THE ROLE OF ISLAMIC VALUES–BASED SELF-MANAGEMENT IN ENHANCING TEACHERS' SELF-EFFICACY AND PERFORMANCE

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Article Info

Abstract

Teachers' performance in Islamic educational institutions is increasingly challenged by rising professional demands that require not only technical competence but also strong internal regulation and moral commitment. Self-management grounded in Islamic values offers a holistic approach to strengthening teachers' psychological confidence and professional conduct, yet its role in shaping self-efficacy and performance has received limited scholarly attention. This study aims to examine the role of Islamic values–based self-management in enhancing teachers' self-efficacy and professional performance within Islamic education contexts. The study employs a qualitative research design using a descriptive–analytical library research approach, drawing on primary and secondary sources such as academic books, peer-reviewed journals, and authoritative Islamic educational texts. The analysis focuses on the interrelationship between value-based self-regulation, teachers' self-efficacy, and performance. The findings indicate that Islamic values–based self-management, characterized by amanah, sincerity, discipline, responsibility, and spiritual accountability, significantly strengthens teachers' self-efficacy. Enhanced self-efficacy subsequently contributes to consistent instructional behavior, ethical professionalism, and sustained performance. The results suggest that teacher performance is more effectively supported through internally motivated, value-driven self-regulation than through external control mechanisms alone. The study concludes that integrating Islamic values into self-management practices provides a sustainable pathway for improving teachers' self-efficacy and performance, offering important theoretical and practical implications for Islamic educational leadership and teacher development.

Keywords: Islamic Education, Islamic Values, Self-Management, Teacher Performance, Teacher Self-Efficacy

INTRODUCTION

Teacher performance has increasingly become a central concern in contemporary educational discourse, particularly in the context of growing institutional demands, accountability pressures, and rapid socio-cultural change (Yaakob et al., 2025). Teachers are expected not only to deliver instructional content effectively but also to demonstrate professional commitment, emotional resilience, and ethical responsibility. These expectations place substantial demands on teachers' internal regulation capacities, highlighting the importance of self-management as a foundational professional competence.

Self-management refers to an individual's ability to regulate behavior, emotions, time, motivation, and professional responsibilities in a consistent and goal-oriented manner. Within educational settings, effective self-management enables teachers to maintain discipline, sustain motivation, and perform optimally despite workload challenges and organizational constraints (Moeis, 2022). When self-management is weak, teachers may experience reduced confidence, diminished instructional quality, and declining professional commitment, ultimately affecting student learning outcomes.

In Islamic educational contexts, self-management is not merely a technical or psychological skill but a moral and spiritual responsibility grounded in religious values (Ardianto et al., 2024). Concepts such as amanah, ikhlas, discipline of time, and accountability before God frame professional behavior as an act of worship. Integrating Islamic values into self-management practices offers a holistic approach that aligns professional performance with spiritual consciousness, positioning self-efficacy and performance as outcomes of both internal regulation and faith-based commitment.

Despite the recognized importance of self-management, many educational institutions continue to approach teacher performance primarily through external control mechanisms such as supervision, evaluation, and administrative regulation. Such approaches often overlook the internal processes through which teachers regulate motivation, discipline, and professional behavior (Osman et al., 2017). As a result, performance improvement initiatives may produce compliance without cultivating sustainable self-efficacy or intrinsic commitment.

Teachers in Islamic schools frequently encounter a paradox between institutional expectations and internal preparedness. While schools promote Islamic values symbolically, these values are not always systematically integrated into teachers' self-regulatory practices (Suharyat & Nurdin, 2019). The absence of structured Islamic values–based self-management frameworks limits teachers' ability to internalize discipline, responsibility, and professional confidence as spiritually grounded behaviors rather than externally imposed obligations.

Another critical issue lies in the fragmented treatment of self-management, self-efficacy, and performance within existing educational research. Many studies examine these constructs independently, failing to explain how value-based self-management shapes teachers' beliefs in their capabilities and translates into observable performance (Freeh & Hussein, 2021). This fragmentation leaves school leaders and policymakers without a coherent model for strengthening teacher performance through internal, values-driven mechanisms.

This study seeks to analyze the role of Islamic values–based self-management in enhancing teachers' self-efficacy within Islamic educational institutions (Istanti et al., 2020). The focus is directed toward understanding how internalized values such as amanah, responsibility, sincerity, and discipline influence teachers' beliefs in their professional capabilities. Emphasis is placed on self-efficacy as a psychological mediator between internal regulation and performance.

