



## The influence of self-efficacy and psychological well-being on the organizational commitment of 'Aisyiyah early childhood education teachers in the ex-Karesidenan Kedu

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### Article History

Submitted: September 4, 2024  
Accepted: October 26, 2024  
Published: October 30, 2024  
DOI: 10.26555/jecce.v7i2.11528

Published by:  
Universitas Ahmad Dahlan

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### Abstract

The role of PAUD teachers is increasingly complex along with the dynamics of education. Teacher commitment is a key factor in facing these challenges. This research aims to analyze the influence of self-efficacy and psychological well-being towards the commitment of 'Aisyiyah PAUD teacher organization in Kedu Residency area. Quantitative research method by design correlational study used in this study. The research sample consisted of 253 non-ASN formal PAUD teachers selected by purposive sampling. Multiple linear regression analysis shows that self-efficacy and psychological well-being simultaneously have a significant influence ( $F=18.675$ ,  $p<0.01$ ) on the organizational commitment of PAUD 'Aisyiyah teachers, contributing 34.6%. Partially, psychological well-being demonstrated a significant effect of 30.95%. These findings indicate the importance of development self-efficacy and improving the psychological well-being of PAUD teachers to strengthen their commitment to carrying out their duties.

**Keywords:** organizational commitment; self-efficacy; psychological well-being

## INTRODUCTION

Early Childhood Education (ECE) is a crucial stage in a child's developmental trajectory. The efficacy of early childhood education is significantly influenced by the work of teachers, who serve as the primary facilitators in the learning process. Nevertheless, early childhood education (ECE) educators frequently encounter numerous problems, such as escalating employment demands and insufficient welfare provisions. If the workload or job obligations are disproportionate to the benefits gained, the inclination to remain in that position will be minimal. If the substantial workload is not commensurate with the rewards received, the likelihood of diminished organizational commitment becomes a significant issue. Studies conducted by Sihotang (2017), Putri & Prasetyo (2018), and Barata (2020) indicate that the compensation received by educators influences their work commitment. Consequently, the organizational commitment of early childhood education instructors in addressing the disparity between labor demands and rewards is essential for examination.

Meyer & Allen (1991) concept of organizational commitment denotes the

psychological attachment to the organization, encompassing the perceived costs or losses associated with employment departure, alongside the ethical duty to persist within the organization. Commitment encompasses active allegiance and the readiness to make substantial contributions to the organization. Herscovitch & Meyer (2022) assert that organizational commitment encompasses an emotional connection that instills a sense of significance among individuals, motivating them to persist in their contributions to the company. Educators exhibiting high commitment are generally more devoted, engaged, and inclined to make substantial contributions to the institution. Ma (2022) research indicates that teacher dedication is a crucial element in the development of teachers' professional identity. This affects the promotion of intrinsic motivation, self-efficacy, and teaching effectiveness, which subsequently improves student learning outcomes and overall school performance. These findings align with the research conducted by Norawati & Anantatur (2022) and Normianti et al. (2019), which established a positive correlation between teacher dedication and teaching performance. Effective teaching, driven by teacher dedication, positively affects student accomplishment. Altun (2017), El Kalai et al. (2022), Uwaleke et al. (2023). Consequently, teacher dedication influences not just professional dimensions but also fosters a learning-conducive school environment. In this environment, self-efficacy and psychological well-being significantly influence teachers' organizational commitment.

