



# Building Sustainable Sharia Educational Management: The Role of Technical Competence, Organizational Commitment, and Self Efficacy in Enhancing Teacher Performance

SAMRAWATI TACONG<sup>1\*</sup>, SABAN ECHDAR<sup>2</sup>, ST. HATIDJA<sup>3</sup>

<sup>1</sup>Madrasah Aliyah Madani Alauddin Kabupaten Gowa

<sup>2,3</sup>Sekolah Tinggi Ilmu Ekonomi (STIE) AMKOP Makassar

## ARTICLE INFO

### Article history:

Received : Juli 11, 2025

Revised : November 11, 2025

Accepted : November 30, 2025

Available online : March 03, 2026

**Keywords:** Technical Competence, Organizational Commitment, Self Efficacy, Teacher Performance, Sustainable Sharia Educational Management

\*Corresponding author:  
 Samrawati Tacong  
 Madrasah Aliyah Madani  
 Alauddin Kabupaten Gowa



Available online at:  
[10.35905/banco.v8i1.14169](https://doi.org/10.35905/banco.v8i1.14169)

## ABSTRACT

**Purpose** – This study aims to analyze the role of technical competence and organizational commitment in enhancing teacher performance through the mediating role of self efficacy within the context of sustainable Sharia educational management..

**Method** – This study employs a quantitative approach using a saturated sampling technique involving 105 teachers at Madrasah Aliyah Madani Alauddin, Gowa Regency, Indonesia. Data were collected through structured questionnaires and analyzed using Structural Equation Modeling Partial Least Squares (SEM PLS). The analysis evaluates both direct and indirect relationships among the variables.

**Findings** – The findings indicate that technical competence and organizational commitment significantly influence teacher performance both directly and indirectly through self efficacy. Technical competence significantly strengthens teachers' confidence in performing instructional tasks, while organizational commitment fosters psychological attachment and responsibility toward institutional goals. Self efficacy plays a mediating role by strengthening the impact of both competence and organizational commitment on teacher performance..

**Implication** – These findings highlight the importance of integrating professional competence development, organizational commitment, and psychological empowerment in building sustainable Sharia educational management. Strengthening these dimensions contributes to improving teacher professionalism and sustaining the performance of Islamic educational institutions.

## A. Introduction

The quality of human resources has become one of the most critical determinants of organizational sustainability in the contemporary global era, including in the education sector. Educational institutions are increasingly required to maintain high performance while adapting to rapid technological, social, and institutional changes. Within this context, teachers represent the most strategic human capital because their competencies directly influence the quality of learning and institutional outcomes. Previous studies highlight that teacher performance significantly affects educational effectiveness and student development in both public and Islamic educational institutions (Hattie, 2017; Darling Hammond et al., 2020). Consequently, strengthening teacher professionalism has become a priority in educational reform policies across many countries. In Islamic educational institutions, improving teacher performance is not only related to professional capability but also to organizational values and ethical commitments. Therefore, understanding the factors that influence teacher performance is essential for building sustainable educational management systems.

In the context of Islamic education, sustainable management must integrate professional competence, organizational commitment, and ethical values rooted in Islamic principles. Sustainable educational management emphasizes the ability of institutions to maintain performance continuity while adapting to internal and external challenges. Research indicates that sustainable management practices in educational organizations depend strongly on human resource quality and institutional commitment (Fullan, 2016; Leithwood et al., 2020). Islamic educational institutions such as madrasahs require management systems that align professional competence with organizational values and institutional missions. In this perspective, the concept of sustainable Sharia educational management refers to the integration of professional performance, organizational commitment, and ethical responsibility in educational governance. Such an approach is consistent with Islamic management principles that emphasize accountability, professionalism, and collective responsibility. Consequently, strengthening the professional and psychological capacity of teachers becomes an essential strategy in ensuring institutional sustainability.

One of the important determinants of teacher performance is technical competence, which reflects teachers' professional knowledge, pedagogical ability, and instructional skills. Technical competence enables teachers to perform their duties effectively and to adapt to pedagogical innovations in modern education systems. Studies have demonstrated that teachers with strong professional competence tend to demonstrate higher levels of instructional quality and performance (Guerriero, 2017; Schleicher, 2018). Technical competence also contributes to teachers' confidence in managing classroom activities and solving instructional problems. In Islamic educational institutions, technical competence becomes increasingly important as teachers must integrate academic knowledge with ethical and religious values. Competent teachers are therefore able to implement effective learning while maintaining institutional values and educational integrity. Thus, strengthening technical competence is considered a strategic approach to improving teacher performance in sustainable educational systems.