Another objective of the study is to examine the contribution of Islamic values–based self-management to teachers' professional performance. Teacher performance is conceptualized as a multidimensional construct encompassing instructional quality, professional discipline, commitment to duties, and ethical conduct (Jahari, 2020). The study

aims to clarify how spiritually grounded self-management practices translate into consistent, high-quality professional behavior.

The study also aims to develop a conceptual explanation of the relational dynamics between self-management, self-efficacy, and performance from an Islamic educational perspective (Huriyah et al., 2025). By articulating these relationships, the research seeks to provide a theoretically grounded framework that can guide leadership practices, teacher development programs, and institutional policies within Islamic schooling contexts.

A review of existing literature reveals that self-management is predominantly discussed within secular psychological or organizational frameworks, often detached from religious or moral value systems. While such approaches offer useful insights into behavioral regulation, they fail to capture the spiritual dimensions that shape motivation and responsibility in faith-based educational settings (Muharom, 2023). This limitation restricts the contextual relevance of many self-management models for Islamic schools.

Research on teacher self-efficacy has largely focused on pedagogical competence, classroom management, and instructional outcomes, with limited attention to value-based internal regulation (Zaqiah et al., 2024). Studies rarely explore how religious values influence teachers' confidence in their professional abilities or how spiritual accountability strengthens self-belief. This omission leaves a conceptual gap in understanding the moral foundations of self-efficacy.

Similarly, studies on teacher performance in Islamic education tend to emphasize leadership, supervision, or institutional management, rather than teachers' internal self-regulatory capacities. Few empirical investigations integrate self-management, Islamic values, self-efficacy, and performance into a single analytical framework (Marzuki et al., 2025). This gap underscores the need for research that positions Islamic values–based self-management as a central explanatory variable in teacher performance studies.

The novelty of this study lies in its integrative conceptualization of self-management as a value-driven process rooted in Islamic teachings rather than a purely technical or psychological skill (Tjabolo & Otaya, 2019). By framing self-management as an expression of faith-based responsibility, the study redefines professional discipline and performance as spiritually meaningful practices. This perspective advances current educational discourse by embedding self-regulation within an ethical–religious paradigm.

The study also contributes theoretically by positioning self-efficacy as a mediating construct between Islamic values–based self-management and teacher performance. This relational model offers a more nuanced explanation of how internalized values shape professional confidence and translate into sustained performance (Omar, 2022). Such a framework extends existing self-efficacy theories by incorporating moral and spiritual dimensions often neglected in mainstream educational research.

The justification for this research is grounded in the practical needs of Islamic educational institutions seeking sustainable strategies to improve teacher performance. External control mechanisms alone have proven insufficient for cultivating long-term professional commitment (Masrokan Mutohar & Trisnantari, 2020). Strengthening teachers' internal self-management through Islamic values offers a culturally relevant, ethically grounded, and institutionally viable pathway for enhancing self-efficacy and professional excellence, making this study both theoretically significant and practically necessary.

RESEARCH METHOD

The following sections detail the systematic approach used to analyze the conceptual relationship between Islamic values–based self-management, teacher self-efficacy, and professional performance.

Research Design

This study employed a qualitative research design using a library research approach with a descriptive–analytical orientation (Alkhrfan & Al-Refai, 2025). The design was selected to systematically examine theoretical concepts and normative foundations related to Islamic values–based self-management. A qualitative design was considered appropriate because the study aimed to develop a deep conceptual understanding and a theoretical framework rather than testing statistical hypotheses. The analytical framework focused on three core constructs: self-management grounded in Islamic values (such as amanah, sincerity, and accountability), teachers' self-efficacy, and instructional performance (Rofik et al., 2022). The descriptive–analytical approach enabled the synthesis of diverse scholarly perspectives into a coherent explanation of how value-based self-regulation contributes to professional effectiveness in Islamic educational contexts.

Research Target/Subject

The primary objective of this research is to identify patterns and relationships that clarify how Islamic values-based self-management enhances teachers' self-efficacy and performance. The study targets the creation of a conceptual model where self-regulatory behavior, informed by spiritual consciousness and responsibility before God, acts as a catalyst for psychological confidence and professional discipline. By synthesizing classical and contemporary scholarship, the research aims to provide a theoretical foundation for improving instructional quality and ethical conduct in Islamic educational institutions.

