

The Influence of Quality of Work Life on Individual Commitment in Organizations Mediated by Self-Efficacy: A Study on Teachers at Islamic High School in Malang City

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ABSTRACT

This research is motivated by the low level of teacher commitment and a lack of ownership towards their workplace. Based on an initial survey conducted by the researcher on 37 teachers at SMA "ISLAM" Malang, it was found that 62% (22 teachers) felt they received insufficient support from the school in professional development. In addition, 38% (14 teachers) admitted to having thought about moving to another school in the last 2 years. The research used by the author is an explanatory or explanatory research type, with a quantitative approach. In this study, the population used was all 37 teachers who teach at SMA "ISLAM" Malang, for the research sample that the author used was less than 100 people. The sampling technique was taken from the entire population, because the population was less than 100 people, using a random sampling technique or random sampling. The results of the research obtained in this article are that there is a positive contribution of quality of work life to the variables of individual commitment and self-efficacy, and self-efficacy also has a positive contribution to individual commitment. In addition, self-efficacy also plays a strong mediating role in the quality of work life towards individual commitment of teachers at SMA "ISLAM" Malang.

INTRODUCTION

Every organization has the same interest in getting the best performance that the series of systems in effect within the organization can produce. (Rizky Dwiyanita et al., 2023). In the world of education, individual (teacher) commitment to the organization plays a crucial role in maintaining the learning process, particularly at the high school level. However, on the ground, there are still phenomena indicating a decline in teacher commitment to the institutions or agencies where they work. Some teachers still display a lack of ownership in their workplaces, such as a lack of involvement in development activities, a lack of initiative in providing learning innovations, inconsistent attendance, and seeking opportunities to work elsewhere, all indicators of a weak attachment to the institutions or schools where they teach.

(Sagala, 2013) emphasizes that teachers are not merely instructors who transfer knowledge, but also learning leaders who must be able to create a conducive, enjoyable, and meaningful learning environment. Furthermore, according to (Mulyasa, 2016), professional teachers are those who not only master academic and pedagogical competencies but also demonstrate a strong commitment to their duties and responsibilities as educators. Teachers are not only required to deliver learning materials effectively, but are also responsible for shaping character,

instilling moral values, and serving as role models in everyday life. The complexity of these responsibilities certainly requires support from an adequate organization, both in terms of a conducive work environment, professional development policies, and strengthening the motivation and work commitment of each teacher.

To achieve these conditions, teachers at SMA "ISLAM" Malang should be able to build individual commitment and self-efficacy, through the implementation of conducive, enjoyable, and meaningful learning methods and environments. Good service can be provided by teachers who are committed to their work. This commitment is characterized by high motivation, a desire for self-development, loyalty to the institution, diligence and enthusiasm in their work, and a desire to remain at the school.

One of the issues the researchers identified during their observations relates to the level of consistent teacher attendance, which has been suboptimal over the past two months, as shown in the table below:

Table 1. Attendance of Teachers at SMA "ISLAM" Malang

Indikator	October	November
Arriving Late	22	144
Return Home Early	45	49

The data above demonstrates the persistence of teacher absenteeism and tardiness in carrying out their duties. Attendance at work is a behavior that reflects a low level of individual engagement with the organization. Individuals with high organizational commitment tend to demonstrate discipline, responsibility, and consistent attendance (Robbins & Judge, 2013).

This phenomenon reflects a fundamental problem in terms of the quality of work life (QWL) that is not optimally felt by teachers at SMA 'ISLAM' Malang. A low quality of work life has the potential to create a work environment that is less supportive of the professional and psychological development of educators, which ultimately affects each teacher's confidence in carrying out their role as educators. This situation is reinforced by the results of the same survey, where only about 40% (14 teachers) feel they have sufficient abilities to face the challenges of the job. Meanwhile, about 35% (12 teachers) admitted to often feeling doubtful about their competence, and about 25% (9 teachers) feel quite confident but still need guidance in developing their abilities.

