TADBIR JURNAL STUDI MANAJEMEN PENDIDIKAN

http://journal.iaincurup.ac.id/index.php/JSMPI
DOI: http://dx.doi.org/10.29240/jsmp.v7i1.5595

The Effect Of Teacher Well-Being, Teacher Competency, And Teacher Commitment To Improving School Quality

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Abstract: *School quality is inseparable from the role of teachers, supported by teacher well-being, competence, and commitment. For this reason, this research's design is quantitative research, using ex-post-facto with a population of 456 teachers and 112 research samples. Instrument validation was performed through expert judgment and tested using the Rasch Model. Data were then collected through questionnaires distributed using a google form, and data analysis testing consisted of (1) instrument data analysis using the Rasch Model by testing person reliability, item reliability, and instrument bias testing; (2) the analysis of data results through prerequisite tests and hypothesis testing, utilizing multiple linear regression with SPSS. The results showcased that (1) there was a simultaneous positive and significant effect between teacher well-being, teacher competence, teacher commitment, and school quality of 0.000 <0.05. (2) There was a positive and significant effect of teacher well-being on school quality of 0.009 <0.05. (3) There was a positive and significant effect of teacher competence on school quality of 0.014 <0.05. (4) There was a positive and significant effect of teacher commitment on school quality of 0.000 <0.05. In addition, this study's findings imply that teacher competence and well-being had the most influence on school quality compared to teacher commitment. Second, 42.4% of school quality was influenced by the teacher's well-being, competence, and commitment. Based on these findings, increasing teacher commitment through strategic programs expected to improve schools' quality is necessary.*

Keywords: *School Quality, Teacher Well-being, Teacher Competence, Teacher Commitment*

INTRODUCTION

The quality of schools has now become the concern of various groups, not only in education but also in society. The need for efforts to improve the quality of education, especially the quality of teachers, represents the quality of schools. The demand for school quality is increasing due to the development of science and technology, increasingly fierce global competition, and the general perception that demands an increase in the high quality of education. Improving school quality is also a systematic process that continuously enhances the quality

of teaching, learning, and related elements to achieve school goals more effectively and efficiently.

Moreover, school quality assurance cannot be separated from the quality of inputs, processes, outputs, and outcomes. School input can be of high quality if the educational process is of high quality, creating an active, innovative, and creative learning atmosphere and fostering student curiosity. Its achievement level is when students have high academic and non-academic achievements. Achievements will also be recognized if the graduates quickly integrate into the world of work and have reasonable salaries. All parties are aware of the size of graduates and are satisfied with school education. However, people generally judge a school's quality based on its accreditation score; if the accreditation score is superior (A), the school will automatically qualify. Besides, ironically, schools on a national scale were still of low quality, as evidenced by the 2018 SD/MI (Elementary School/*Madrasah Ibtidaiyah*) national accreditation data; of 37,781, 19.1% received an accreditation score of A, 60.3% obtained an accreditation score of B, 17.4% got an accreditation score of C, and 3.2% were not accredited (Anon n.d.)

In essence, quality schools have the hope that the educational programs they plan run smoothly and well and can achieve the desired goals. Thus, all activities and efforts aim to participate in the learning activities (Sallis 2014). It suggests that teachers have a vital role in realizing learning activities that support school progress and quality.

In this case, teacher well-being raises the quality of teachers, which will trigger good school quality. Teacher well-being is also a manifestation of teachers' emotional (affective) and cognitive conditions on lifestyle related to pleasure, peace, satisfaction, and quality of life (Wattles et al. 2003); (Diener, Oishi, and Lucas 2003). Cognitively, teacher well-being leads to quality of life since it is related to teachers' beliefs about life values (Wattles et al. 2003). Teacher well-being from the cognitive perspective also covers personal satisfaction in the area of satisfaction or various areas of individual life, family, community, health, finances, work, and leisure time (Tay and Diener 2011). Also, proportional reward, compensation, and welfare are expected to increase teacher well-being and affect the quality of teacher work (Mansir 2020).

However, the incident in Indonesia reflects that the teacher's well-being is still considered lacking, especially teachers predicated as honorary or private teachers. The survey results are evidenced by the Indonesian Teachers Association (IGI) published in (Anon n.d.), reporting that 94% of teachers in Indonesia earned below IDR 2 million, and many of them were non-PNS (civil servant) teachers. Survey results also revealed that many of these teachers only

earmadeR 250,000 per month. Therefore, all teachers' well-being must be a concern of the government to realize a prosperous education for all teachers. In line (Grenville-Cleave and Boniwell 2012), it was found that teachers rated their well-being significantly lower than other professional occupations, such as health, social work, finance, and human resources.