In addition to professional competence, organizational commitment plays a crucial role in shaping employee performance within educational institutions. Organizational commitment reflects an individual's psychological attachment to the organization and willingness to contribute to institutional goals. Employees who demonstrate strong commitment are more likely to show higher motivation, responsibility, and persistence in performing their duties. Empirical studies indicate that organizational commitment significantly influences employee performance and organizational effectiveness (Meyer et al., 2017; Nazir & Islam, 2017). In educational organizations, teachers with high organizational commitment tend to participate actively in institutional development and collaborative activities. This commitment strengthens the alignment between individual goals and institutional objectives. Therefore, organizational commitment becomes an important factor in strengthening sustainable management within educational institutions.

Another critical psychological factor influencing performance is self efficacy, which refers to individuals' beliefs in their ability to perform tasks successfully. Self efficacy influences how individuals approach challenges, regulate effort, and maintain persistence in completing tasks. Teachers with strong self efficacy tend to show greater confidence in managing classroom situations and implementing instructional strategies. Previous studies indicate that self efficacy significantly influences work performance and professional effectiveness in educational settings (Tschannen Moran & Barr, 2019; Zee & Koomen, 2016). In addition, self efficacy can function as a mediating mechanism that strengthens the influence of professional competence and organizational commitment on performance outcomes. This psychological mechanism helps explain why teachers with similar competencies may demonstrate different levels of performance. Therefore, examining the mediating role of self efficacy is essential for understanding how competence and organizational commitment contribute to sustainable teacher performance in Islamic educational institutions...

## **B. Literature Review**

### **1. Sustainable Sharia Educational Management in Islamic Educational Institutions**

Sustainable educational management has become an increasingly important concept in modern educational governance as institutions are required to maintain long term effectiveness while adapting to dynamic social and technological changes. The concept of sustainability in education emphasizes the ability of institutions to preserve institutional performance, ensure quality learning outcomes, and continuously develop human resources (Fullan, 2016). Educational sustainability is closely related to organizational leadership, institutional culture, and the development of professional competencies among teachers. In Islamic educational institutions, sustainability also involves the integration of ethical values, religious principles, and organizational responsibility. Islamic management principles emphasize accountability, trustworthiness, and collective responsibility in institutional governance (Beekun, 2017). These values encourage educational

institutions to balance professional excellence with moral responsibility in their operational practices. Therefore, sustainable Sharia educational management requires a comprehensive framework that integrates organizational performance with ethical and spiritual values.

The concept of sustainable Sharia educational management highlights the importance of integrating Islamic ethical values with modern management practices in educational institutions. Islamic management perspectives emphasize the role of human resources as trustees who are responsible for achieving organizational goals while upholding ethical principles (Ali & Al Owaihan, 2018). In this framework, teachers are not only responsible for delivering academic knowledge but also for nurturing moral and spiritual values among students. Effective management practices within Islamic educational institutions must therefore combine professional competence with ethical commitment. Previous studies indicate that institutions that integrate ethical leadership and value based management tend to demonstrate stronger organizational sustainability (Ahmad & Fontaine, 2019). Such integration strengthens the alignment between institutional objectives and the broader social mission of Islamic education. Consequently, sustainable Sharia educational management requires a strategic emphasis on strengthening both professional and ethical capacities of teachers.

Educational institutions that aim to achieve sustainability must prioritize the development of human resources as a central component of organizational performance. Research indicates that teacher professionalism and institutional commitment are key drivers of sustainable educational outcomes (Leithwood et al., 2020). In this context, the quality of teachers significantly determines the effectiveness of learning processes and institutional development. Sustainable educational management therefore requires continuous professional development and supportive organizational environments. Islamic educational institutions must also maintain strong institutional values that encourage collective responsibility and collaboration. Such values reinforce organizational cohesion and strengthen institutional resilience. As a result, strengthening teacher competence and organizational commitment becomes essential in maintaining long term sustainability in educational institutions.