Bandura (1997) defined self-efficacy as an individual's conviction in their capacity to organize and implement the necessary actions to competently confront a certain scenario. Individuals with strong self-efficacy are generally more proactive and adaptable when confronting obstacles. Schwarzer et al. (1999) Prior study demonstrates the significant influence of self-efficacy on an individual's professional dedication, particularly among educators (Chesnut & Burley, 2015; Liu, 2019; Syabarrudin et al., 2020). Self-efficacy, or an individual's conviction in their ability to surmount obstacles, can motivate individuals to act more efficiently and demonstrate greater dedication in executing their responsibilities. Kozikoğlu (2016) study revealed that educators with elevated self-efficacy exhibited greater involvement in professional development and ongoing learning. Mokhtar et al. (2021) indicated that elevated self-efficacy bolsters organizational commitment by strengthening professional accountability and job satisfaction. Setyaningsih & Sunaryo (2021) underscore the significance of enhancing teachers' self-efficacy via training and mentorship as a potent approach to boost organizational commitment within the education sector.

Self-efficacy promotes commitment and serves as a mediator among several elements.

Hameli & Ordun (2022) discovered that self-efficacy mediates the connection between emotional intelligence and teachers' organizational commitment. Moreover, Im et al. (2021) and Koswara et al. (2021) established a favorable correlation between teacher self-efficacy and work motivation, as well as participation in school decision-making, which directly bolsters their organizational commitment. Educators possessing elevated self-efficacy are inclined to engage in professional development initiatives and incorporate novel insights into their instructional methodologies (Zee & Koomen, 2016). Hameli & Ordun (2022) confirm that self-efficacy serves as a mediator between organizational commitment and teachers' emotional intelligence. Demir (2020) asserts that the enhancement of self-efficacy positively influences multiple facets of teachers' professional experience, such as job happiness, motivation, and work engagement. This can enhance instructors' sense of competence and self-assurance, as well as augment their participation in school activities.

Moreover, an important factor in teacher commitment is psychological well-being (PWB), which Ryff (1995) explains is not only about the absence of stress or mental issues but also includes self-acceptance, personal growth, a sense of security, positive social relationships, the ability to manage life, and independence. Ryff (1995) explains that well-being encompasses six aspects: positive evaluation of oneself and life experiences (self-acceptance), the ability to manage the environment and achieve goals (environmental mastery), autonomy in thinking and acting (autonomy), positive and caring interpersonal relationships (positive relations with others), a sense of development and openness to new experiences (personal growth), and a belief in the meaning and purpose of life. (purpose in life).

Empirical research consistently confirms a positive relationship between psychological well-being and organizational commitment. McInerney et al. (2015), Jain et al. (2019), Yalçın et al. (2021), Heidari et al. (2022), Jot et al. (2023) explain that individuals with high levels of psychological well-being tend to show stronger organizational commitment. Psychological well-being is not only viewed as a result of organizational commitment but also serves as a driver that strengthens individual loyalty and engagement within the organization. In addition to direct relationships, psychological well-being can also mediate the influence of other variables on organizational commitment, such as organizational justice perception (Yin et al., 2023), transformational leadership (Asterina & Hastjarjo, 2023), perceived organizational support (Aggarwal-Gupta et al., 2010), and mental toughness (Lee & Kim, 2023). These findings underscore the importance of psychological well-being as a key element in

developing teachers' organizational commitment. By considering the factors that influence psychological well-being, educational organizations can create a supportive, empowering, and motivating work environment for teachers to commit more deeply to the institution's goals.

This study aims to examine the role of self-efficacy and psychological well-being on the organizational commitment of PAUD 'Aisyiyah teachers in the Kedu region. Previous literature reviews have shown a relationship between these two independent variables and organizational commitment in various contexts. However, research specifically examining the influence of both on the organizational commitment of early childhood education teachers, particularly in Indonesia, is still limited. The gap between the welfare and workload of early childhood education (PAUD) teachers is an important concern, and the organizational context of 'Aisyiyah—with its characteristics and values—has the potential to influence the dynamics of teacher commitment. Therefore, this research is expected to provide input for teachers and policymakers. Based on that background, the hypothesis of this study is that self-efficacy and psychological well-being simultaneously and partially have a significant effect on teachers' organizational commitment.