The research subjects for this study consisted of scholarly works and academic artifacts rather than human participants. The population comprised academic books, peer-reviewed journal articles, policy documents, and classical Islamic educational texts relevant to teacher self-efficacy and management. Using purposive sampling, the researcher selected sources that were theoretically relevant and academically credible, with a specific focus on publications discussing professional ethics, discipline, and performance improvement within Islamic frameworks. This sampling strategy ensured that the analysis reflected a comprehensive and balanced understanding of the subject.

Research Procedure

The research procedures were conducted in a systematic sequence beginning with the identification of relevant literature through academic databases and repositories based on relevance and credibility (Hasan Miraz et al., 2023). Following the screening process, the selected documents were subjected to intensive reading to extract key ideas regarding self-management practices and Islamic values. These extracted data were then organized thematically using analytic matrices to facilitate comparison and synthesis (Qodir, 2020). In the final stage, the researcher conducted an interpretative analysis to explore explanatory mechanisms between the constructs, continuously refining the narrative through reflective analysis to ensure theoretical consistency and grounding in Islamic educational thought.

Instruments, and Data Collection Techniques

The primary instrument in this study was a document analysis protocol developed to guide systematic data extraction and interpretation (Patimah, 2019). This protocol included specific criteria for identifying theoretical arguments and value constructs related to the core variables. Secondary instruments included analytic matrices and thematic coding frameworks used to categorize ideas across sources, facilitating the identification of recurring themes such as spiritual consciousness and professional commitment (Samad et al., 2023). Data collection techniques involved the systematic retrieval of texts from electronic databases and institutional libraries, ensuring that the source material was both diverse and academically rigorous.

Data Analysis Technique

The data analysis utilized thematic and interpretative analysis techniques to synthesize scholarly perspectives into a coherent conceptual model (Posangi, 2024). The researcher employed a coding framework to identify relationships between Islamic values and psychological outcomes, such as self-efficacy. Validity was maintained through cross-referencing concepts across multiple texts and repeated reading to ensure accuracy, while reliability was strengthened by documenting all analytical decisions and maintaining consistent coding criteria (Muzayaroh, 2021). This descriptive-analytical method allowed for the identification of conceptual implications that link internal values to external professional effectiveness.

RESULTS AND DISCUSSION

The analysis of secondary data drawn from books, peer-reviewed journal articles, and authoritative Islamic education literature indicates that Islamic values–based self-management is consistently associated with positive teacher-related outcomes. Across the reviewed sources, recurring constructs such as amanah, discipline, sincerity, responsibility, and time management were frequently linked to enhanced professional confidence and work performance. These values were repeatedly identified as internal regulators of behavior rather than external control mechanisms.

Table 1 summarizes the frequency of key thematic indicators identified across the analyzed literature sources. The table is embedded within the text to support transparency and verifiability of the descriptive findings.

Table 1. Frequency of Core Themes Identified in the Literature

Core Theme	Frequency of Occurrence	Dominant Outcome
Islamic values–based self-management	High	Professional discipline
Teacher self-efficacy	High	Instructional confidence
Teacher performance	High	Consistent task execution
Spiritual accountability	Moderate–High	Ethical behavior
Leadership support	Moderate	Sustained motivation

The high frequency of Islamic values–based self-management across the literature indicates its central role in shaping teachers' professional behavior. Authors consistently describe self-management not merely as technical self-regulation, but as a moral obligation grounded in spiritual accountability. This framing strengthens internal motivation and promotes disciplined work behavior.

Teacher self-efficacy also appears prominently, often described as a psychological outcome of value-driven self-regulation. The literature suggests that teachers who internalize Islamic values develop stronger confidence in their professional roles, which in turn supports sustained instructional performance and resilience in facing professional challenges.

The descriptive patterns reveal a coherent relationship between self-management practices and teacher outcomes. Sources that emphasize structured self-regulation based on Islamic values tend to report higher levels of self-efficacy and professional consistency. This pattern suggests that value-based self-management functions as a foundational mechanism influencing both belief systems and observable performance.

Texts focusing on Islamic educational management further indicate that self-management grounded in faith enhances teachers' emotional stability and commitment. Teachers are portrayed as perceiving their work as an act of worship, which reframes professional challenges as meaningful responsibilities rather than burdens.