Recent studies also highlight the importance of integrating sustainability principles into educational governance in order to enhance institutional effectiveness. Sustainable educational management encourages institutions to focus on long term human capital development rather than short term performance outcomes (Sterling, 2016). In Islamic educational institutions, this approach is closely linked to the ethical responsibility of educators in shaping socially responsible and morally grounded generations. Teachers play a critical role in implementing sustainable educational practices through their professional competence and commitment to institutional goals. When educational institutions invest in strengthening teacher capabilities, they simultaneously strengthen institutional sustainability. Research suggests that institutions with strong professional cultures and ethical leadership demonstrate higher levels of organizational performance (Hallinger & Chen, 2015). Therefore, sustainable Sharia educational management

must emphasize the integration of professional competence, organizational commitment, and ethical values..

## **2. Technical Competence and Organizational Commitment in Educational Organizations**

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Technical competence represents one of the most important determinants of teacher effectiveness in educational institutions. It refers to the professional knowledge, pedagogical skills, and instructional abilities required for teachers to perform their duties effectively. Studies indicate that teachers with strong professional competencies are better able to design learning activities, manage classroom environments, and support student development (Guerriero, 2017). Technical competence also enables teachers to adapt to new educational technologies and innovative teaching methods. In modern education systems, teachers are expected to continuously improve their professional skills in response to curriculum changes and digital transformation. Professional competence therefore becomes a critical factor in maintaining the quality of education. Strengthening teacher competence is widely recognized as a key strategy for improving educational outcomes and institutional performance.

The development of teacher competence has become a major concern in educational policy and management research. Educational institutions are required to ensure that teachers possess the necessary knowledge and skills to perform their professional roles effectively. Research suggests that professional development programs significantly contribute to improving teacher competence and instructional quality (Schleicher, 2018). In addition, competent teachers tend to demonstrate higher confidence in managing classroom activities and implementing innovative teaching strategies. Technical competence also supports teachers in addressing complex challenges in contemporary education. Teachers who possess strong technical competence are more likely to deliver high quality learning experiences. Consequently, improving teacher competence remains a fundamental priority in educational management.

In addition to competence, organizational commitment plays a significant role in shaping employee performance within institutions. Organizational commitment reflects the psychological attachment of individuals to their organizations and their willingness to contribute to institutional goals. Employees with high levels of commitment tend to demonstrate greater motivation and responsibility in their work. Research has consistently shown that organizational commitment positively influences employee performance and organizational effectiveness (Meyer et al., 2017). Within educational institutions, teachers who are strongly committed to their schools are more likely to participate actively in institutional development activities. Organizational commitment also strengthens collaboration among teachers and administrators. Therefore, strengthening organizational commitment is essential for improving institutional performance.

Organizational commitment also contributes to creating a supportive and collaborative working environment within educational institutions. Teachers who feel valued and supported by their institutions tend to demonstrate stronger emotional attachment to the organization. Such attachment motivates teachers to invest greater effort in their professional roles. Research shows that supportive organizational cultures significantly enhance employee commitment and performance outcomes (Nazir & Islam, 2017). In educational settings, strong commitment encourages teachers to contribute beyond their formal responsibilities. This includes participation in institutional development initiatives and collaborative teaching practices. As a result, strengthening organizational commitment becomes an essential component of effective educational management. Educational institutions must therefore implement management practices that foster both competence development and organizational commitment.

### **3. Self Efficacy as a Psychological Mechanism in Teacher Performance**

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Self efficacy is widely recognized as an important psychological factor that influences individual performance in organizational contexts. It refers to an individual's belief in their capability to perform tasks and achieve desired outcomes. In educational settings, self efficacy plays a critical role in shaping teachers' confidence in managing classroom activities and instructional challenges. Research indicates that teachers with strong self efficacy demonstrate higher levels of instructional effectiveness and professional resilience (Zee & Koomen, 2016). Self efficacy influences how teachers approach challenges, regulate effort, and maintain persistence in difficult situations. Teachers who believe in their abilities are more likely to adopt innovative teaching practices. Therefore, self efficacy significantly contributes to improving teacher performance.

