatic responses and efficient data management. The instruments measured self-determination motivation, professional competence, self-efficacy, and teacher performance using Likert-scale items adapted from relevant theoretical frameworks

and previous studies (Creswell & Creswell, 2018).

The data collection process began with obtaining official research permission from the Office of the Ministry of Religious Affairs of Central Lampung Regency through the Integrated Administrative Service Unit (PTSP) in Gunung Sugih. After approval was granted, the researcher coordinated with the Madrasah Education Section (Penmad) operator to distribute the online questionnaire links through WhatsApp groups of madrasah principals. The principals were then expected to forward the questionnaire to teachers within their respective institutions.

Respondents voluntarily completed the questionnaire after reading the research explanation and informed consent statement. In addition to primary data obtained through questionnaires, secondary data were collected from institutional documents, previous studies, policy reports, and related educational statistics relevant to the research variables.

Data Analysis

The collected data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). This technique was selected because it is suitable for examining complex causal relationships among latent variables, including mediating effects, and can accommodate relatively small sample sizes without requiring strict multivariate normality assumptions (Hair et al., 2022).

The analysis consisted of two stages: measurement model evaluation (outer model) and structural model evaluation (inner model). The outer model assessment examined convergent validity through factor loadings and Average Variance Extracted (AVE), discriminant validity using the Fornell–Larcker criterion and Heterotrait–Monotrait Ratio (HTMT), as well as internal consistency reliability through Cronbach’s alpha and composite reliability values (Fornell & Larcker, 1981; Henseler et al., 2015).

The inner model evaluation was conducted to test the proposed hypotheses by analyzing path coefficients, coefficient of determination (R^2), predictive relevance (Q^2), effect size (f^2), and mediation effects through bootstrapping procedures (Hair et al., 2022; Sarstedt et al., 2020).

Validity and Reliability

To ensure the quality of the research instrument, content validity was established through expert judgment and adaptation from previously validated instruments in related international studies. A pilot study was also conducted prior to the main survey to evaluate the clarity and comprehensibility of questionnaire items.

To ensure the quality of the research instrument, content validity was assessed by three experts specializing in Islamic education, educational psychology, and quantitative research methodology. The questionnaire items were adapted from previously validated international instruments and subsequently reviewed for contextual relevance to Islamic educational settings. Based on the experts’ feedback, several items were revised to improve wording clarity, reduce ambiguity, and ensure alignment with the constructs being measured.

Prior to the main survey, a pilot study involving 30 Al-Qur’an Hadith teachers was conducted to evaluate the clarity, readability, and comprehensibility of the questionnaire. Participants reported that the items were generally clear and easy to understand, although minor revisions were made to simplify several statements. The preliminary reliability analysis demonstrated satisfactory internal consistency, with Cronbach’s alpha values ranging from 0.79 to 0.91 across all constructs, exceeding the recommended threshold of 0.70. These results indicated that the instrument possessed adequate validity and reliability and was suitable for use in the main study.

Reliability testing was performed using Cronbach’s alpha and composite reliability coefficients to assess the internal consistency of the constructs (Creswell & Creswell, 2018). Furthermore, data screening procedures were conducted to identify incomplete responses, outliers, and inconsistent

response patterns before the main statistical analysis (Tabachnick & Fidell, 2019).

To reduce common method bias, respondents were assured that their responses would remain anonymous and would only be used for academic purposes. This approach is recommended in behavioral and educational survey research to minimize social desirability bias (Podsakoff et al., 2003).

Ethical Considerations

This study adhered to ethical principles in educational research. Prior to data collection, official permission was obtained from the relevant educational authorities. Participants were informed about the objectives of the study, the voluntary nature of participation, and the confidentiality of their responses (Anggraini et al., 2024).

All respondents provided informed consent before completing the questionnaire. No personally identifiable information was disclosed in the research report, and all data were analyzed anonymously to ensure participant privacy and confidentiality (Anggraini et al., 2024). Furthermore, participants were informed that they had the right to withdraw from the study at any stage without any negative consequences.

Results

Data Description

Frequency Distribution of Respondents' Answers on the Self-Determination Motivation Variable

The analysis results were also obtained using the SmartPLS application. This application provides a more comprehensive analysis of the frequency distribution of the processed data. Based on the results of data analysis using SmartPLS 4.0, information was obtained regarding item codes and numbers, missing values, mean values, minimum and maximum values, standard deviation, kurtosis, and skewness. This frequency distribution display assists researchers in describing respondents' answers. In this context, the missing value indicator refers to whether respondents completed all questionnaire items, where a value of 0 indicates that all responses were completely filled in.

The self-determination motivation variable consists of two main dimensions, each of which forms a latent construct in this study. The first dimension is autonomous motivation, which refers to teachers' involvement in activities driven by internal desire and self-awareness (internal locus of causality). In this dimension, actions are performed because individuals perceive personal value, interest, or meaning in the activity.

The second dimension is controlled motivation, which refers to teachers' involvement in activities influenced more by external encouragement or pressure (external locus of causality), such as demands, regulations, or expectations from others. These two dimensions possess contrasting characteristics because the primary source driving behavior differs, namely whether it originates internally or externally.

The autonomous motivation dimension is formed by two indicators, namely integrated regulation (AMint) and identified regulation (AMide). Each indicator was measured using four statement items, resulting in a total of eight items representing autonomous motivation in this research instrument. Meanwhile, the controlled motivation dimension is formed by two indicators, namely introjected regulation (CMintro) and external regulation (CMext). Each indicator was also measured using four statement items, resulting in eight items representing the controlled motivation construct in this study.