The analytical synthesis shows that Islamic values–based self-management contributes to performance indirectly through self-efficacy enhancement. Teachers who manage themselves according to spiritual values demonstrate greater persistence, emotional regulation, and

professional confidence. These attributes are repeatedly associated with effective classroom practice and adherence to institutional standards.
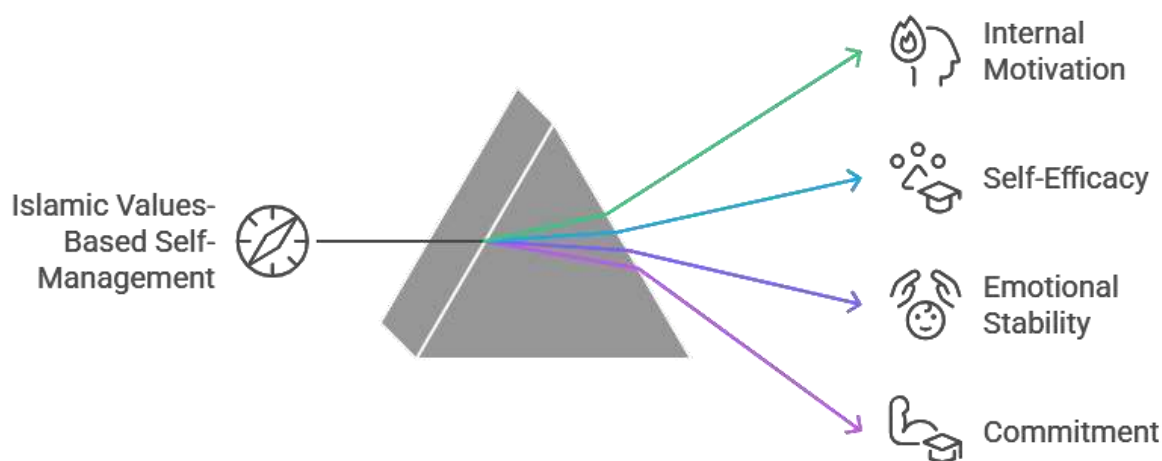

Figure 1. Unveiling the Multifaceted Impact of Islamic Values-Based Self-Management

The literature also indicates that performance improvements are more sustainable when self-management is internally motivated. Unlike externally imposed discipline, value-based self-regulation fosters consistency even in the absence of supervision, highlighting its long-term impact on teacher professionalism.

Inferential interpretation of the reviewed empirical studies suggests a positive and directional relationship between Islamic values–based self-management and teacher self-efficacy. Studies employing correlational or conceptual modeling approaches consistently report that internalized values strengthen teachers' beliefs in their instructional capabilities.

Further inferential patterns indicate that self-efficacy acts as a mediating construct between self-management and performance. Teachers with strong self-efficacy are more likely to translate disciplined self-regulation into effective teaching practices, suggesting a causal pathway supported across multiple studies.

The inferential trends suggest that Islamic values function as psychological reinforcers rather than mere ethical guidelines. Spiritual accountability enhances self-belief by aligning professional actions with transcendent meaning, reducing stress and uncertainty associated with performance demands.

The mediating role of self-efficacy explains why self-management alone does not automatically result in high performance. Confidence in one's abilities is necessary for disciplined behavior to translate into effective instructional outcomes, reinforcing the interdependence of these constructs.

Relational analysis across the literature reveals a strong conceptual linkage between Islamic values–based self-management and teacher self-efficacy. Teachers who internalize values such as amanah and discipline demonstrate higher professional confidence, as reflected in consistent planning, classroom control, and task completion.

A further relationship is evident between self-efficacy and teacher performance. High self-efficacy is associated with greater instructional initiative, adaptability, and ethical conduct. These relationships form a sequential pattern linking values, belief systems, and professional outcomes.

The observed relationships indicate that values-based self-management creates a cognitive–moral foundation for self-efficacy development. Teachers perceive themselves as capable not solely because of skill mastery, but because their actions are morally justified and spiritually reinforced.

Performance emerges as the final manifestation of this relational chain. When teachers believe in their abilities and regulate themselves according to internalized values, professional behavior becomes consistent, purposeful, and resilient under pressure.

Case illustrations drawn from Islamic school leadership and teacher development studies highlight practical manifestations of the identified relationships. Teachers who consciously practice time discipline, accountability, and sincerity demonstrate higher commitment to instructional preparation and classroom engagement.