Self efficacy also influences motivational processes and work behavior in educational organizations. Individuals with strong self efficacy tend to demonstrate higher levels of motivation and commitment to their professional responsibilities. Research suggests that self efficacy is closely associated with job satisfaction, work engagement, and professional performance (Tschannen Moran & Barr, 2019). Teachers who possess strong confidence in their professional capabilities are more willing to experiment with new instructional strategies. They are also more resilient when facing instructional challenges or institutional pressures. As a result, self efficacy contributes to maintaining high levels of professional performance. Educational institutions must therefore create environments that support the development of teacher self efficacy.

Another important role of self efficacy lies in its function as a mediating mechanism in organizational behavior. Self efficacy can strengthen the relationship between professional competence and job performance. Individuals with strong competencies may not necessarily perform effectively if they lack confidence in their abilities. Research indicates that self efficacy mediates the influence of professional competence on performance outcomes in various organizational contexts (Lent & Brown, 2019). In educational institutions, self efficacy strengthens the ability of teachers to apply their professional knowledge in real teaching situations. This psychological mechanism explains why teachers with similar competencies may exhibit different

levels of performance. Therefore, self efficacy plays a critical role in connecting competence and performance.

Self efficacy also mediates the relationship between organizational commitment and employee performance. Individuals who are strongly committed to their organizations are more likely to develop confidence in their ability to contribute to institutional success. Research indicates that psychological empowerment and self efficacy strengthen the positive impact of organizational commitment on performance (Luthans et al., 2017). In educational institutions, teachers who believe in their abilities are more likely to align their professional efforts with institutional goals. This alignment enhances both individual and organizational performance. Self efficacy therefore acts as a bridge that connects competence, commitment, and performance outcomes. Consequently, understanding the mediating role of self efficacy is essential for developing effective educational management strategies..

## C. Method

This study employs a quantitative research design to examine the relationships among technical competence, organizational commitment, self efficacy, and teacher performance within the context of sustainable Sharia educational management. A quantitative approach is appropriate for testing causal relationships among variables through statistical analysis. The research was conducted at Madrasah Aliyah Madani Alauddin located in Gowa Regency, South Sulawesi, Indonesia. The institution was selected as the research setting because it represents an Islamic educational organization that integrates professional education with religious values. The study focuses on teachers as key actors responsible for implementing educational management practices within the institution. Data collection was conducted during September and October 2025. This time frame allowed the researchers to obtain comprehensive responses from participants while ensuring the reliability of the collected data.

The population of this study consisted of all teachers working at Madrasah Aliyah Madani Alauddin, totaling 105 individuals. Because the population size was relatively small, the study employed a saturated sampling technique in which all members of the population were included as research participants. This approach ensures that the sample fully represents the characteristics of the population and eliminates sampling bias. Saturated sampling is commonly used in organizational studies when the population size is manageable and accessible. All teachers were invited to participate voluntarily in the research process. Participation was based on informed consent to ensure ethical research practices. As a result, the final sample included all 105 teachers employed at the institution.

Data were collected using a structured questionnaire designed to measure the four main constructs of the study. Technical competence was measured through indicators related to professional knowledge, instructional skills, and pedagogical capability. Organizational

commitment was measured using indicators that reflect employees' emotional attachment and dedication to institutional goals. Self efficacy was measured through teachers' confidence in their ability to perform professional tasks effectively. Teacher performance was measured using indicators related to instructional effectiveness, professional responsibility, and task accomplishment. All measurement items were evaluated using a Likert scale to capture respondents' perceptions regarding each construct. The questionnaire was distributed directly to respondents to ensure a high response rate and data completeness.

The collected data were analyzed using Structural Equation Modeling with Partial Least Squares (SEM PLS). SEM PLS was selected because it is suitable for analyzing complex relationships involving multiple variables and mediating effects. This method allows researchers to evaluate both direct and indirect relationships between constructs within a single analytical model. The analysis process involved two main stages, namely evaluation of the measurement model and evaluation of the structural model. The measurement model assessment examined the reliability and validity of the constructs used in the study. Meanwhile, the structural model assessment was conducted to test the proposed hypotheses and determine the significance of the relationships among variables. Bootstrapping procedures were applied to estimate path coefficients and determine the statistical significance of the hypothesized relationships.