Responses to each item were measured using a five-point Likert scale, ranging from 1 ("strongly disagree") to 5 ("strongly agree"). Differences in respondents' answers across items

indicate variations in the level of autonomous motivation possessed by each teacher.

Based on the results of data analysis using SmartPLS 4.0, descriptive information was obtained, including item codes and numbers, missing values, mean values, minimum and maximum values, standard deviations, kurtosis values, and skewness values. This information provides an initial overview of the characteristics and distribution of data for each research indicator.

Through an understanding of the frequency distribution of these variables, researchers were able to assess the contribution and strength of each indicator in forming the latent constructs under investigation. Furthermore, since each indicator consisted of several statement items, the mean value of each indicator was obtained by accumulating or averaging the mean scores of all items forming the indicator, thereby providing a more comprehensive overview at the indicator level.

Table 1 Distribution of Self-Determination Motivation Data (X1) Autonomous Motivation and Controlled Motivation

Name	Mean	Median	Scale Min	Scale Max	Standard Deviation	Excess Kurtosis	Skewness
AMint1	4.031	4.000	2.000	5.000	0.788	0.372	-0.689
AMint2	4.173	4.000	2.000	5.000	0.821	0.076	-0.784
AMint3	4.031	4.000	1.000	5.000	1.035	0.027	-0.960
AMint4	3.510	4.000	2.000	5.000	1.090	-1.295	-0.122
AMide1	4.061	4.000	2.000	5.000	0.867	0.111	-0.788
AMide2	4.163	4.000	2.000	5.000	0.877	0.377	-0.973
AMide3	3.592	4.000	2.000	5.000	1.038	-1.092	-0.277
AMide4	3.755	4.000	2.000	5.000	1.143	-1.334	-0.336
CMintro1	3.643	4.000	1.000	5.000	1.100	-0.564	-0.558
CMintro2	3.633	4.000	1.000	5.000	1.137	-0.767	-0.503
CMintro3	3.031	3.000	1.000	5.000	1.460	-1.430	-0.114
CMintro4	3.347	4.000	1.000	5.000	1.230	-0.855	-0.359
CMext1	3.857	4.000	1.000	5.000	1.097	-0.162	-0.793
CMext2	3.949	4.000	1.000	5.000	0.973	-0.006	-0.774
CMext3	3.051	3.000	1.000	5.000	1.304	-1.213	-0.152
CMext4	3.265	4.000	1.000	5.000	1.337	-1.225	-0.213
CMintro1	3.643	4.000	1.000	5.000	1.100	-0.564	-0.558
CMintro2	3.633	4.000	1.000	5.000	1.137	-0.767	-0.503

Source: Processed from SmartPLS 4.0, 2026.

Based on Table 1, the descriptive statistical analysis results for the self-determination motivation variable, which consists of two constructs, namely Autonomous Motivation (AM) and Controlled Motivation (CM), indicate that the mean values of the items range from 3.031 to 4.173. This range suggests that respondents generally provided relatively high ratings on the 1–5 scale, with mean scores tending toward 4 (“agree”). This finding is further supported by the median values, where almost all items scored 4, while only a few items such as CMintro3 and CMext3 had a median value of 3, indicating that several CM indicators were perceived more moderately or neutrally by respondents.

In terms of response distribution, the minimum scale values ranged from 1 to 2, while the maximum scale consistently reached 5 across all items. This indicates that respondents utilized the full range of response options, although their responses generally tended toward higher categories. Furthermore, the standard deviation values ranged from 0.788 to 1.460, indicating low to relatively high variability in responses. More homogeneous variation appeared in the AM indicators (e.g., SD

around 0.788–1.143), whereas some CM construct items exhibited greater variability, particularly CMintro3 (SD = 1.460), CMext4 (SD = 1.337), and CMext3 (SD = 1.304). This condition suggests that respondents' perceptions of several aspects of controlled motivation were more diverse compared to autonomous motivation.

Moreover, the evaluation of distribution shape revealed that the skewness values of all indicators were negative, ranging from -0.122 to -0.973. Negative skewness values indicate that the distribution of responses was concentrated toward higher scores, meaning that respondents tended to choose the "agree" to "strongly agree" categories. Meanwhile, the excess kurtosis values ranged from -1.430 to 0.377, which remains within acceptable limits for social science research data and does not indicate extreme peakedness or flatness in the distribution.

Overall, the descriptive statistics presented in Table 1 demonstrate that the self-determination motivation variable exhibits a tendency toward high responses, generally acceptable variation, and distributions without extreme deviations. Therefore, the data are considered suitable for further analysis using the SEM-PLS approach, considering that PLS-SEM does not require strict normality assumptions and determines significance through bootstrapping procedures. Additionally, based on the tendency of the mean values, the indicators within the Autonomous Motivation (AM) construct generally showed higher mean scores (approximately 3.510–4.173) compared to several indicators within the Controlled Motivation (CM) construct, which tended to be more moderate (approximately 3.031–3.949). These findings provide an initial indication that autonomous motivation tends to be more dominant than controlled motivation among the research respondents. Nevertheless, the final conclusion regarding construct dominance still requires confirmation through the results of measurement model and structural model testing in the subsequent SEM-PLS analysis stage.

Frequency Distribution of Respondents' Answers on the Professional Competence Variable

The professional competence variable was measured using four indicators, which were further elaborated into 14 question items in the research instrument. These four indicators of professional competence were adopted from the 2021 Technical Guidelines for Madrasah Teacher Performance Assessment, namely: Mastery of Teaching Materials (KPba), Comprehensive Understanding of Learning Outcomes (KPpkcp), Content Innovation (Kpmik), and Professional Development and Reflection (KPpkb). The frequency distribution was divided into two sections based on the analytical tools used. First, data were collected through Google Drive based on online questionnaire responses (see appendix), and second, through SmartPLS 4.0 software. The distribution of respondents' answers is presented in Table 2 below.