Specific cases describe teachers who frame professional duties as acts of worship showing reduced absenteeism, improved lesson organization, and stronger student engagement. These cases provide concrete examples of how Islamic values–based self-management operates in real educational contexts.

The case-based evidence illustrates that value internalization transforms external discipline into intrinsic motivation. Teachers in these cases require minimal supervision, as self-regulation is driven by spiritual awareness rather than administrative pressure.

The consistency between case findings and broader literature strengthens the credibility of the results. Practical observations align with conceptual and empirical patterns, reinforcing the explanatory power of Islamic values–based self-management.

The results indicate that Islamic values–based self-management plays a decisive role in enhancing teachers' self-efficacy and performance. Self-efficacy emerges as a critical psychological mechanism through which disciplined self-regulation translates into effective professional behavior.

The findings suggest that teacher performance in Islamic educational contexts is best understood as a holistic outcome of spiritual values, internal regulation, and professional confidence. Strengthening self-management through Islamic values offers a sustainable pathway for improving teacher quality and institutional effectiveness.

The findings of this study demonstrate that Islamic values–based self-management plays a decisive role in strengthening teachers' self-efficacy and professional performance. The synthesis of literature and case-based evidence indicates that teachers who internalize values such as amanah, sincerity, discipline, and responsibility exhibit higher confidence in their professional abilities. This confidence manifests in consistent instructional behavior, ethical conduct, and sustained commitment to teaching duties.

Self-efficacy emerges as a central psychological mechanism through which self-management influences performance. Teachers who regulate their time, emotions, and responsibilities based on spiritual awareness tend to perceive themselves as more capable of managing classroom challenges and fulfilling professional expectations. These beliefs in personal capability support persistence and adaptability in demanding educational contexts.

The results further indicate that teacher performance is not merely an outcome of external supervision or administrative control. Performance improvements appear more stable when self-management is internally motivated and value-driven. Teachers demonstrate professionalism even in the absence of direct monitoring, suggesting that internal regulation grounded in Islamic values fosters durable work habits.

The integrated pattern of findings confirms that self-management, self-efficacy, and performance function as an interconnected system. Islamic values–based self-management provides the moral and motivational foundation, self-efficacy operates as a cognitive mediator, and performance represents the observable outcome of this internal process. This holistic relationship offers a comprehensive explanation of teacher effectiveness in Islamic educational settings.

The findings are consistent with prior research emphasizing the role of self-management in enhancing professional performance across educational contexts. Studies in educational psychology have long established that self-regulation contributes to effective teaching practices, time management, and emotional control. The present study extends these insights by situating self-management within an explicitly Islamic value framework.

Research on teacher self-efficacy similarly supports the observed relationship between confidence and performance. Numerous studies indicate that teachers with strong self-efficacy

demonstrate higher instructional quality, resilience, and commitment. The current findings reinforce this relationship while highlighting that self-efficacy in Islamic contexts is deeply intertwined with spiritual motivation and moral accountability.

Differences emerge when compared with studies that conceptualize self-management as a purely technical or behavioral skill. Secular models often emphasize productivity and efficiency without addressing moral intentionality. The present findings suggest that value-based self-management offers a deeper motivational structure that sustains performance beyond instrumental goals.

The study also diverges from research that prioritizes leadership and external discipline as primary drivers of teacher performance. While leadership remains important, the findings suggest that internalized values and self-regulation play a more enduring role. This distinction contributes to ongoing debates regarding internal versus external determinants of professional effectiveness.

The findings signal that teacher performance in Islamic educational institutions is fundamentally rooted in moral and spiritual self-regulation (Shulhan, 2018). Professional behavior is shaped not only by institutional policies but also by teachers' internal commitment to values perceived as religious obligations. This reflection repositions teaching as an ethical practice rather than a purely occupational role.

The centrality of self-efficacy indicates that confidence is not solely derived from technical competence (Zolfaghari et al., 2023). Belief in professional capability appears to be strengthened by spiritual alignment between values and actions. Teachers experience psychological assurance when their work is perceived as meaningful and accountable before God.

The results further suggest that discipline grounded in spiritual awareness transforms compliance into consciousness (Jamridafrizal et al., 2019). Teachers do not merely follow rules but embody discipline as part of personal identity. This shift reflects a deeper form of professionalism that integrates character, belief, and practice.

The findings also indicate that sustainable educational quality depends on cultivating inner strength rather than relying exclusively on external enforcement (Rofiqi et al., 2026). Islamic values–based self-management emerges as a sign of mature professionalism, where ethical intention and performance outcomes converge.