## METHOD

This study uses a non-experimental quantitative approach with a correlational study method and is analyzed using multiple linear regression. The participants of this study are 253 non-civil servant female Aisyiyah early childhood education teachers who teach in formal early childhood education institutions throughout the Kedu Residency, including the districts of Kebumen, Purworejo, Magelang, Magelang City, Wonosobo, and Temanggung. The sample selection was conducted using purposive sampling techniques to ensure that all participants met the specific criteria relevant to the research objectives, namely: (1) female gender, (2) non-civil servant status, (3) working in formal early childhood education institutions, and (4) being members of the 'Aisyiyah organization. This is based on the research focus on the specific characteristics of early childhood education teachers, as well as to improve the efficiency of data collection and ensure the relevance of the data to the research questions.

**Table 1. The demography data of respondents**

Characteristics	Frequency	Percentage
<b>Employment Status</b>		
Foundation Non-Permanent Teacher	67	27%
Foundation Permanent Teacher	186	73%

<b>Work Period</b>		
>5 years	56	22%
5-10 years	65	26%
10-15 years	74	29%
15-20 years	23	9%
20-25 years	26	10%
25<	9	4%
<b>Certification Status</b>		
Non-certified teacher	159	63%
Certified teacher	94	37%

Three study instruments were developed on a four-point Likert scale approach. The organizational commitment scale, based on Meyer et al. (1993) 18-item measure, exhibits reliability values of 0.82 for affective commitment, 0.74 for continuation commitment, and 0.83 for normative commitment. Allen & Meyer (1996) established construct validity by analyzing the link between the organizational commitment scale and several attitude measures, job characteristics, turnover, job behavior, and non-work variables. The researcher modified it for the Indonesian context and performed a validity assessment with five evaluators who are specialists in early childhood education, pedagogy, well-being, and organizational studies. Aiken's V coefficients ranged from 0.85 to 1.00, with an average of 0.919 and a reliability coefficient of 0.807. This scale includes items such as: "I take pleasure in being a member of this school" (affective commitment), "Issues at school are also my obligation" (normative commitment), and "I remain at this school due to limited alternatives" (continuance commitment).

The researcher employed the Teacher Self-Efficacy Scale (TSES) developed by Damanik (2014), which exhibits a reliability coefficient of 0.88 and has been validated across several educational institutions. Damanik (2014) adapted the TSES into Indonesian from the General Self-Efficacy Scale (GSES) by Schwarzer et al. (1999), which demonstrates satisfactory criterion validity and has been employed in numerous correlation research. Schwarzer & Jerusalem (1995) elucidate that the GSES has a substantial positive link with positive emotions, optimism, and work satisfaction, while demonstrating a negative correlation with depression, anxiety, stress, weariness, and health issues. This study's dependability results indicate a Cronbach's alpha coefficient of 0.822. Examples of items in this TSES scale include: "Despite disruptions during teaching, I can maintain composure and deliver instruction effectively." "I can positively impact students' personal and academic development," and "I can inspire students to engage in innovative activities." These things

signify educators' confidence in their capacity to confront pedagogical obstacles, effectuate a positive influence on students, and inspire active student engagement in the learning process.

The psychological well-being scale is assessed utilizing the framework established by Ryff & Keyes (1995). This measurement instrument is a succinct adaptation with a reliability coefficient of 0.93. The construct validity of the scale exhibits a significant positive association with prior well-being metrics, including life satisfaction, self-esteem, affect balance, internal locus of control, and morality. Ryff & Singer (2006). The researchers translated it into Indonesian and performed content validity testing with five evaluators who are specialists in early childhood education, pedagogy, well-being, and organizational studies. Yielding validity scores between 0.85 and 1.00, with a mean of 0.944. The Cronbach's alpha reliability test yielded a coefficient of 0.810. Examples of items on this scale include: "I am appreciative of all that has transpired in life," "For me, life ought to focus on perpetual learning and development," and "I relish life as it currently is and do not concern myself with the future." These examples encompass various dimensions, including self-acceptance, personal development, and life purpose.