Table 2 Distribution of Professional Competence Data (X2)

Name	Mean	Median	Scale Min	Scale Max	Standard Deviation	Excess Kurtosis	Skewness
KPba1	4.061	4.000	2.000	5.000	0.956	-0.029	-0.906
KPba2	3.969	4.000	2.000	5.000	0.886	-0.178	-0.655
KPba3	4.122	4.000	2.000	5.000	0.811	1.132	-1.045
KPpkcp1	4.041	4.000	1.000	5.000	0.968	1.614	-1.248
KPpkcp2	4.020	4.000	1.000	5.000	0.979	0.901	-1.101
KPpkcp3	2.143	1.000	1.000	5.000	1.443	-1.309	0.657
KPmik1	3.949	4.000	1.000	5.000	0.962	0.542	-0.873
KPmik2	4.031	4.000	1.000	5.000	0.920	1.358	-1.100
KPpkb1	3.837	4.000	1.000	5.000	0.889	0.818	-0.734

KPpkb2	3.265	4.000	1.000	5.000	1.488	-1.324	-0.335
KPpkb3	3.888	4.000	1.000	5.000	0.935	0.649	-0.835
KPpkb4	3.347	3.000	1.000	5.000	1.041	-0.797	0.031
KPpkb5	3.806	4.000	1.000	5.000	0.986	0.075	-0.701

Source: Processed from SmartPLS 4.0, 2026.

Based on Table 2, several conclusions can be drawn regarding the distribution of Professional Competence (X2) data. The mean values of the professional competence indicators ranged from 2.143 to 4.122. This range indicates that respondents generally tended to provide relatively high ratings for most items, with values approaching a score of 4. Nevertheless, there was one relatively lower and more prominent indicator, namely KPpkcp3 (mean = 2.143), which showed a lower tendency of assessment compared to the other indicators. More specifically, several indicators demonstrated high mean values, such as KPba3 (4.122), KPba1 (4.061), KPpkcp2 (4.020), and KPMik2 (4.031), reflecting respondents' tendency to agree with these statements.

The median values for most indicators were 4, reinforcing that the central tendency of respondents' answers was concentrated in the "agree" category. However, an important exception was found in KPpkcp3, which had a median value of 1, as well as KPpkb4 with a median value of 3. This condition indicates that respondents' answers for KPpkcp3 tended to be concentrated in the very low/disagree category, while KPpkb4 was relatively more moderate or close to neutral. In terms of response range, the minimum scale ranged from 1 to 2, while the maximum scale consistently reached 5 for all indicators, indicating that respondents utilized the Likert scale options broadly.

From the perspective of data variation, the standard deviation values ranged from 0.811 to 1.488. These values indicate low to relatively high variability in respondents' answers. The most homogeneous variation appeared in KPba3 (SD = 0.811), whereas relatively high variation emerged in KPpkb2 (SD = 1.488) and KPpkcp3 (SD = 1.443). This finding suggests that respondents' perceptions of these indicators were more diverse, making these items worthy of further attention during the measurement model evaluation stage.

Furthermore, the shape of the data distribution showed skewness values ranging from -1.248 to 0.657. In general, most indicators had negative skewness values, indicating that the distribution of responses tended to concentrate on high scores ("agree" to "strongly agree"). However, KPpkcp3 (skewness = 0.657) demonstrated positive skewness, which is consistent with its low mean and median values, indicating that respondents' answers tended to concentrate on lower scores. Meanwhile, the excess kurtosis values ranged from -1.324 to 1.614, which still fall within acceptable limits and do not indicate extreme peakedness or flatness in the data distribution.

Overall, the descriptive statistics in Table 2 indicate that the Professional Competence variable (X2) generally exhibited high response tendencies, acceptable levels of variation, and data distributions without extreme deviations.

Frequency Distribution of Respondents' Answers on the Self-Efficacy Variable

The Self-Efficacy variable construct was formed by three manifest dimensions, namely Magnitude, Strength, and Generality. These dimensions consisted of the following indicators: Job Difficulty (SE1), Ability to Complete Tasks from Simple to Difficult (SE2), Strength of Belief (SE3), Resilience to Obstacles (SE4), and Ability to Complete Tasks in Broad or Specific Situations (SE5). These indicators were subsequently operationalized into 15 statement items within the research instrument. Measuring self-efficacy is important to determine the level of teachers' confidence and

belief in their abilities to perform their duties effectively.

The frequency distribution was presented in two sections based on the analytical tools used, namely: first, through Google Drive based on online questionnaire responses, and second, using SmartPLS 4.0 software. The distribution of respondents' answers is presented in Table 3 below.