## D. Results

### 1. Respondent Characteristics

Analysis This study involved 105 teachers from Madrasah Aliyah Madani Alauddin in Gowa Regency. The respondents represent the entire population of teachers working in the institution, ensuring that the collected data fully reflect the characteristics of the organization. Descriptive analysis was conducted to examine respondents based on length of service, age, gender, and educational background. Understanding respondent characteristics is important to provide contextual information regarding the composition of the teaching workforce. The descriptive statistics also help interpret the subsequent findings related to competence, commitment, self efficacy, and performance. The results of the descriptive analysis are presented in Table 1. These data provide an overview of the demographic characteristics of teachers participating in the study.

**Table 1. Characteristics of Respondents**

Characteristics	Category	Frequency	Percentage
Length of Service	0–5 years	35	33.3
	6–10 years	33	31.4
	11–20 years	15	14.3
	21–30 years	16	15.2
Age	20–29 years	23	21.9
	30–39 years	46	43.8

	40–49 years	14	13.3
	50–59 years	16	15.2
	60–69 years	6	5.8
<b>Gender</b>	Male	40	38.1
	Female	65	61.9
<b>Education</b>	Bachelor (S1)	66	62.9
	Master (S2)	33	31.4
	Doctoral (S3)	6	5.7

The results show that most teachers have a working experience between 0 and 5 years, accounting for 33.3 percent of the respondents. This indicates that a substantial portion of the teaching workforce consists of relatively early career teachers. The majority of respondents fall within the age range of 30 to 39 years, representing 43.8 percent of the sample. Female teachers dominate the respondent composition, accounting for 61.9 percent of the participants. In terms of educational qualifications, most teachers hold a bachelor's degree, representing 62.9 percent of the respondents. Meanwhile, 31.4 percent of teachers have completed a master's degree, and a small proportion hold doctoral degrees. These characteristics suggest that the institution possesses a moderately qualified teaching workforce with varying levels of professional experience.

## 2. Direct Effect Analysis

After confirming the suitability of the structural model, hypothesis testing was conducted using the Partial Least Squares Structural Equation Modeling approach. Bootstrapping procedures were applied to estimate the path coefficients and determine the statistical significance of the relationships between variables. The results of the analysis provide information regarding the direct influence of technical competence, organizational commitment, and self efficacy on teacher performance. The significance of each relationship was evaluated using the t statistic and p value criteria. A relationship is considered significant when the p value is less than 0.05 and the t statistic exceeds the critical value of 1.96. The results of the direct effect analysis are presented in Table 2.

**Table 2. Direct Effect Results**

Path Relationship	Path Coefficient	t statistic	p value	Result
Self Efficacy → Teacher Performance	0.290	3.248	0.001	Significant
Organizational Commitment → Self Efficacy	0.343	3.771	0.000	Significant
Organizational Commitment → Teacher Performance	0.198	2.068	0.039	Significant
Technical Competence → Self Efficacy	0.359	3.976	0.000	Significant
Technical Competence → Teacher Performance	0.396	4.626	0.000	Significant

The analysis indicates that technical competence significantly influences self efficacy and teacher performance. Similarly, organizational commitment demonstrates a significant positive influence on both self efficacy and teacher performance. Self efficacy also significantly affects teacher performance. These findings indicate that both competence and commitment play important roles in shaping teacher performance within the institution. Furthermore, the results show that psychological confidence represented by self efficacy also contributes significantly to improving teacher performance.

### 3. Indirect Effect Analysis

In addition to examining direct relationships, the study also analyzed the mediating role of self efficacy in the relationship between the independent variables and teacher performance. Indirect effects were evaluated using the bootstrapping procedure in the SEM PLS analysis. The mediation effect was considered significant when the p value was less than 0.05 and the t statistic exceeded the critical value. The results of the indirect effect analysis are presented in Table 3.

**Table 3. Indirect Effect Results**

Indirect Relationship	Path Coefficient	t statistic	p value
Organizational Commitment → Self Efficacy → Teacher Performance	0.100	2.514	0.012
Technical Competence → Self Efficacy → Teacher Performance	0.104	2.463	0.014

The results indicate that self efficacy significantly mediates the relationship between organizational commitment and teacher performance. This suggests that teachers who demonstrate strong commitment to their institution tend to develop stronger confidence in their professional capabilities, which in turn improves their performance. Similarly, self efficacy also mediates the relationship between technical competence and teacher performance. Teachers with higher technical competence tend to demonstrate greater confidence in their abilities, which ultimately contributes to improved work performance. These findings confirm the important role of self efficacy as a psychological mechanism connecting competence, commitment, and performance.