## **RESULTS AND DISCUSSION**

The demographic data analysis reveals that most respondents exhibit elevated self-efficacy and psychological well-being, signifying a favorable psychological state. Nonetheless, the degree of organizational commitment is generally more heterogeneous, with the majority of instructors categorized as moderate. Table 4 indicates that 71.5% of instructors possess high self-efficacy, reflecting their robust confidence in their teaching capabilities and in confronting classroom obstacles. A comparable number (70.4%) is observed in the psychological well-being scores, signifying a favorable psychological state in performing their responsibilities. This significant percentage is crucial for an educator, as it can augment motivation, teaching efficacy, and resilience in confronting work-related stress. Simultaneously, the organizational commitment of educators often resides in the moderate range (58.5%). Strong organizational commitment is a crucial prerequisite for establishing an ideal learning environment and enhancing school effectiveness.

Educators exhibiting high levels of dedication are generally more devoted, aggressive, and inclined to enhance their contributions to the institution. Cioca et al. (2021) demonstrate that organizational commitment, particularly among teachers, is significantly associated with heightened job satisfaction, diminished stress levels, and improved productivity. This devotion also fosters a positive school culture and enhances the learning experience for kids. Onyemah

et al. (2024) observed that workload and productivity are strongly positively connected with commitment levels, influencing performance enhancement and the quality of the learning environment. This support is essential for sustaining teacher engagement, decreasing turnover rates, and augmenting their commitment to student success.

**Table 2. Empirical score and hypothetic score**

Variable	Total Aitem	Empirical Score				Hypothetic Score			
		Min	Maks	Mean	SD	Min	Maks	Mean	SD
Self-Efficacy	10	25	40	31.00	2.945	10	40	25	5
PWB	14	37	56	44.11	3.890	14	56	35	7
Commitment	19	43	74	56.64	5.315	19	76	47.5	9.5

**Table 3. Categorization**

Categories	Norma
High	$X \geq M + 1 \text{ SD}$
Medium	$M - 1 \text{ SD} \leq X < M + 1 \text{ SD}$
Low	$X < M - 1 \text{ SD}$

**Table 4. Variable score categorization**

Variable	Interval	Frequency	Percentage	Categories
1. Self-Efficacy	$X \geq 30$	181	71.5%	High
	$20 \leq X < 30$	72	28.5%	Medium
	$X < 20$	0	0	Low
2. PWB	$X \geq 42$	178	70.4%	High
	$28 \leq X < 42$	75	29.6%	Medium
	$X < 28$	0	0	Low
3. Organizational Commitment	$X \geq 57$	105	41.5%	High
	$38 \leq X < 57$	148	58.5%	Medium
	$X < 38$	0	0	Low

To enhance the accuracy of teacher performance predictions and comprehend the intricate interactions among the three variables and additional factors, a multiple linear regression analysis was performed, incorporating all three as predictors. Prior to hypothesis testing, conventional assumption tests were performed to verify that the data satisfied the prerequisites for regression analysis. The normality test utilizing the residual data (Table 4) indicates  $p=0.200$  ( $p>0.05$ ), hence satisfying the normality assumption. The linearity test (Table 5) indicates that the self-efficacy and psychological well-being variables exhibit a linear relationship with the dependent variable, evidenced by linearity F values of 55.955 ( $p=0.000$ ) and 146.612 ( $p=0.000$ ), respectively. The multicollinearity test findings (Table 6) demonstrate that the variables self-efficacy and psychological well-being do not display multicollinearity, evidenced by a VIF value of 1.577 ( $<10$ ) and a tolerance value of 0.634 ( $>0.1$ ).