Table 3 Distribution of Self-Efficacy Data (M)

Name	Mean	Median	Scale Min	Scale Max	Standard Deviation	Excess Kurtosis	Skewness
SE1.1	4.010	4.000	1.000	5.000	0.898	0.836	-0.966
SE1.2	3.878	4.000	2.000	5.000	0.929	-0.519	-0.527
SE1.3	3.939	4.000	1.000	5.000	0.878	0.803	-0.888
SE2.1	4.102	4.000	2.000	5.000	0.802	0.822	-0.913
SE2.2	3.776	4.000	2.000	5.000	0.763	-0.348	-0.151
SE2.3	3.867	4.000	2.000	5.000	0.804	-0.514	-0.232
SE3.1	4.071	4.000	2.000	5.000	0.848	-0.194	-0.648
SE3.2	4.286	4.000	2.000	5.000	0.821	0.946	-1.141
SE3.3	4.306	4.000	2.000	5.000	0.813	1.155	-1.201
SE4.1	4.000	4.000	2.000	5.000	0.821	0.458	-0.788
SE4.2	3.939	4.000	2.000	5.000	0.855	-0.374	-0.478
SE4.3	4.010	4.000	1.000	5.000	0.920	0.526	-0.898
SE5.1	3.765	4.000	1.000	5.000	0.855	0.407	-0.619
SE5.2	3.908	4.000	2.000	5.000	0.770	-0.112	-0.383
SE5.3	3.735	4.000	2.000	5.000	0.875	-0.462	-0.377

Source: Processed from SmartPLS 4.0, 2026.

The descriptive analysis results presented in Table 3 for the Self-Efficacy variable using SmartPLS 4.0 provide information regarding mean values, minimum and maximum values, standard deviations, as well as skewness and kurtosis values for each indicator.

Based on the mean values, each indicator ranged from 3.735 to 4.306. This range indicates that respondents generally provided relatively high ratings on the 1–5 Likert scale, with average values tending toward 4 (“agree”). The indicators with the highest mean values were SE3.3 (4.306) and SE3.2 (4.286), reflecting relatively strong self-efficacy levels in the aspects measured by these indicators. Meanwhile, the lowest mean values were found in SE5.3 (3.735), SE5.1 (3.765), and SE2.2 (3.776), indicating that several aspects of self-efficacy were perceived more moderately by respondents compared to the other indicators.

The median values also showed that all indicators were at a value of 4, reinforcing that the central tendency of respondents' answers was concentrated in the “agree” category. In terms of response range, the minimum scale values ranged from 1 to 2, while the maximum scale consistently reached 5 for all indicators. This demonstrates that respondents adequately utilized the available response options, although responses still tended toward higher categories.

The standard deviation values ranged from 0.763 to 0.929, indicating low to moderate variability in responses. This suggests that respondents' perceptions regarding self-efficacy indicators were relatively homogeneous, as the distribution of answers was not excessively wide. The smallest variation was observed in SE2.2 (SD = 0.763) and SE5.2 (SD = 0.770), while relatively larger variation appeared in SE1.2 (SD = 0.929) and SE4.3 (SD = 0.920), although these values still remained within acceptable limits for social science research data.

Furthermore, the examination of distribution shape showed that all skewness values were

negative, ranging from -1.201 to -0.151. This indicates that the distribution of responses tended to concentrate on higher scores (“agree” to “strongly agree”) and did not exhibit extreme skewness. Meanwhile, the excess kurtosis values ranged from -0.519 to 1.155, which still fall within acceptable limits and do not indicate excessive peakedness or flatness in the distribution.

Overall, the descriptive statistics above indicate that the Self-Efficacy variable exhibited relatively high respondent ratings, controlled levels of variation, and data distributions without extreme deviations. Therefore, the data for this variable were considered suitable for further analysis using the SEM-PLS approach, before being confirmed through measurement model evaluation.

Frequency Distribution of Respondents’ Answers on the Al-Qur’an Hadith Teacher Performance Variable

The Al-Qur’an Hadith Teacher Performance variable is the endogenous variable in this study. This variable consists of four indicators, namely lesson planning, implementation of active and effective learning activities, learning assessment, and enrichment and remedial activities, which are collectively coded as (KG).

Within this variable, each dimension contains indicators that are summarized into 32 statement items.

The analysis results of respondents’ answers regarding the teacher performance variable are presented in two forms. First, the data were automatically recorded through online questionnaire responses and stored in the researcher’s Google Drive. This display presents the number of respondents selecting each response option along with the corresponding percentages for each statement item (see Appendix for details). This presentation assists researchers in obtaining an initial overview of the patterns and tendencies of respondents’ answers.

Second, the data were further analyzed using SmartPLS 4.0, which generated information regarding frequency distributions and correlations among items within each indicator. This analysis provides a deeper understanding of the relationships among statement items in forming the research construct.

The SmartPLS 4.0 application provides more comprehensive and detailed frequency distribution analysis results, considering that this software is specifically designed for statistical data processing. Through SmartPLS 4.0, researchers obtained more comprehensive information, including item codes and numbers, missing values, mean values, minimum and maximum values, standard deviations, as well as kurtosis and skewness values. This information offers a more detailed overview of the characteristics and distribution of data for each research indicator.

By understanding the frequency distribution of this variable, researchers can identify the contribution and strength of each indicator in forming the research construct. This information also assists in evaluating the extent to which each indicator is capable of representing the measured variable. The summary of the frequency distribution is presented in Table 4, while the complete frequency distribution for all 32 statement items can be found in the Appendix.