### 4. Hypothesis Testing

Based on the structural model analysis, all proposed hypotheses in this study were supported. The results of hypothesis testing are summarized in Table 4.

**Table 4. Hypothesis Testing Results**

Hypothesis	Path	Result
H1	Technical Competence → Self Efficacy	Supported
H2	Organizational Commitment → Self Efficacy	Supported
H3	Technical Competence → Teacher Performance	Supported

<b>H4</b>	Organizational Commitment → Teacher Performance	Supported
<b>H5</b>	Self Efficacy → Teacher Performance	Supported
<b>H6</b>	Organizational Commitment → Self Efficacy → Teacher Performance	Supported
<b>H7</b>	Technical Competence → Self Efficacy → Teacher Performance	Supported

The hypothesis testing results confirm that all proposed relationships in the research model are statistically significant. Both technical competence and organizational commitment demonstrate significant direct effects on self efficacy and teacher performance. In addition, self efficacy significantly mediates the relationships between the independent variables and teacher performance. These findings indicate that competence, commitment, and psychological confidence are important factors in shaping teacher performance within Islamic educational institutions.

## E. Discussion

**Maqasid al-Shari'ah** The findings of this study demonstrate that technical competence significantly influences teachers' self efficacy. This result indicates that teachers who possess strong professional knowledge and instructional skills tend to develop greater confidence in their ability to perform educational tasks effectively. Technical competence provides teachers with the necessary expertise to manage classroom challenges and implement pedagogical strategies. Previous research has shown that professional competence is closely associated with teachers' confidence in performing instructional responsibilities (Guerriero, 2017). Teachers with higher levels of competence are more capable of adapting to curriculum innovations and technological developments in education. Such capabilities strengthen teachers' perceptions of their own professional abilities. Therefore, strengthening technical competence becomes an important strategy for improving teachers' self efficacy within educational institutions.

The results also indicate that organizational commitment significantly influences self efficacy. Teachers who demonstrate strong commitment to their institutions tend to develop higher confidence in their professional roles. Organizational commitment creates a sense of belonging and responsibility toward institutional goals. This psychological attachment encourages individuals to believe that their contributions are meaningful for the organization. Previous studies have shown that organizational commitment positively influences employees' confidence and professional engagement (Nazir & Islam, 2017). When teachers feel emotionally connected to their institutions, they are more likely to develop confidence in their ability to perform their duties effectively. Therefore, strengthening organizational commitment can contribute to enhancing teachers' psychological readiness and self efficacy.

Another important finding of this study is the significant influence of technical competence on teacher performance. This result confirms that teachers with strong professional skills are more capable of delivering effective learning experiences. Technical competence enables teachers to plan lessons, manage classrooms, and evaluate student learning outcomes more efficiently. Previous studies have consistently shown that teacher competence plays a central role in improving

educational quality and student achievement (Schleicher, 2018). Teachers who possess adequate pedagogical knowledge and technical skills are better prepared to address complex educational challenges. Such competence also enhances the effectiveness of instructional strategies used in classrooms. Consequently, strengthening technical competence remains a crucial factor in improving teacher performance in educational institutions.

The findings also reveal that organizational commitment significantly influences teacher performance. Teachers who demonstrate strong commitment to their institutions tend to exhibit higher levels of dedication and responsibility in their work. Organizational commitment encourages teachers to align their professional efforts with institutional goals and educational missions. Previous research has shown that employees with high organizational commitment are more motivated to perform their duties effectively (Meyer et al., 2017). Within educational institutions, committed teachers often demonstrate stronger collaboration with colleagues and administrators. This collaboration contributes to creating a productive and supportive working environment. Therefore, organizational commitment represents an important factor in enhancing teacher performance and institutional effectiveness.