**Table 5. Normality test result**

N	253
Asymp. Sig. (2-tailed)	.200 <sup>c</sup>

**Table 6. Liniarity test result**

		<b>F</b>	<b>Sig.</b>
<i>Organisational Commitment</i>	<i>Linearity</i>	55.955	.000
<i>*Self-Efficacy</i>	<i>Deviation from Linearity</i>	2.859	.001
<i>Organisational Commitment *</i>	<i>Linearity</i>	146.612	.000
<i>Psychological Well-Being</i>	<i>Deviation from Linearity</i>	2.872	.000

**Table 7. Multicolinearity test result**

	<b>Tolerance</b>	<b>VIF</b>
<i>Self-Efficacy</i>	.634	1.577
<i>Psychological Well-Being</i>	.634	1.577

The completed assumption tests indicate that the multiple regression analysis technique is applicable. The hypothesis test presented in Table 7 demonstrates that self-efficacy and psychological well-being concurrently exert a positive effect on organizational commitment, evidenced by a F value of 66.257 and  $p=0.000$  ( $p<0.01$ ). The findings corroborate the initial premise that both variables significantly contribute to the enhancement of organizational commitment among PAUD 'Aisiyah teachers. In theory, elevated self-efficacy might augment a teacher's drive and self-assurance in executing their responsibilities, so reinforcing their dedication to the organization. Bandura (1997). Conversely, psychological well-being significantly contributes to the emotional welfare of teachers, which is essential for sustaining their dedication and involvement in the workplace Ryff & Singer (2006).

The extent of the contribution of these two variables is evidenced by the coefficient of determination  $R^2 = 0.346$ , which signifies their impact. These two factors account for 34.6% of the organizational commitment variable in the workplace. Simultaneously, 65.4% is affected by additional variables that were not the primary focus of this study. Factors may encompass characteristics such as corporate culture, social support, and management practices that might influence a teacher's commitment to their company (Meyer & Allen, 1991).

**Table 8. Analisis Regresi Linier Berganda**

<b>R</b>	<b>R Square</b>	<b>F</b>	<b>Sig.</b>
589 <sup>a</sup>	.346	66.257	.000

**Table 9. Uji t**

	<b>Standardized Coefficients Beta</b>	<b>Zero-order</b>	<b>t</b>	<b>Sig.</b>
<i>Self-Efficacy</i>	.089	0.410	1.387	.167
<i>Psychological Well-Being</i>	.530	0.584	8.260	.000

This study's findings corroborate the work of Murniarti et al. (2021) and Heidari et al.



(2022), demonstrating that both independent factors exert a positive and significant impact on teachers' organizational commitment. These results indicate that psychological well-being is more influential than self-efficacy in strengthening the organizational commitment of early childhood education teachers. This disparity can be ascribed to the cultural and social setting of the research location, which prioritizes interpersonal interactions and communal support. The research conducted by Yin et al. (2023) on kindergarten teachers in Hong Kong elucidates that the interplay between psychological well-being and organizational commitment may be mediated by self-efficacy over time. These findings offer strategic guidance for educational administrators and policymakers. School administrators must implement a comprehensive teacher development program that encompasses training in technical skills, emotional regulation, and the cultivation of an organizational culture that fosters collaboration and interpersonal communication. Moreover, authorities should prioritize allocating sufficient resources to facilitate interventions focused on psychological well-being, so fostering a more favorable and effective learning environment. This intervention will enhance the organization's commitment and improve the quality of education and student learning results. Aliakbari & Amoli (2016). This indicates that addressing self-efficacy and psychological well-being benefits not just the organization but also positively influences students and society as a whole.