Table 4 Distribution of Al-Qur’an Hadith Teacher Performance Data (Y)

Name	Mean	Median	Scale Min	Scale Max	Standard Deviation	Excess Kurtosis	Skewness
KG1	3.898	4.000	2.000	5.000	0.886	-0.227	-0.600
KG2	3.541	4.000	1.000	5.000	1.179	-0.635	-0.554
KG3	3.939	4.000	2.000	5.000	0.831	0.103	-0.643

KG4	4.163	4.000	2.000	5.000	0.829	0.678	-0.971
KG5	3.755	4.000	2.000	5.000	1.041	-1.083	-0.318
KG6	3.582	4.000	1.000	5.000	1.253	-1.040	-0.425
KG7	4.112	4.000	1.000	5.000	0.978	0.397	-1.027
KG8	4.224	4.000	2.000	5.000	0.815	1.171	-1.129
KG9	4.276	4.000	2.000	5.000	0.818	0.935	-1.122
KG10	3.398	4.000	1.000	5.000	1.167	-0.810	-0.356
KG11	2.510	2.000	1.000	5.000	1.256	-1.153	0.244
KG12	4.071	4.000	2.000	5.000	0.811	0.558	-0.832
KG13	3.602	4.000	1.000	5.000	1.276	-0.746	-0.621
KG14	4.143	4.000	2.000	5.000	0.915	0.121	-0.940
KG15	3.582	4.000	1.000	5.000	1.253	-0.553	-0.678
KG16	4.163	4.000	1.000	5.000	0.900	1.941	-1.269
KG17	4.265	4.000	1.000	5.000	0.898	2.870	-1.583
KG18	4.184	4.000	2.000	5.000	0.873	0.513	-1.024
KG19	4.316	4.000	2.000	5.000	0.803	0.859	-1.122
KG20	3.602	4.000	1.000	5.000	1.441	-1.023	-0.644
KG21	4.398	5.000	2.000	5.000	0.830	1.929	-1.519
KG22	4.245	4.000	1.000	5.000	0.915	2.650	-1.564
KG23	4.286	5.000	1.000	5.000	0.904	1.899	-1.445
KG24	3.857	4.000	1.000	5.000	1.348	-0.688	-0.853
KG25	3.653	4.000	1.000	5.000	1.302	-0.807	-0.596
KG26	4.327	5.000	2.000	5.000	0.830	0.571	-1.115
KG27	4.388	5.000	2.000	5.000	0.841	1.680	-1.470
KG28	4.296	4.000	2.000	5.000	0.759	1.410	-1.130
KG29	4.010	4.000	1.000	5.000	1.216	0.545	-1.229
KG30	4.082	4.000	1.000	5.000	0.888	0.840	-0.961
KG31	4.082	4.000	2.000	5.000	0.778	-0.117	-0.541
KG32	4.286	4.000	2.000	5.000	0.795	1.324	-1.183

Source: Processed from SmartPLS 4.0, 2026.

Based on the descriptive analysis results of the Al-Qur'an Hadith Teacher Performance variable (Y) using SmartPLS 4.0, information was obtained regarding mean values, minimum and maximum values, standard deviations, as well as skewness and kurtosis values for each indicator.

In terms of mean values, the results showed a range between 2.510 and 4.398. This range indicates that respondents generally tended to provide relatively high ratings on the 1–5 scale, with most indicators having mean values close to 4 ("agree"). The highest mean values were found in KG21 (4.398) and KG27 (4.388), followed by KG26 (4.327), KG19 (4.316), and KG28 (4.296). These findings indicate that the aspects measured by these indicators received very strong agreement from respondents.

Conversely, the indicator with the lowest mean value was KG11 (2.510), indicating that respondents tended to disagree or provide lower ratings for the statement represented by this indicator. This condition suggests that KG11 is an aspect requiring special attention during the measurement model evaluation stage.

The median values showed that almost all indicators were at 4, confirming that the center of respondents' answer distributions was concentrated in the "agree" category. However, there was a notable exception in KG11, which had a median value of 2, consistent with its low mean value and indicating that respondents' answers were more concentrated in the "disagree/less agree" category.

In addition, several indicators showed median values of 5, such as KG21, KG23, KG26, and KG27, indicating that respondents' tendencies for these indicators reached the "strongly agree" category. In terms of response range, the minimum scale ranged from 1 to 2 and the maximum scale consistently reached 5 for all indicators, showing that respondents utilized the scale options broadly according to the characteristics of each item.

From the perspective of response variation, the standard deviation values ranged from 0.759 to 1.441, indicating low to relatively high levels of variation in responses. The lowest variation appeared in indicators such as KG28 (SD = 0.759), KG31 (SD = 0.778), and KG32 (SD = 0.795), indicating relatively homogeneous respondent perceptions regarding these indicators. On the other hand, relatively high response variation emerged in KG20 (SD = 1.441), KG24 (SD = 1.348), and KG25 (SD = 1.302), indicating greater differences in perceptions among respondents regarding these indicators. This condition may serve as an initial signal that several indicators might be interpreted differently by respondents, and therefore require further confirmation through outer loading and reliability evaluation during the SEM-PLS measurement model stage.

Furthermore, the examination of distribution shapes showed that the skewness values of most indicators were negative (for example, reaching -1.583 for KG17), indicating that the distribution of responses tended to concentrate on higher scores ("agree" to "strongly agree"). This finding is consistent with the generally high mean values. Nevertheless, one indicator demonstrated positive skewness, namely KG11 (0.244), indicating that the distribution of responses tended to concentrate on lower scores, consistent with its lowest mean and median values among all indicators. Meanwhile, excess kurtosis values ranged from -1.153 to 2.870, which generally remain within acceptable limits for social science research. However, several indicators showed relatively high kurtosis values, particularly KG17 (2.870), KG22 (2.650), and KG16 (1.941), indicating that the response distributions were more peaked or concentrated around particular values, likely at higher scores. These findings do not necessarily pose a problem in PLS-SEM analysis, but they should still be noted as characteristics of the data distribution.

Overall, the descriptive analysis results indicate that the Al-Qur'an Hadith Teacher Performance variable has a good data distribution, relatively high respondent perceptions, and response variations that are not excessively dispersed. Therefore, the data for this variable are considered appropriate for further analysis in the structural model using the SEM-PLS approach.