Based on the background and the results of the analysis above, in this study, the author wants to raise the title "The Effect of Quality of Work Life on Individual Commitment in Organizations Mediated by Self-Efficacy Study on Teachers of SMA 'ISLAM' Malang City". The author's hope and the benefits that can be taken from the results of the study, namely to provide input to leaders or decision makers in determining appropriate policies for the development of organizations, institutions, or related agencies, in addition, this study is expected to provide insights and new knowledge.

LITERATURE REVIEW

Quality of Work Life

Quality of work life is a comprehensive effort to create working conditions that are not only materially adequate but also able to fulfill basic human needs such as feeling safe, valued, developing, and meaningful in work.(Hermawati & Mas, 2016). In other words, QWL reflects how the work environment can be designed to support a balance between organizational needs and employee personal expectations. (Walton, 1975) indicators of quality of work life, namely safe

working conditions, opportunities for development, social integration, and balance between work and personal life.

Self-Efficacy

Self-efficacy is an individual's belief in his/her ability to organize and carry out the actions needed to achieve the desired results in a particular situation, in other words self-efficacy reflects the extent to which a person believes in himself/herself in facing challenges, completing tasks and achieving predetermined goals, so that the indicators of self-efficacy according to (Albert Bandura, 1997) are the magnitude or level of difficulty of the task, strength or strength of belief and generality or sufficient belief.

Commitment

Individual commitment to an organization is an attitude demonstrated by human resources within an organization as a form of loyalty and dedication to the vision and mission that constitute the organization's goals. The level of commitment held by individuals within an organization not only influences personal performance but also reflects the quality and stability of the organization as a whole. According to (John P & Natalie J, 2012), indicators of individual commitment to an organization include affective commitment, continuance commitment, and normative commitment.

Indicators, and Items of Variables

Conclusions can be drawn from the explanation of the variables studied by the author. The following is a table of indicators and items in the research variables:

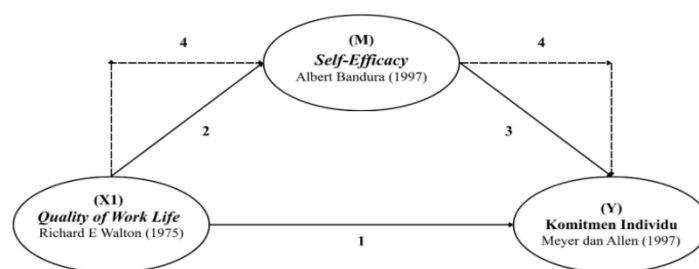
Table 2. Indicator and item

Variable	Indicator	Item		
Quality of Work Life (Walton, 1975)	X1	Safe working conditions	X1.1	Safe and comfortable working environment
			X1.2	Facilities that support Health and safety
			X1.3	Stress load due to working conditions
	X2	Opportunities to grow	X2.1	Training to improve competence
			X2.2	Opportunities to continue learning and growing
			X2.3	Career development support
	X3	Social Integration	X3.1	Working relationship with teachers
			X3.2	Open communication
	X4	Work-life balance	X4.1	Manage time between work and personal life
			X4.2	Work policies that support personal life
X4.3			Tasks that take up personal time	
M1	Magnitude (Task difficulty)	M1.1	Able to complete tasks in difficult conditions	
		M1.2	Don't hesitate to try new learning methods	
		M1.3	Be confident in facing challenges in the learning process	