The results of the partial test analysis are inconsistent. Table 8 indicates that self-efficacy possesses a coefficient value of  $\beta=0.089$ , a t-value of 1.387, and a significance level of 0.167 ( $p>0.05$ ). This suggests that self-efficacy, to some extent, does not significantly influence organizational commitment; hence, the degree of self-efficacy, regardless of being high or low, will not affect instructors' organizational commitment in the absence of other contributing elements. Murphy (2013) demonstrates that self-efficacy does not consistently connect with organizational commitment, elucidating that this relationship may be more intricate and affected by additional variables. These findings contrast with earlier research. Studies by Waweru et al. (2021) and Koswara et al. (2021) indicate that self-efficacy is positively correlated with organizational commitment. Zee & Koomen (2016) elucidate the favorable impact of teacher self-efficacy on teacher commitment. The discrepancies in findings in this study present opportunity to investigate additional mediating elements. Support from colleagues and administration, effective supervision, and acknowledgment of accomplishments can bolster teachers' self-efficacy, thereby reinforcing their dedication to the institution. Min et al. (2008) elucidate that self-

efficacy's impact on organizational commitment diminishes when other variables are controlled. When studied concurrently with additional characteristics, such as social support, both exert a substantial influence. When a teacher obtains robust social support from colleagues, the institution, or administration, they may develop a greater attachment to the organization, even in the presence of poor self-efficacy. In this instance, social support may exert a greater influence on organizational commitment than self-efficacy. Bandura (1997). The establishment of mentorship and coaching mechanisms can effectively augment instructors' self-efficacy. Cheng & Chan (2008) discovered that within Asian culture, self-efficacy is not consistently a robust predictor of organizational commitment when juxtaposed with cultural elements like collectivism and work ideals. They contend that in more collectivist cultures, organizational dedication is more significantly shaped by social norms and interpersonal interactions. Consequently, a more collaborative approach to administering educational institutions is essential, prioritizing teamwork and interpersonal communication.

Self-efficacy's influence on organizational commitment is likely mediated by characteristics such as job satisfaction, work stress, or social support. Chung (2019) study indicates that collective self-esteem can regulate the relationship between teacher self-efficacy and organizational commitment. Kodden (2020) indicates that several individual and organizational characteristics, including organizational support and work satisfaction, may serve as mediators between these two variables. This suggests that self-efficacy's influence is frequently moderated by other factors in different organizational settings. This research did not consider mediating variables, which may render the relationship between self-efficacy and organizational commitment seemingly inconsequential. The second half test indicates that psychological well-being significantly influences teachers' organizational commitment. Table 8 presents a coefficient  $\beta = 0.530$  and a t-value of 8.260, with a significance level of 0.000 ( $p < 0.05$ ), demonstrating that the psychological well-being variable significantly contributes to the organizational commitment of early childhood education (PAUD) instructors. The Effective Contribution is represented by the formula  $SE = \text{Beta} \times \text{Zero-order} \times 100\%$ . The effective contribution of psychological well-being to organizational commitment is 30.95%. These findings corroborate prior research by Rahmawati & Herachwati (2024), which elucidates that psychological well-being can exert a favorable and significant influence on organizational commitment among employees. Salimirad & Srimathi (2016) elucidate that psychological well-being exhibits a substantial positive correlation with teachers' organizational commitment.

Heidari et al. (2022) explain that both in the context of relationships with other

variables and on the commitment subscale specifically, psychological well-being can play a positive role in organizational commitment. These findings are also in line with the studies by Sandilya & Shahnawaz (2018) and Balesh (2020), which support that these two variables have a positive relationship. If an individual experiences satisfaction in key aspects such as family life and social life, then their psychological well-being will be more easily realized. This also contributes to an individual's ability to thrive in the work environment, especially after stressful or crisis situations. Koh et al. (2021). Furthermore, the research by Donaldson et al. (2022) revealed that psychological well-being is a key component in supporting positive work roles and is a strong predictor of job performance. Both studies emphasize that, in addition to being related to work-life balance, they can also affect performance and adaptability in the workplace.