Discussion

The findings indicate that self-efficacy significantly mediates the relationship between autonomous motivation and teacher performance ($\beta = 0.308$, $t = 2.549$, $p = 0.011$). This result suggests that autonomous motivation enhances teacher performance not only directly but also indirectly by strengthening teachers' confidence in their professional capabilities. Teachers who engage in their work based on personal values, intrinsic interest, and professional commitment are more likely to develop stronger efficacy beliefs, which subsequently contribute to higher levels of instructional effectiveness.

These findings are consistent with previous studies reporting positive associations between intrinsic or autonomous motivation, self-efficacy, and teacher performance. However, while earlier research generally examined these variables separately, the present study demonstrates the mediating mechanism through which autonomous motivation translates into improved performance. This finding extends existing literature by showing that self-efficacy functions as an important psychological pathway linking motivational quality to professional outcomes.

From a theoretical perspective, the results support the assumptions of Self-Determination

Theory and Social Cognitive Theory, which emphasize that intrinsically motivated individuals are more likely to develop stronger beliefs in their ability to perform challenging tasks successfully. Such efficacy beliefs encourage persistence, adaptability, and effective instructional practices, ultimately improving performance. Practically, the findings suggest that efforts to improve the performance of Al-Qur'an Hadith teachers should focus not only on enhancing professional skills but also on fostering autonomous motivation and strengthening self-efficacy through continuous professional development, mentoring programs, and supportive school environments.

The present findings strengthen the assumption that the quality of teacher motivation plays an essential role in shaping professional behavior and work outcomes in educational settings. Teachers who are autonomously motivated generally perceive teaching as a meaningful activity grounded in personal values, moral responsibility, and professional commitment. Such motivation encourages teachers to engage more deeply in learning activities, instructional preparation, classroom interaction, and continuous professional development. As a result, teachers become more persistent in facing instructional challenges, more adaptive to educational change, and more committed to improving the quality of student learning outcomes.

These findings are consistent with previous studies emphasizing the importance of self-efficacy in educational performance. Research conducted by *Rothinam et al.* demonstrated that teacher motivation and self-efficacy significantly contribute to teacher job satisfaction and professional engagement in educational institutions (*Rothinam et al., 2024*). Similarly, *Salazar-Ayala and Gastélum-Cuadras* found that self-determined motivation positively affects teacher performance because internally motivated teachers tend to display stronger professional commitment and more meaningful instructional engagement (*Salazar-Ayala and Gastélum-Cuadras, 2020*). The consistency between the present study and previous empirical findings confirms that autonomous motivation constitutes an important psychological resource capable of improving teacher effectiveness through the strengthening of efficacy beliefs.

The findings also align with the assumptions of Self-Determination Theory (SDT), which explains that autonomous motivation emerges when individuals experience autonomy, competence, and relatedness in carrying out their professional activities. In educational settings, teachers who feel trusted, professionally competent, and socially supported are more likely to internalize professional values and develop autonomous forms of motivation (*Ryan & Deci, 2000*). Consequently, teachers perform instructional tasks not merely because of institutional demands or external pressure, but because they genuinely value and enjoy their professional responsibilities. This internally regulated motivation tends to produce more sustainable work engagement, emotional commitment, and professional persistence compared to externally controlled forms of motivation.

From the perspective of SDT, autonomous motivation reflects behavior that is regulated by internal awareness and personal endorsement rather than by rewards, sanctions, or external control. Teachers with autonomous motivation are more likely to experience psychological ownership toward their teaching responsibilities. They perceive teaching not only as employment, but also as a meaningful contribution to student development and social improvement. In the context of Al-Qur'an Hadith teachers, autonomous motivation is often closely related to spiritual values, religious commitment, and moral responsibility toward Islamic education. Such internalized values may strengthen dedication and commitment to teaching activities, particularly in madrasah environments where educational goals are intertwined with moral and spiritual development (*Deci et al., 2017*).

However, the present study extends the theoretical assumptions of SDT by demonstrating that

autonomous motivation becomes more effective in improving teacher performance when teachers simultaneously possess strong self-efficacy beliefs. Motivation alone may encourage teachers to become more engaged in professional activities, but the translation of motivation into actual teaching performance depends largely on teachers' confidence in their own ability to manage classrooms, deliver instruction, and solve instructional problems effectively. This indicates that self-efficacy functions as an important psychological mechanism connecting motivation with observable professional behavior.

The mediating role of self-efficacy identified in this study also supports Social Cognitive Theory proposed by *Bandura*. According to Bandura, self-efficacy refers to individuals' beliefs regarding their capability to organize and execute actions necessary to achieve specific goals. Individuals with strong efficacy beliefs tend to approach challenges confidently, persist longer in difficult situations, and recover more quickly from setbacks. Within educational contexts, teachers with high self-efficacy are more likely to adopt innovative instructional methods, manage classrooms effectively, motivate students, and maintain professional resilience under stressful conditions (*Bandura, 1997*).

The findings of this study confirm that autonomous motivation contributes to the development of teacher self-efficacy because internally motivated teachers are more likely to actively engage in professional learning experiences, seek instructional improvement, and persist in overcoming classroom challenges. As teachers experience successful teaching performance and professional accomplishment, their confidence in their own capabilities increases. Consequently, autonomous motivation becomes behaviorally productive because teachers feel capable of transforming their internal motivation into effective instructional practice. In this sense, self-efficacy serves as a psychological bridge that translates autonomous motivation into professional performance outcomes.