Self-Efficacy (Bandura, 1997)	M2	Strength	M2.1	Confident in the ability to deliver the subject matter
			M2.2	Confident in one's abilities even when it fails
	M3	Generality (enough confidence)	M3.1	Believe in being able to teach with different student characteristics
			M3.2	Able to carry out other duties besides teaching
			M3.3	Believe that being able to adapt to school policies
	Commitment (Meyer & Allen, 1997)	Y1	Affective commitment	Y1.1
Y1.2				Emotional attachment to the workplace
Y1.3				Happy to be part of the institution where you work
Y1.4				Feel a good place to work to develop your career
Y2		Ongoing commitment	Y2.1	Teaching due to job stability considerations
			Y2.2	Leaving the workplace impacts personal life
			Y2.3	Survive because it's hard to find a job elsewhere
Y3		Normative commitment	Y3.1	Feeling a moral obligation to serve
			Y3.2	Feeling surviving becomes a form of personal responsibility
	Y3.3		Work on-site now because of personal drive	

Source: Richar E Walton (1975) ; Albert Bandura (1997) ; Mayer & Allen (1997)

The conceptual framework presented by the author that will be used to test this research is as follows:



Gambar 1. Kerangka Konsep Penelitian

Sumber : Richard E Walton (1975) ; Albert Bandura (1997) ; Mayer dan Allen (1997)

KETERANGAN : —————→ : Pengaruh Langsung

-----→ : Pengaruh Tidak Langsung

Figure 1. Research Concept Framework

1. Surya Wardani (2023); Muhamad Mardiansyah (2022); Nadhea Palpy Aulia (2020).
2. Darma Putra, dkk (2021)
3. Sari, dkk., (2023); Agustin, dkk., (2021); Amir Subagyo (2019)

The hypotheses formulated by the author in this study are based on several previous studies, as follows:

H1: Quality of Work Life is suspected to have a significant effect on Individual Commitment among teachers at SMA 'ISLAM' Malang.

H2: Quality of Work Life is suspected to have a significant effect on Self-Efficacy among teachers at SMA 'ISLAM' Malang.

H3: Self-Efficacy is suspected to have a significant effect on Individual Commitment among teachers at SMA 'ISLAM' Malang.

H4: Quality of Work Life is suspected to have a significant effect on Individual Commitment, mediated by Self-Efficacy among teachers at SMA 'ISLAM' Malang.

RESEARCH METHODS

The type of research used in this study is quantitative research with an explanatory or explanatory approach. The sample of this study amounted to 37 people from a population of 37 people. This study uses a research instrument testing method, descriptive statistical analysis, and inferential statistical analysis, with statistical analysis tools in the form of PLS-SEM software. The testing of the research instrument consists of 3 stages, namely: convergent validity, discriminant validity, composite reliability and Cronbach alpha, then descriptive statistical analysis using the Linkert scale technique to measure a person's attitude, opinion, or perception of a particular object or phenomenon, While for testing inferential statistical analysis includes path analysis using PLS-SEM, as well as evaluation of the outer model (measurement model).

RESULTS AND DISCUSSION

Research Instrument Testing

Convergent Validity

The convergent validity of the measurement model with reflective indicators can be seen from the correlation between item scores and construct scores. The final results of the outer loading values for each item that met the requirement of >0.5 are presented in the following table.:

Table 3. Outer Loading Results

KODE	KOMITMEN INDIVIDU	QUALITY OF WORK LIFE	SELF-EFFICACY
M1.1			0.777
M1.2			0.717
M1.3			0.769
M2.1			0.768
M2.2			0.811
M3.1			0.769
M3.2			0.828
M3.3			0.785

Y1.1	0.770		
Y1.2	0.775		
Y1.3	0.759		
Y1.4	0.826		
Y2.1	0.742		
Y2.2	0.712		
Y2.3	0.708		
Y3.1	0.785		
Y3.2	0.764		
Y3.3	0.761		
X1.1		0.814	
X1.2		0.714	
X1.3		0.789	
X2.1		0.792	
X2.2		0.739	
X2.3		0.719	
X3.1		0.717	
X3.2		0.802	
X4.1		0.733	
X4.2		0.765	
X4.3		0.724	

Source: Data processed, 2026

Based on the results for outer loading shown above, all indicators have loadings above 0.50 and are significant. The table above shows the outer loading values in the outer model diagram as follows:

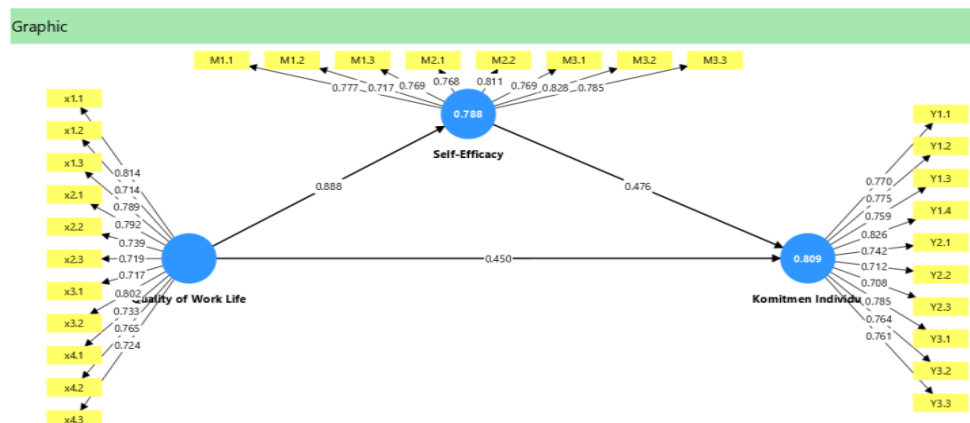


Figure 2. Conceptual Model

Based on the outer loading results shown above, the item has a loading value above 0.50 and is significant so that from these results an analysis can be carried out to test its discriminant validity.

Discriminant Validity

Discriminant Validity is a value used to determine whether a construct has adequate discriminant validity or not. The following are the results of the discriminant validity test using the Fornel-Lacker Criterion.

Tabel 3. Fornell-Lacker Criterion

	Komitmen Individu	Quality of Work Life	Self-Efficacy
Komitmen Individu	0.761		
Quality of Work Life	0.872	0.756	
Self-Efficacy	0.875	0.888	0.779

Source: Data processed, 2026

Based on the table above, the Fornell-Lacker criterion value for all constructs is greater than the value between latent variables. Furthermore, the value of all constructs is also greater than 0.60, so it can be concluded that the constructs in this study meet the requirements for validity or adequateness.

Composite Reliability and Cronbach Alpha

Composite Reliability and Cronbach Alpha is a measurement of reliability between indicator blocks in a research model. A measurement is considered reliable if its composite reliability and Cronbach's alpha values are greater than 0.60. The following table shows the results of the composite reliability and Cronbach's alpha::

Tabel 4. Construct Reliability Validity

	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
Komitmen Individu	0.919	0.919	0.932
Quality of Work Life	0.925	0.925	0.936
Self-Efficacy	0.907	0.908	0.925

Source: Data processed, 2026

Descriptive Statistical Analysis

Descriptive Statistics of Quality of Work Life Variables

Based on respondents' responses to the distribution of questionnaires to teaching staff at SMA "ISLAM" Malang, responses can be obtained regarding the Quality of Work Life (X1) variable with the following results:

Tabel 5. Descriptive Statistics of Quality of Work Life Variables

Item	N	Nilai Min.	Nilai Max.	Rata-rata	Kriteria Penilaian
X1.1	36	2	5	3,94	Tinggi
X1.2	36	2	5	4,22	Sangat Tinggi
X1.3	36	1	5	3,22	Cukup
Rata-rata Kondisi kerja				3,79	Tinggi
X2.1	36	2	5	3,94	Tinggi
X2.2	36	2	5	4,42	Sangat Tinggi
X2.3	36	2	5	3,92	Tinggi
Rata-rata Kesempatan Berkembang				4,09	Tinggi
X3.1	36	1	5	4,17	Tinggi
X3.2	36	2	5	3,89	Tinggi
Rata-rata Integrasi Sosial				4,03	Tinggi
X4.1	36	2	5	3,78	Tinggi
X4.2	36	1	5	3,58	Tinggi
X4.3	36	1	5	3,33	Cukup
Rata-rata Keseimbangan Kehidupan				3,56	Tinggi
Rata-rata Variabel Quality of Work Life				3,85	Tinggi

