

The Influence of Discipline, Quality of Work Life, and Self-Efficacy on the Performance of Early Childhood Education Teachers in Gunung Sindur District

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Abstract

This study provides an integrated analysis of the effects of work discipline, quality of work life, and self-efficacy on the performance of Early Childhood Education teachers in Gunung Sindur District, with particular emphasis on identifying the most influential determinant of performance. Using a quantitative survey design, data were collected from teachers selected through purposive sampling based on predefined professional criteria. Structured questionnaires were administered and analyzed using multiple regression techniques to examine both partial and simultaneous relationships among the variables. The findings reveal that all three variables significantly and positively influence teacher performance; however, self-efficacy emerges as the dominant predictor, indicating that teachers' belief in their own capabilities plays a more decisive role than organizational or environmental factors alone. This integrated evidence underscores that while supportive working conditions and discipline remain important, strengthening teachers' self-efficacy is central to optimizing performance. The study contributes to the literature by highlighting self-efficacy as a key leverage point in improving early childhood teacher performance and suggests that institutional policies and professional development programs should prioritize strategies that enhance teachers' confidence, autonomy, and professional competence to improve the overall quality of early childhood education.

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Introduction

Teacher performance is a key determinant of the quality of Early Childhood Education, as teachers play a direct role in shaping children's cognitive, social, emotional, and physical development during a critical stage of growth (Tiara, 2025). Effective early learning experiences have been shown to influence not only later academic achievement but also character formation, social skills, and adaptability, which are essential for long-term human resource development (Grashinta et al., 2025; Komari, 2025). Consequently, improving teacher performance has become a strategic priority in early childhood education systems.

In the context of Early Childhood Education, teacher performance refers to teachers' ability to plan and implement learning activities, manage classrooms, establish positive interactions with children, and create a safe, supportive, and conducive learning environment that facilitates children's holistic development (Solahudin et al., 2023; Hidupi et al., 2024). Unlike other educational levels, Early Childhood Education teacher performance is not only assessed through pedagogical and administrative aspects but also strongly emphasizes emotional support, responsiveness to individual children's needs, and the ability to create enjoyable learning experiences that foster children's motivation and social-emotional development (Misnawati, 2024).

Theoretically, this study is grounded in Social Cognitive Theory, which posits that individuals' beliefs in their own capabilities (self-efficacy) are critical determinants of professional behavior and performance. Within this framework, teacher self-efficacy is defined as teachers' beliefs in their ability to plan, implement, and evaluate instructional processes effectively amid complex job demands. Evidence from Early Childhood Education literature consistently demonstrates that self-efficacy is a significant predictor of teacher performance across various educational contexts. For instance, Nisa et al. (2025) found that self-efficacy has a positive and significant effect on senior high school teachers' performance through the mediating mechanisms of instructional leadership and school culture, with substantial effect sizes in path models, indicating that teachers who strongly believe in their capabilities tend to exhibit higher levels of professional performance. In addition, Casio and Pidor (2025) confirmed that self-efficacy and instructional practices jointly predict individual teacher performance, reinforcing the causal relationship between professional self-belief and individual work outcomes. Other studies further indicate that teachers' perceptions of self-efficacy are closely associated with effective professional development strategies, highlighting the importance of learning experiences, collegial support, and positive school environments in shaping teacher self-efficacy (Klassen, 2024; Skaalvik, 2024).

Nevertheless, field observations conducted in Early Childhood Education institutions in Gunung Sindur District reveal that teacher performance has not yet reached optimal levels. Identified issues include inconsistent work discipline, delays in

lesson preparation and administrative tasks, low levels of professional initiative, and weak adherence to standard operating procedures. These conditions suggest that teacher performance is influenced not only by pedagogical competence but also by organizational factors such as work discipline and quality of work life, as well as internal psychological factors, particularly teacher self-efficacy.

Based on this identified gap and the strong theoretical and empirical evidence, the present study aims to conduct an integrated analysis of the effects of work discipline, quality of work life, and self-efficacy on Early Childhood Education teacher performance, while simultaneously examining the dominant role of self-efficacy within the framework of Social Cognitive Theory. Specifically, this study hypothesizes that all three variables have positive effects on teacher performance, both partially and simultaneously, with self-efficacy serving as the primary predictor in enhancing Early Childhood Education teachers' professional performance

Previous studies have identified work discipline as a crucial factor influencing teacher performance, particularly in fostering responsibility, punctuality, and classroom order (Faizi et al., 2024; Herlambang et al., 2022). Similarly, quality of work life (QWL) has been found to affect teacher motivation and productivity, as supportive working conditions and adequate resources enhance job satisfaction and engagement (Pratama et al., 2024; Ocsis et al., 2024). In addition, self-efficacy plays an important role in shaping teachers' confidence and persistence in managing learning activities and classroom challenges (Usher & Morris, 2023; Djazilan et al., 2022).