These findings are also supported by *Çetin and Aşkun*, who reported that occupational self-efficacy positively mediates the relationship between intrinsic work motivation and employee performance (*Çetin and Aşkun, 2018*). Likewise, *Anggraini et al.* found that self-efficacy mediates the relationship between competence and work engagement among Muslim teachers. Such findings strengthen the argument that efficacy beliefs constitute an important mechanism through which internal psychological resources influence professional behavior and work performance (*Anggraini et al., 2024*).

In the specific context of Al-Qur'an Hadith teachers, the role of self-efficacy becomes particularly important because teaching Islamic subjects requires not only pedagogical competence but also moral authority, spiritual commitment, and emotional engagement. Teachers of Islamic education frequently face challenges related to curriculum adaptation, student character development, classroom management, and instructional innovation. Teachers with strong self-efficacy are more likely to perceive such challenges as manageable and meaningful rather than threatening or burdensome. Therefore, self-efficacy enables teachers to transform religious commitment and autonomous motivation into effective teaching behavior capable of improving educational quality in madrasahs.

The practical implications of these findings are highly significant for educational institutions and policymakers. The findings suggest that improving teacher performance should not rely solely on technical evaluation systems, administrative supervision, or external performance pressure. Instead, educational institutions need to strengthen teachers' autonomous motivation and self-efficacy simultaneously through supportive professional environments. Madrasahs should provide teachers with opportunities for meaningful professional participation, instructional creativity, collaborative learning, and reflective professional development.

Programs such as competency-based training, mentoring systems, collaborative professional communities, and supportive academic supervision may strengthen teachers' confidence in their professional abilities while simultaneously fostering autonomous forms of work motivation. Research conducted by *Nasution et al.* confirmed that professional development programs significantly improve instructional performance because they provide teachers with opportunities to acquire new pedagogical knowledge and instructional strategies (*Nasution et al., 2024*). Similarly, *Wulandari et al.* found that constructive feedback contributes positively to teacher professional development in madrasah settings. These findings indicate that supportive professional environments are essential for strengthening both teacher motivation and efficacy beliefs (*Wulandari et al., 2024*).

For policymakers within the Ministry of Religious Affairs, the findings imply that teacher development policies should adopt more psychologically informed approaches rather than relying exclusively on administrative accountability and performance monitoring. Excessive emphasis on evaluation, reporting systems, and institutional control may increase compliance-oriented behavior without necessarily improving teacher confidence or instructional quality. Therefore, teacher development policies should prioritize the fulfillment of teachers' psychological needs, professional autonomy, and opportunities for meaningful professional growth.

In contrast to autonomous motivation, controlled motivation was not found to have a significant indirect effect on teacher performance through self-efficacy ($\beta = 0.008$, $t = 0.106$, $p = 0.916$). This finding indicates that self-efficacy does not function as a mediating mechanism between externally regulated motivation and teacher performance among Al-Qur'an Hadith teachers. The result suggests that external pressures, rewards, administrative requirements, or institutional obligations alone are insufficient to strengthen teachers' confidence in their professional capabilities and, consequently, do not contribute meaningfully to improved performance.

From a theoretical perspective, this finding aligns with Self-Determination Theory, which distinguishes autonomous motivation from controlled motivation. While autonomous motivation originates from personal values and internal commitment, controlled motivation is driven by external demands and compliance. As a result, externally regulated behaviors may encourage short-term task completion but do not necessarily foster the sense of competence and personal agency required to develop strong self-efficacy beliefs. Without such efficacy beliefs, improvements in performance are unlikely to be sustained.

This finding is particularly relevant within the context of Islamic education and madrasah governance. Al-Qur'an Hadith teachers are not only responsible for delivering curriculum content but also for serving as moral and spiritual role models. Their professional commitment is often rooted in religious values, personal dedication, and a sense of educational mission rather than external incentives alone. Consequently, administrative supervision, performance targets, or formal obligations may have limited influence on their confidence and instructional effectiveness when not accompanied by internalized professional values.

Furthermore, the professional culture of many madrasahs emphasizes service, religious responsibility, and collective commitment to educational goals. In such contexts, teachers may perceive external controls as routine organizational requirements rather than meaningful sources of professional growth. This may explain why controlled motivation fails to translate into higher self-efficacy and improved performance. Therefore, policies aimed at enhancing teacher performance should move beyond compliance-oriented management approaches and instead promote professional autonomy, reflective practice, and opportunities for mastery experiences that

strengthen teachers' self-efficacy and intrinsic commitment to teaching.

Conceptually, these findings can be explained through the distinction between autonomous motivation and controlled motivation within SDT. Autonomous motivation is associated with internal endorsement, meaningful engagement, and psychological ownership, whereas controlled motivation is primarily driven by compliance with external expectations and institutional pressure. Teachers with controlled motivation may complete professional tasks because they feel obligated to do so, but such externally regulated behavior does not necessarily create deep psychological involvement or professional satisfaction (Ryan & Deci, 2020).

The present findings support the study of *Rufini and Bzuneck*, which demonstrated that controlled motivation tends to produce lower engagement and reduced enjoyment in teaching activities. Teachers who are motivated primarily by external demands may demonstrate compliance-oriented behavior, but they are less likely to develop strong emotional attachment to their professional roles. Consequently, externally regulated motivation may encourage short-term task completion without generating sustainable professional engagement or confidence in teaching capability (Rufini and Bzuneck, 2023).

From the perspective of Social Cognitive Theory, self-efficacy develops primarily through mastery experiences, successful performance, social modeling, and constructive feedback rather than through external pressure or institutional demands alone. Teachers strengthen their efficacy beliefs when they successfully manage classrooms, solve instructional problems, and observe positive learning outcomes resulting from their own efforts. In contrast, motivation based primarily on fear of sanctions, administrative obligations, or institutional control does not automatically provide meaningful mastery experiences capable of strengthening professional confidence (Bandura, 1997).