Source: Data processed, 2026

Based on the data in table (4.1) it shows that the Quality of Work Life felt by each teacher of SMA "ISLAM" Malang is very high, where the Working Conditions indicator (X1.1 – X1.3) shows an average score of 3.79, where this nominal is in the high or good category. This shows that SMA "ISLAM" Malang teachers feel that the working conditions of SMA "ISLAM" are good.

Descriptive Statistics of Self-Efficacy Variables

Based on the respondents' responses to the distribution of questionnaires to the teaching staff of SMA "ISLAM" Malang, responses can be obtained regarding the Self-Efficacy variable with the following results:

Tabel 6. Descriptive Statistics of Self-Efficacy Variable

Item	N	Nilai Min.	Nilai Max.	Rata-rata	Kriteria Penilaian
M1.1	36	1	5	3,56	Tinggi
M1.2	36	1	5	3,58	Tinggi
M1.3	36	2	5	4,17	tinggi
Rata-rata Tingkat Kesulitan Tugas				3,77	Tinggi
M2.1	36	2	5	4,33	Sangat Tinggi
M2.2	36	3	5	4,44	Sangat Tinggi
Rata-rata Strengh				4,38	Sangat Tinggi
M3.1	36	2	5	3,92	Tinggi
M3.2	36	1	5	4,11	Tinggi
M3.3	36	1	5	4,03	Tinggi
Rata-rata Generality				4,02	Tinggi
Rata-rata Variabel Self-Efficacy				4,03	Tinggi

Source: Data processed, 2026

The overall recapitulation of respondents' responses to the Self-Efficacy variable indicator showed an average score of 4.03, which falls into the high or good category. This indicates that the self-efficacy of each individual teacher at SMA "ISLAM" is good..

Descriptive Statistics of Self-Efficacy Variables

Based on respondents' responses to the distribution of questionnaires to teaching staff at SMA "ISLAM" Malang, responses were obtained regarding the Individual Commitment variable with the following results:

Tabel 7. Descriptive Statistics of Individual Commitment

Item	N	Nilai Min.	Nilai Max.	Rata-rata	Kriteria Penilaian
Y1.1	36	3	5	4,67	Sangat Tinggi
Y1.2	36	2	5	4,08	Tinggi
Y1.3	36	2	5	4,11	Tinggi
Y1.4	36	2	5	4,14	Tinggi
Rata-rata Komitmen Afektif				4,25	Sangat Tinggi
Y2.1	36	2	5	4,17	Tinggi
Y2.2	36	1	5	3,81	Tinggi
Y2.3	36	2	5	3,89	Tinggi
Rata-rata Komitmen Berkelanjutan				3,96	Tinggi
Y3.1	36	2	5	4,03	Tinggi
Y3.2	36	2	5	4,11	Tinggi
Y3.3	36	1	5	4,17	Tinggi
Rata-rata Komitmen Normatif				4,11	Tinggi
Rata-rata Variabel Komitmen Individu				4,11	Tinggi

Source: Data processed, 2026

The overall average score for the Individual Commitment variable was 4.11, with a high indicator. This indicates that the Individual Commitment of teachers at SMA "ISLAM" Malang is high.