Categorical analysis shows that the profile of teachers' psychological well-being tends to be high, while organizational commitment is at a moderate level. These findings are supported by a significant positive correlation between the two variables. According to the theory of Ryff & Keyes (1995), a high level of psychological well-being can enhance job satisfaction through a positive perception of various aspects of life. This increase in job satisfaction has the potential to trigger higher engagement in work, making individuals feel more connected and motivated to contribute to the organization. This mechanism aligns with the findings of Yalçın et al. (2021) and can explain the positive relationship between psychological well-being and organizational commitment. Individuals with high psychological well-being tend to feel satisfaction and can contribute better in their work. This satisfaction and engagement then strengthen their commitment to the organization. Research by Zarate et al. (2019) and Fabbro et al. (2020) shows that to enhance psychological well-being, training focused on mindfulness can be conducted, which significantly reduces stress and anxiety levels. Therefore, this indicates the need for efforts to create a work environment that supports the psychological well-being of teachers, such as regular training programs that not only focus on technical teaching skills but also on stress management, self-development, and social support. Additionally, mindfulness-based training and emotional management can help teachers manage high workloads so they remain motivated and engaged in their tasks.

This study possesses multiple limitations that must be acknowledged in the analysis of the findings. The research is confined to 'Aisyiyah early childhood education instructors in the Kedu district of Central Java. This constrains the direct generalization of the findings to the

context of early childhood education instructors in other locations, educational institutions governed by different organizations, or educators with varying attributes. (for instance, male teachers or civil servant teachers). This study has a correlational methodology, hence it cannot establish causal correlations between variables. The identified association solely signifies a correlation, rather than a causal connection. Third, this study has not accounted for the interaction between variables or other external factors, such socio-economic conditions, educational policies, or the overall organizational climate of the school, which may potentially affect teachers' organizational commitment. Given these constraints, it is advisable for future study to broaden the range of factors examined to achieve a more comprehensive understanding of their interrelationships. Furthermore, it may also take into account contextual elements such as instructors' socio-economic circumstances, educational policies, organizational atmosphere, or leadership styles for a more thorough understanding.

## CONCLUSION

Data analysis and discussion reveal that self-efficacy and psychological well-being concurrently exert a significant influence on the organizational commitment of PAUD 'Aisyiyah teachers in the Kedu region, evidenced by a F value of 66.257 and  $p = 0.000$  ( $p < 0.01$ ), with both variables accounting for 34.6% of the variance. Psychological well-being significantly influences organizational commitment ( $p = 0.000$ ,  $p < 0.01$ ), contributing 30.95%, thus serving as a more robust predictor than self-efficacy, which lacks significance ( $p = 0.167$ ,  $p > 0.05$ ).

The analysis of these findings must take into account various research constraints. The Likert scale, while frequently employed as a data collection tool, is susceptible to response bias, as respondents may offer answers deemed socially desirable. The generalization of these findings is restricted to 'Aisyiyah early childhood education instructors in the Kedu region. Given the significance of psychological well-being, it is advisable for policymakers, including the 'Aisyiyah organization and the Education Office, to prioritize initiatives that bolster teachers' psychological health, such as counseling services, stress management training, and the establishment of a supportive work environment, to enhance organizational commitment. Teachers are encouraged to prioritize self-development and pursue social support to sustain psychological well-being. It is advisable to do additional research utilizing longitudinal or mixed methods designs, to expand study variables, and to diversify research topics in order to enhance the generalizability of findings.

## ACKNOWLEDGEMENT

This research is supported by the Directorate of Research, Technology, and Community Service of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia through research grants numbered 107/E5/PG.02.00.PL/2024, 0609.12/LL5-INT/AL.04/2024, and 011/PTM/LPPM UAD/VI/2024. The authors express their gratitude to Prof. Dra. Alif Muarifah, S.Psi. M.Si. Ph.D., for her guidance, input, and invaluable contributions to this research. The researcher also expresses gratitude to the Chairperson of the 'Aisyiyah Bustanul Athfal Teacher Association, the School Principal, and the 'Aisyiyah Early Childhood Education teachers in the Kedu region for their opportunities and active participation.

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