The problem of well-being for a teacher is also a stress condition. This condition is a fundamental dimension of teacher well-being, which includes uplifting and unhappy moods and emotions (Lyubomirsky, King, and Diener 2005); (Diener et al. 2003). Here, emotional state is the result of alignment between several context-specific factors on the one hand and personal needs and expectations of the school on the other (Petegem et al. 2005). The teacher's stress level evokes emotions; if stress can be controlled, the teacher's well-being will increase. The study reviewed (Oerlemans 2014) also uncovered the focus of educators because, in reality, many educators, especially in Indonesia, have various heavy burdens in learning, so they have the potential to cause stress disorders; in short, teacher stress levels are high due to administrative and learning responsibilities (Dian and Seno 2019).

In addition, the image of committed educators can be considered excellent teachers in terms of teaching, adaptability to change, coherence of attendance, the obligation of constant loyalty, which is the lifeline of the school, concern, and interest in progress in student care. Committed teachers will also work optimally and can mobilize all their power, reason, energy, and time in their profession; what he has done aligns with the school's expectations (Anggraini, Harapan, and Tahrun 2020). However, many still have low levels of teacher commitment, indicated by an attitude that does not care about the development and progress of students and is reluctant to facilitate the time and energy to solve problems related to their assignments. Hence, low teacher commitment will impact teachers who leave their profession (turnover). As revealed in the research results (Safitri, and Nursalim 2013), joint commitment will affect the turnover rate, but on the contrary, with high fidelity, the turnover rate will decrease.

This phenomenon encourages the need for research on teacher well-being, competence, and commitment to realize school quality. Many studies have been conducted on this theme. Research (Roffey 2012) stated that teacher well-being occurred because of a harmonious relationship with the academic community. Studies on school quality culture (Hidayat 2017), (Altun 2017) also revealed the impact of teacher competence on student achievement and teacher commitment on shaping student character (Safitri, and Nursalim 2013). However, some of these studies were still carried out at the public school level and have not touched much on private schools. Undoubtedly, the characteristics

of teachers in public schools differ from those of teachers in private schools, where the prominent differences are the issues of salary, teacher competence, and commitment. In addition, public teachers tend to have higher wages because they are civil servants compared to private teachers; likewise, the competence of public teachers who join civil servants through tests has higher qualifications than private teachers. Also, the commitment for public teachers is high because being a civil servant teacher is promising for their future compared to private teachers.

Based on the problems above, this study aims to jointly determine the relationship between teacher well-being, teacher commitment, and teacher competence to improve quality in private schools. It is expected that the research results and benefits will serve as reference material for school leaders to strengthen their role as managers so that school quality can be realized.

Furthermore, quality is the suitability of product use (fitness for help) to meet customer needs and satisfaction as required or standardized; quality is also conformity to market or consumer needs. In education, the notion of quality refers to the input, process, output, and impact; one of the important things is whether the information of human resources is good, such as principals, teachers, laboratory assistants, administrative staff, and students. Thus, if school needs are fulfilled, the school's quality will be realized (Kesici and Ceylan 2020). School quality can also be seen from several characteristics. School quality indicators (Holsinger and Cowell 2000) include (1) educators, (2) students, (3) learning processes, (4) learning facilities and facilities, and (5) school management. Meanwhile, it is stated (Sallis 2014) that eight factors influence school quality indicators: (1) Customer focus, (2) Leadership, (3) Involvement of people, (4) Process approach, (5) System approach to management, (6) Continuous improvement, (7) Factual approach to decision making, (8) Mutually beneficial supplier relationship. Therefore, teachers are the primary factor in realizing school quality. It is consistent with the findings (Timor 2018) that school quality will only be recognized with the support of professional and quality teacher performance.

Then, teacher well-being is an overview of a teacher's quality of life and mental health. Teacher well-being is defined (Aelterman n.d.) as a positive emotional state, which results from a harmony between several certain environmental factors on the one hand and the teacher's personal needs and expectations on the other. Teacher well-being is also a positive emotional state of a teacher imprinted in an atmosphere of happiness, peace, and life satisfaction, both physically and mentally. In addition, the teacher's well-being dimension gives birth to life satisfaction since it is related to evaluative beliefs about the teacher's life (Mukhtar 2018). The domain of individual satisfaction

exists in various areas of life, such as areas related to self, family, community, health, finance, work, and leisure (Tay and Diener 2011). Meanwhile, other dimensions of teacher well-being include pleasant and unpleasant moods and emotions (Wattles 2007)(Kozlowski 2012). Furthermore, Ryff stated that he revealed six dimensions of well-being that started the concept point for human development assessment instruments: (a) self-acceptance, (b) positive relationships with others, (c) autonomy, (d) environmental mastery, (e) purpose in life, and (f) personal growth (Ryff 1989). Besides, a good relationship between teachers and students in learning and relationships has a good impact on teacher well-being; likewise, a sense of happiness and quality of life will be able to realize morale, increase performance and improve the institution's quality. It corroborates with the findings (Oerlemans 2014) that the ability to build teacher well-being will impact increasing feelings of happiness and quality in activities so that it will influence improving the performance and quality of the institution (Lyubomirsky et al. 2005).