The results further indicate that self efficacy significantly influences teacher performance. Teachers who believe in their ability to perform tasks successfully are more likely to demonstrate higher levels of professional effectiveness. Self efficacy influences how individuals approach challenges and persist in achieving their professional goals. Teachers with strong self efficacy tend to adopt innovative teaching methods and maintain resilience in facing classroom difficulties. Previous research suggests that teacher self efficacy significantly contributes to instructional effectiveness and professional engagement (Zee & Koomen, 2016). Confidence in one's professional abilities encourages teachers to invest greater effort in improving learning outcomes. Therefore, strengthening self efficacy becomes an important strategy in improving teacher performance.

The mediating role of self efficacy between technical competence and teacher performance is another important contribution of this study. The findings indicate that competence alone is not sufficient to ensure high performance unless teachers also possess confidence in their abilities. Self efficacy functions as a psychological mechanism that enables teachers to utilize their competencies effectively in professional tasks. Research suggests that individuals with strong self efficacy are more capable of translating knowledge and skills into effective performance (Tschannen Moran & Barr, 2019). In educational settings, teachers with high competence may not fully utilize their abilities if they lack confidence in their capabilities. Self efficacy therefore strengthens the relationship between competence and performance outcomes. This result highlights the importance of psychological empowerment in teacher professional development.

The findings of this study also provide important implications for the development of sustainable Sharia educational management. Sustainable management in Islamic educational institutions requires not only professional competence but also strong organizational commitment

and psychological empowerment. Islamic management principles emphasize the integration of professional excellence with ethical responsibility in organizational practices (Ali & Al Owaihan, 2018). Teachers who possess strong competence, commitment, and confidence are more capable of supporting the long term sustainability of educational institutions. These factors contribute to strengthening institutional resilience and improving educational quality. Educational institutions therefore need to develop strategies that simultaneously strengthen professional competence, organizational commitment, and teacher self efficacy. Such integration is essential for building sustainable Sharia educational management in Islamic educational institutions.

## **F. Conclusion**

This study examined the relationships between technical competence, organizational commitment, self efficacy, and teacher performance within the context of sustainable Sharia educational management in Islamic educational institutions. The findings demonstrate that both technical competence and organizational commitment significantly influence teacher performance directly and indirectly through self efficacy. Technical competence enhances teachers' professional capabilities, enabling them to manage instructional tasks effectively and adapt to evolving educational demands. Organizational commitment strengthens teachers' emotional attachment to the institution and encourages them to align their professional efforts with institutional goals. In addition, self efficacy plays an important mediating role in strengthening the influence of competence and commitment on teacher performance. Teachers who possess strong confidence in their professional abilities are more capable of translating their competencies into effective instructional practices. These findings confirm that professional competence, institutional commitment, and psychological empowerment are essential factors in improving teacher performance in Islamic educational institutions.

From a theoretical perspective, this study contributes to the development of sustainable Sharia educational management by integrating human resource competence, organizational commitment, and psychological factors within a unified analytical framework. Previous studies often examined competence, commitment, or self efficacy independently in relation to employee performance. This study extends the literature by demonstrating how self efficacy functions as a psychological mechanism that connects competence and organizational commitment to performance outcomes. The findings also support contemporary organizational behavior theories which emphasize the interaction between individual capability and psychological belief systems in shaping professional performance (Tschannen Moran & Barr, 2019; Meyer et al., 2017). Within Islamic educational institutions, the integration of professional competence and ethical commitment reflects the principles of Sharia based management that emphasize accountability and responsibility in organizational governance. Therefore, this research provides a conceptual contribution to the

understanding of how sustainable management practices can be implemented within Islamic educational contexts.

From a practical perspective, the results of this study offer important implications for educational management in Islamic institutions. Educational leaders should prioritize continuous professional development programs to strengthen teachers' technical competencies. Institutions should also implement organizational strategies that strengthen teachers' commitment to institutional missions and values. In addition, efforts to enhance teachers' psychological confidence through mentoring, professional support systems, and collaborative learning environments are necessary. Such initiatives can help teachers develop stronger self efficacy and improve their professional effectiveness. Strengthening these dimensions simultaneously can contribute to sustainable institutional performance in Islamic educational institutions. Future research may further explore additional factors such as leadership style, organizational culture, and Islamic ethical values that may influence teacher performance within sustainable educational management frameworks.

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