These theoretical assumptions explain why controlled motivation failed to significantly influence self-efficacy in the present study. External pressure may encourage teachers to complete administrative tasks and comply with institutional expectations, but it does not necessarily create meaningful professional experiences that strengthen teachers' confidence in their instructional abilities. In many cases, excessive external control may even reduce teachers' sense of autonomy and psychological ownership, thereby weakening professional engagement and instructional creativity.

The findings are also consistent with *Barni et al.*, who found that the relationship between motivation and self-efficacy among teachers is contextual and strongly influenced by professional experiences and working conditions. Teachers may possess high levels of external motivation because of institutional expectations or social obligations, but efficacy beliefs remain dependent on successful professional experiences and competency development. This indicates that motivation alone is insufficient to strengthen teacher self-efficacy unless teachers also experience genuine success in performing instructional responsibilities (Barni et al., 2019).

Within the context of Al-Qur'an Hadith teachers, the absence of significant mediation effects in the controlled motivation pathway suggests that teacher confidence cannot be effectively developed through compliance-oriented supervision or excessive administrative control. Teachers of Islamic subjects frequently possess strong moral and spiritual commitments toward education, but professional confidence still depends largely on pedagogical mastery, instructional success, and meaningful teaching experiences. Therefore, professional competency development remains essential for strengthening teacher efficacy beliefs and improving sustainable instructional performance.

The practical implication of these findings is that madrasahs and educational policymakers

should avoid relying excessively on administrative pressure, rigid evaluation systems, or compliance-based supervision to improve teacher performance. Although such approaches may increase short-term task completion, they are unlikely to strengthen teacher self-efficacy or sustainable professional engagement. Instead, educational institutions should create supportive professional environments that encourage reflective teaching practice, collaborative learning, pedagogical innovation, and constructive professional recognition.

Supportive school leadership, positive organizational culture, and collaborative professional communities may strengthen teachers' sense of autonomy and professional competence. Studies conducted by *Qamari et al.* and *Basuki et al.* demonstrated that supportive leadership and organizational culture positively contribute to teacher performance in Islamic educational institutions (*Qamari et al., 2024; Basuki et al., 2024*). Likewise, *Batubara et al.* found that self-efficacy significantly influences teacher performance in Islamic senior high schools. These findings collectively indicate that sustainable teacher performance improvement requires attention not only to technical competence but also to teachers' psychological and professional well-being (*Batubara et al. (2021)*).

Overall, the findings of this study provide important theoretical and practical contributions to the development of educational management and teacher performance research within Islamic education contexts. The study confirms that autonomous motivation and self-efficacy constitute two interconnected psychological dimensions that significantly influence teacher performance, whereas controlled motivation does not meaningfully contribute to performance improvement through efficacy beliefs. Therefore, sustainable teacher performance development in madrasahs requires educational policies and professional environments that strengthen internal motivation, professional autonomy, competency development, and teacher confidence simultaneously.

Conclusion

This study demonstrates that autonomous motivation and professional competence contribute positively to the performance of Al-Qur'an Hadith teachers, both directly and through the mediating role of self-efficacy. The findings highlight that teachers who are intrinsically motivated and professionally competent are more likely to develop stronger efficacy beliefs, which in turn enhance their instructional performance. Conversely, controlled motivation does not significantly influence teacher performance through self-efficacy, indicating that externally driven motives alone are insufficient to foster sustainable professional effectiveness. These findings support the importance of integrating motivational, professional, and psychological dimensions in efforts to improve teacher performance within Islamic educational institutions. Practically, madrasah administrators and policymakers should prioritize strategies that strengthen teachers' autonomous motivation, professional competence, and self-efficacy through continuous professional development and supportive working environments. This study is limited by its focus on certified Al-Qur'an Hadith teachers in one regency and its use of cross-sectional survey data, which may limit the generalizability of the findings. Future research may involve broader geographical coverage, longitudinal designs, and additional variables such as organizational support, leadership, and school climate to provide a more comprehensive understanding of teacher performance in Islamic education contexts.

Qualitatively, the findings reveal that the performance of madrasah teachers is shaped not merely by technical competence or institutional regulation, but by the quality of internal psychological engagement. Teachers with autonomous motivation demonstrate stronger professional commitment, persistence, adaptability, and instructional responsibility because they perceive teaching as a meaningful professional and moral mission rather than solely an

occupational obligation. Meanwhile, self-efficacy emerged as a strategic psychological mechanism that transforms motivational energy into effective classroom practices and professional behavior.

The study contributes theoretically by strengthening the integration of Self-Determination Theory (SDT) and Social Cognitive Theory in explaining teacher performance within the context of Islamic education. The findings confirm that autonomous motivation and self-efficacy operate as interconnected psychological constructs influencing professional outcomes. Empirically, this study also fills an important research gap by simultaneously examining autonomous motivation, controlled motivation, self-efficacy, and teacher performance within a single SEM-PLS structural model among Al-Qur'an Hadith teachers in madrasahs, a context that has received limited scholarly attention.

Practically, the findings imply that policies aimed at improving teacher performance should move beyond administrative supervision and compliance-oriented evaluation systems. Sustainable improvement in madrasah teacher performance requires autonomy-supportive leadership, competency-based professional development, mentoring systems, reflective supervision, and collaborative professional learning environments that strengthen both teachers' intrinsic motivation and efficacy beliefs. These findings provide an important foundation for designing psychologically informed teacher development policies capable of improving the quality of Islamic education in madrasahs sustainably.

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