However, most existing studies examine these variables separately or focus on general education settings, while empirical research that simultaneously analyzes work discipline, quality of work life, and self-efficacy in relation to teacher performance, particularly at the district level, remains limited. Moreover, local contextual conditions that may influence teacher performance have not been sufficiently explored.

This study addresses this research gap by examining the combined influence of work discipline, quality of work life, and self-efficacy on the performance of teachers in Gunung Sindur District. The novelty of this study lies in its integrated approach, which combines organizational and psychological factors within a specific local context. The findings are expected to contribute both theoretically to the development of teacher performance models and practically to the formulation of evidence-based policies for improving teacher professionalism. Accordingly, this study aims to analyze the influence of work discipline, quality of work life, and self-efficacy on teacher performance, both partially and simultaneously.

Method

This study employed a quantitative survey design with multiple linear regression to examine the influence of work discipline, quality of work life, and self-efficacy on

Early Childhood Education teacher performance in Gunung Sindur District. The sample consisted of 154 purposively selected teachers who were actively teaching, had at least one year of experience, and were directly involved in instructional activities. Data were collected using a structured five-point Likert questionnaire, adapted from established theories and prior studies. Work discipline was measured through punctuality, compliance, and task responsibility; quality of work life through working conditions, organizational support, and perceived comfort; self-efficacy through confidence, persistence, and problem-solving; and teacher performance through lesson planning, implementation, classroom management, and professional behavior. Instrument validity was confirmed with Corrected Item–Total Correlation ($r \geq 0.30$), and reliability was strong (Cronbach's alpha: 0.82–0.90). Descriptive and inferential analyses were conducted, and regression assumptions were satisfied (normality, linearity, multicollinearity: VIF < 10, tolerance > 0.10). Multiple regression analysis was then used to assess partial and simultaneous effects, as well as the dominant predictor of teacher performance.

Results and Discussion

Results

The first hypothesis test examined the effect of discipline (X_1) on teacher performance (Y). To test that discipline (X_1) has a positive effect on teacher performance (Y), the statistical hypothesis tested was as follows:

$H_0: \beta_1 \leq 0$, there is no positive effect of discipline (X_1) on teacher performance (Y).

$H_1: \beta_1 > 0$, there is a positive influence of discipline (X_1) on teacher performance (Y).

From the calculation results, the value obtained is $\beta_1 = 0.211$. The results of the coefficient significance test obtained t count of 2.020 and t table of = 1.976. The results of the analysis of the test of the influence of discipline on teacher performance can be seen in table 1 below:

Table 1. Results of calculating the influence of discipline on teacher performance

Variabel	N	B ₁	t hitung	t tabel $\alpha = 0,05$	Conclusion
X ₁ atas Y	154	0,211	2,020	1,976	Positif Signifikan

Significant prerequisites: $t_{hitung} > t_{tabel}$ and significance level < 0.05

Source: Data Processing Results (SPSS 27), 2025

Based on the calculation results as shown in table 1, $t_{hitung} > t_{tabel}$ obtained, so H_0 is rejected and H_1 is accepted. Thus, it can be concluded that discipline (X_1) has a positive and significant effect on teacher performance (Y).

The second hypothesis test was conducted by testing the influence of Quality of Work Life (X₂) on teacher performance (Y). To test that Quality of Work Life (X₂) has a positive influence on teacher performance (Y), the statistical hypothesis tested is as follows:

H₀: $\beta_2 \leq 0$, there is no positive influence of Quality of Work Life (X₂) on teacher performance (Y).

H₁: $\beta_2 > 0$, there is a positive influence of Quality of Work Life (X₂) on teacher performance (Y).

The calculation results obtained a value of $\beta_2 = 0.265$. The results of the coefficient significance test obtained t count of 4.071 and t table of = 1.976. The results of the analysis of the influence of Quality of Work Life on teacher performance can be seen in the following table 2:

Table 2. Results of calculating the influence of Quality of Work Life on teacher performance.