Inferential Statistical Analysis

In this study, inferential statistical analysis was conducted using Principal Least Square (PLS), an alternative method to Structural Equation Modeling (SEM) in Figure 3. The Path Analysis (SEM) construct model based on variance. The path analysis in the inner model was generated after running the SmartPLS program and includes the relationships between constructs in the following figure:

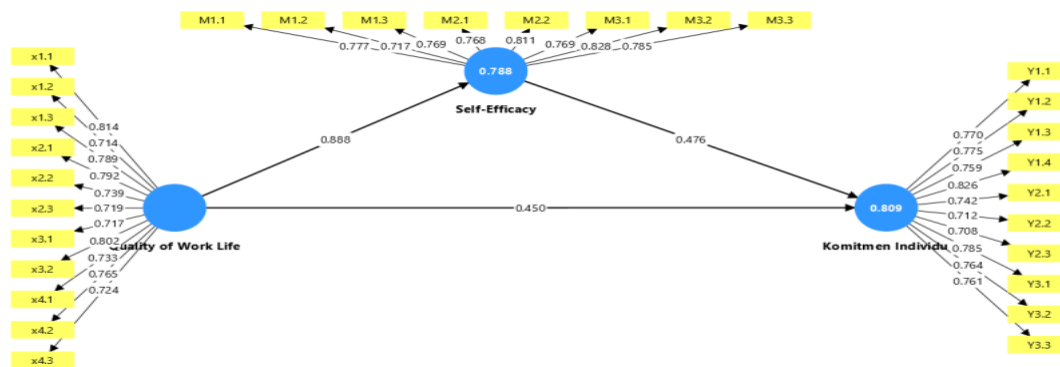


Figure 3. Conceptual Model

To analyze the sample data and test the research hypotheses, inferential statistics using the "Path Analysis" method were used in this study. This method is used to evaluate the contribution of each variable to other variables through path coefficients in a path diagram. To evaluate the predictive power of the structural model (inner model), the R-square value was used for each endogenous variable. The test results using the smartPLS program show the following results:

Tabel 8. R-Square Results

	R-square	R-square adjusted
Komitmen Individu	0.809	0.797
Self-Efficacy	0.788	0.782

Source: Data processed, 2026

In the table above, the R-Square of the endogenous latent variable Individual Commitment (Y) obtained is 0.809 or 80.9%. These results indicate that Quality of Work Life (X1) has an influence of 80.9% on individual commitment (Y), while the remaining (1-R-Square) 19.1% is the contribution of other factors not examined. Furthermore, the endogenous latent variable Self-Efficacy (M) obtained is 0.788 or 78.8%. These results indicate that Quality of Work Life (X1) and Individual Commitment (Y) together have an influence of 78.8% on Self-Efficacy (M), while the remaining (1-R-Square) 21.2% is the contribution of other factors not examined.

CONCLUSION

The Influence of Quality of Work Life on Individual Commitment

Quality of work life has a significant effect on individual commitment, meaning that if the quality of work life perceived by teachers at SMA "ISLAM" Malang improves, it can also increase individual commitment to the organization. These results mean that schools as organizations must consider work quality by being able to provide a balance between work life and personal life, which is a reflection of the quality of work life variable that can influence the individual commitment variable.

The Influence of Quality of Work Life on Self-Efficacy

Quality of work life has a significant effect on self-efficacy, meaning that when the quality of work life perceived by teachers at SMA "ISLAM" Malang increases, this will also increase the self-efficacy variable. These results indicate that schools as organizations must be able to maintain or safeguard the quality of work life provided to teachers at SMA "ISLAM" Malang, especially by providing 105 opportunities to develop as a reflection of the quality of work life indicator that can have a significant influence on the self-confidence of each teacher, which is a reflection of the self-efficacy indicator.

The Influence of Self-Efficacy on Individual Commitment

shas a significant effect on individual commitment to the organization, meaning that when the self-efficacy of teachers at SMA "ISLAM" Malang increases, the commitment of each individual to the organization will also increase. The results of this study indicate that schools as organizations must maintain the psychological factors of teachers as human resources within the organization in an effort to increase individual commitment felt by teachers to the organization..

The Influence of Self-Efficacy on Quality of Work Life towards Individual Commitment

Self-efficacy has a fairly strong mediating role in the influence of quality of work life on individual commitment in teachers at SMA "ISLAM" Malang, which means that quality of work life will only have an influence.

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