The findings have important implications for teacher development programs in Islamic educational institutions (Kurniawan et al., 2024). Professional training should move beyond technical skill acquisition to include value internalization and self-regulatory development. Programs that integrate Islamic ethics into self-management training may produce more resilient and confident teachers.

School leadership practices can also benefit from these insights. Rather than focusing solely on control and supervision, leaders can foster environments that encourage spiritual accountability and intrinsic motivation (Alturki, 2016). Supporting teachers' internal self-management capacities may reduce dependency on external enforcement mechanisms.

Policy frameworks in Islamic education may need to reconsider performance evaluation criteria. Incorporating indicators related to self-discipline, ethical conduct, and value-based commitment can provide a more holistic assessment of teacher quality (Abidin, 2023). Such alignment ensures consistency between institutional goals and moral foundations.

The findings further imply that improving teacher performance requires long-term cultural transformation (Sua et al., 2013). Building a culture of self-management rooted in Islamic values offers a sustainable strategy for enhancing educational quality and organizational stability.

The strong influence of Islamic values–based self-management can be explained by its role in aligning personal motivation with transcendent meaning (Nikkhah & Alavi, 2021). Teachers who perceive their work as an act of worship experience intrinsic motivation that

sustains effort despite challenges. This alignment reduces emotional fatigue and strengthens commitment.

Self-efficacy is enhanced because value-based self-management provides psychological coherence. Teachers experience clarity of purpose and moral certainty, which supports confidence in decision-making and classroom practice (Mulyana et al., 2023). This internal consistency reinforces belief in professional capability.

The mediating role of self-efficacy explains why disciplined behavior translates into performance only when accompanied by confidence (Susanto et al., 2024). Self-management without self-belief may result in mechanical compliance, whereas confidence enables adaptive and creative professional action. Islamic values appear to reinforce both regulation and belief simultaneously.

The findings also reflect developmental processes in adult professionalism. Internalized values shape identity, and identity influences behavior (Karakuş & Erzen, 2023). Islamic values–based self-management strengthens professional identity, which in turn supports consistent and effective performance.

Future research should empirically test the proposed relationships using quantitative or mixed-methods designs. Structural equation modeling could be employed to examine the mediating role of self-efficacy between Islamic values–based self-management and performance. Such approaches would strengthen causal interpretation.

Longitudinal studies are needed to explore how value-based self-management develops over time. Examining changes in self-efficacy and performance across career stages may reveal developmental patterns that inform targeted interventions for novice and experienced teachers.

Further investigation across diverse Islamic educational contexts, including madrasah, pesantren, and higher education institutions, would enhance generalizability. Cultural and organizational variations may influence how values are internalized and enacted in professional practice.

Practical initiatives should focus on integrating Islamic values into teacher induction, mentoring, and appraisal systems. Developing structured self-management frameworks rooted in Islamic ethics may provide a viable pathway for cultivating confident, disciplined, and high-performing educators.

CONCLUSION

The most significant finding of this study is that Islamic values–based self-management functions as a foundational driver of teachers' self-efficacy, which in turn strengthens professional performance in Islamic educational settings. Teachers who internalize values such as amanah, sincerity, discipline, and responsibility demonstrate higher confidence in their professional capabilities and exhibit more consistent instructional behavior, ethical conduct, and commitment to educational duties. This finding highlights a distinctive pathway in which spiritual self-regulation operates as an internal mechanism that sustains teacher performance beyond external supervision or administrative control.

The principal contribution of this research lies in its conceptual advancement rather than methodological innovation. The study integrates Islamic values–based self-management, self-efficacy, and teacher performance into a unified explanatory framework, repositioning self-management as a moral–spiritual process rather than a purely technical skill. By situating self-efficacy as a mediating construct shaped by value internalization, the research extends existing theories of teacher performance and self-regulation, offering a culturally grounded and theoretically enriched perspective for Islamic education scholarship.

Several limitations should be acknowledged to frame the scope of the findings and guide future inquiry. The study relies on a qualitative library research design, which limits empirical generalization and causal inference across educational contexts. The absence of primary

quantitative data also restricts the ability to statistically test the proposed relationships among variables. Future research is encouraged to employ empirical designs, including survey-based, experimental, or mixed-methods approaches, and to explore the model across diverse Islamic educational institutions to validate and refine the proposed conceptual framework.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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