Variabel	N	B ₂	t hitung	t tabel $\alpha = 0,05$	Conclusion
X ₂ atas Y ₁	154	0,265	4,071	1,976	Positif Signifikan

Significant prerequisites: t hitung > t table and significance level < 0.05

Source: Data Processing Results (SPSS 27), 2025

Based on the calculation results as shown in Table 2, it is obtained that t count > t table, so H₀ is rejected and H₁ is accepted. Thus, it can be concluded that Quality of Work Life (X₂) has a positive and significant effect on teacher performance (Y).

The third hypothesis test was conducted to test the influence of self-efficacy (X₃) on teacher performance (Y). To test that self-efficacy (X₃) has a positive influence on teacher performance (Y), the statistical hypothesis tested is as follows:

H₀: $\beta_3 \leq 0$, there is no positive influence of self-efficacy (X₃) on teacher performance (Y).

H₁: $\beta_3 > 0$, there is a positive influence of self-efficacy (X₃) on teacher performance (Y).

From the calculation results, the value obtained is $\beta_3 = 0.281$. The results of the coefficient significance test obtained t count of 3.146 and t table of = 1.976. The results of the analysis of the test of the influence of self-efficacy on teacher performance can be seen in table 3 below:

Table 3. Results of calculating the influence of self-efficacy on teacher performance.

Variabel	N	B ₃	t hitung	t tabel $\alpha = 0,05$	Conclusion
X ₂ atas Y ₁	154	0,281	3,146	1,976	Positif Signifikan

Significant prerequisites: t hitung > t table and significance level < 0.05

Source: Data Processing Results (SPSS 27), 2025

Based on the calculation results as shown in Table 3, it is obtained that $t \text{ count} > t \text{ table}$, so H_0 is rejected and H_1 is accepted. Thus, it can be concluded that self-efficacy (X_3) has a positive and significant effect on teacher performance (Y).

The fourth hypothesis test was conducted by testing the influence of discipline (X_1), quality of work life (X_2), and self-efficacy (X_3) simultaneously on teacher performance (Y). To test that they have a positive influence on teacher performance (Y), the statistical hypothesis tested is as follows:

$H_0: \beta_1, \beta_2, \beta_3 \leq 0$, there is no positive influence of discipline (X_1), quality of work life (X_2), and self-efficacy (X_3) together on teacher performance (Y).

$H_1: \beta_1, \beta_2, \beta_3 > 0$, there is a positive influence of discipline (X_1), quality of work life (X_2), and self-efficacy (X_3) together on teacher performance (Y).

From the calculation results, the values obtained are $\beta_1 = 0.211$, $\beta_2 = 0.265$ and $\beta_3 = 0.281$. The results of the coefficient significance test obtained $t \text{ count}$ of 3.146 for X_1 , 4.071 for X_2 and 3.146 for X_3 and $t \text{ table} = 1.976$. The results of the analysis of the influence of discipline (X_1), quality of work life (X_2) and self-efficacy (X_3) together on teacher performance can be seen in the following table 4:

Table 4. Results of the test of the influence of discipline (X_1), quality of work life (X_2) and self-efficacy (X_3) together on teacher performance

Model Regresi	Fhitung	Sig.	Conclusion
Teacher Performance	2,210	0,000	Signifikan

Description: The regression model is suitable for use because the significance level is < 0.05 .

Based on the ANOVA test results presented in Table 4, the obtained F-value was 2.210 with a significance level of 0.000 (< 0.05). These results indicate that, simultaneously, work discipline (X_1), quality of work life (X_2), and self-efficacy (X_3) have a statistically significant effect on teacher performance (Y). Therefore, the multiple regression model employed in this study is considered statistically fit and appropriate for explaining the relationship between the independent variables and the dependent variable.

This finding confirms that variations in teacher performance cannot be explained by a single factor alone but are influenced by the combined contribution of organizational factors (work discipline and quality of work life) and psychological factors (self-efficacy). The significant simultaneous effect also supports the theoretical assumption that teacher performance is shaped by the interaction between environmental and personal factors. Consequently, improvements in work discipline, enhancements in the quality of work life, and strengthening teachers' self-efficacy are likely to collectively lead to better teacher performance outcomes.

Table 5 Result of the test of the influence of discipline (X₁), quality of work life (X₂) and self-efficacy (X₃) together on teacher performance

Variabel	B	Beta	thitung	Sig.	Conclusion
Discipline	0,209	0,211	2,020	0,000	Signifikan
Quality of Work Life	0,253	0,265	4,071	0,000	Signifikan
Self-Efficacy	0,276	0,281	3,146	0,000	Signifikan

Description: All variables have a positive and significant effect on teacher performance.

To see the most dominant influence is Self-Efficacy Based on the Standardized Coefficients (Beta) value, it can be seen that the most dominant variable influencing teacher performance is self-efficacy, with a beta value of 0.281, which is the highest value compared to the discipline variable (0.211) and quality of work life (0.265). This shows that self-efficacy has the greatest contribution to increasing teacher performance. The higher the teacher's confidence in his/her ability to carry out tasks and responsibilities, the more optimal the performance produced.

Discussion

The findings indicate that work discipline plays an important role in improving teacher performance. Discipline reflects teachers' consistency in complying with institutional rules, managing time effectively, and fulfilling professional responsibilities. In the context, discipline is closely related to routine-based learning, classroom readiness, and administrative compliance, which are essential for maintaining learning continuity and child development outcomes.

This finding supports previous studies (Fitria, 2024; Pala'langan, 2021) that emphasize discipline as a behavioral foundation for effective teaching performance. However, compared to other variables, discipline functions more as a supporting factor rather than a primary psychological driver. This suggests that while discipline is necessary to maintain performance standards, it alone may not be sufficient to foster optimal performance without supportive working conditions and personal beliefs.

Quality of work life was found to contribute positively to teacher performance, indicating that teachers perform better when they experience supportive working conditions. In institutions, quality of work life is reflected in safe learning environments, collegial relationships, leadership support, and fair workload distribution. These conditions enhance teachers' motivation and emotional well-being, which are critical in early childhood education where teaching demands high emotional involvement.

Consistent with previous research (Novianti et al., 2025; Tripambudi et al., 2022), this finding confirms that organizational factors significantly shape teacher performance. However, this study suggests that quality of work life primarily operates

as a contextual enabler, facilitating teachers' ability to apply their skills and commitment rather than directly driving performance independently

Self-efficacy emerged as the most dominant factor influencing teacher performance. This highlights the importance of teachers' beliefs in their own abilities to manage classrooms, design learning activities, and respond to children's developmental needs. In early childhood education, where learning situations are dynamic and unpredictable, high self-efficacy enables teachers to remain confident, adaptive, and persistent in facing challenges.

This finding aligns with social cognitive theory and previous studies (Kusumaningrum et al., 2024) emphasizing self-efficacy as a key psychological determinant of performance. Unlike discipline and quality of work life, self-efficacy functions as an internal motivational driver, directly influencing how teachers interpret tasks, respond to difficulties, and sustain professional engagement.

The combined findings indicate that teacher performance is shaped by the interaction between behavioral discipline, organizational support, and psychological belief systems. Discipline ensures consistency, quality of work life provides a supportive environment, and self-efficacy activates teachers' internal motivation to perform effectively. The dominance of self-efficacy suggests that even within well-structured and supportive institutions, teacher performance largely depends on personal confidence and professional self-belief.

From a practical perspective, these findings imply that managers and policymakers should not focus solely on enforcing rules or improving facilities. Instead, professional development programs should prioritize strengthening teacher self-efficacy through continuous training, mentoring, reflective practices, and positive performance feedback. By integrating organizational support with psychological empowerment, institutions can sustainably enhance teacher performance and educational quality.

Conclusion

This study concludes that work discipline, quality of work life, and self-efficacy positively influence the performance of Early Childhood Education teachers in Gunung Sindur District. The findings show that teacher performance in this local context is shaped by the combined interaction of behavioral, organizational, and psychological factors. Among these variables, self-efficacy emerges as the most influential predictor, emphasizing the central role of teachers' confidence in managing learning activities and responding to the demands of early childhood education. Theoretically, this study contributes an integrated, evidence-based model of teacher performance grounded in Social Cognitive Theory, demonstrating that organizational support and work discipline are most effective when accompanied by strong teacher self-efficacy. This highlights self-efficacy as a key leverage point for improving teacher performance at the district

level. Practically, the findings suggest that policymakers and education managers should prioritize targeted strategies to strengthen teacher self-efficacy. These include mentoring programs focused on reflective practice and mastery experiences, peer feedback on classroom challenges, and school-based professional learning communities. At the same time, consistent work discipline and improvements in quality of work life such as supportive supervision and conducive working conditions should be maintained to sustain performance improvements. Future research may expand this integrated model by examining additional contextual factors, such as leadership style or organizational culture, to further explain variations in teacher performance.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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