On the other side, related to teacher competence, competence is proficiency in knowledge, skills, values, and attitudes that lead to performance and are reflected in their profession's habit of thinking and acting. Competence can also be defined as a condition or quality of effectiveness, ability, or success. Here, teacher competence is associated with teacher professionalism. In this study, the competence of teachers is assessed separately based on the law on teachers and lecturers (Dewan Perwakilan Rakyat Indonesia 2005). Meanwhile, the competency standards that a teacher must possess are stated (Anon n.d.) that teacher competencies include 1) pedagogic competence, 2) personality competence, 3) social competence, and (4) professional competence. Further, competent teachers are a factor in realizing school quality, in line with Hapsari's findings that teacher competence is one of the principal factors in improving student achievement. Conversely, teachers who lack competence in their fields can interfere with student achievement, impacting school quality decline (Hapsari and Prasetio 2017).

Lastly, concerning teacher commitment, commitment is motivation and self-efficacy. Teacher commitment is also associated with organizational commitment, reflecting an employee recognizing the organization and being bound to its goals. It has been suggested (Meyer, Allen, and Smith 1993) three components of commitment: (a) affective commitment, (b) continuance commitment, and (c) normative commitment. This idea is based on research showing that student achievement relates to teacher commitment to teaching. In this case, how much commitment members of the profession have (including teachers) determines the strength of the profession (Tuğrul Mart 2013). Teachers' commitment to teaching is also vital when primarily working in

schools. Researchers have agreed that this commitment is crucial for school success (Vocke and Foran 2017) and educational success (Yildiz and Celik 2017). Also, commitment does not occur quickly without job satisfaction, which will improve itself along the way (Fresko, Kfir, and Nasser 1997). In addition, teachers with a high commitment will devote full time to advancing their institutions so that it impacts the quality of their institutions.

RESEARCH METHODS

This research design is quantitative. This study's subjects were private school teachers consisting of 12 schools. Meanwhile, the research instrument consisted of scales of teacher well-being, teacher competence, teacher commitment, and school quality. Then, expert validation was carried out by validators competent in their fields, i.e., expert judges (expert judgment), and then instruments' revisions/improvements were performed. Furthermore, research data collection was conducted on 112 private teachers. The device was also validated using the Rasch Model and adapted from prior studies (Asakir & Hidayati, 2022) by testing the person's reliability, the item's reliability, and the instrument bias test. Afterward, the data results were analyzed through prerequisite and hypothesis testing with SPSS.

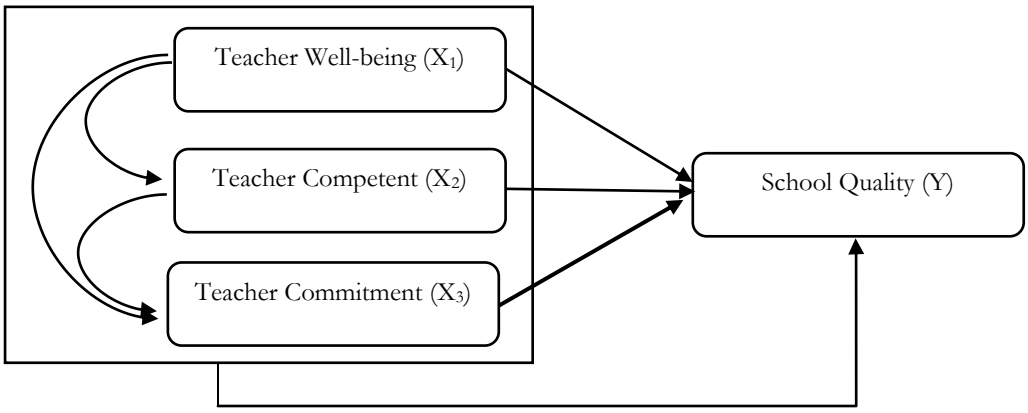

Figure 1. Research Paradigm

Hypothesis 1 was tested simultaneously, while hypothesis 2 to hypothesis 4 was assessed partially. Part of the understanding in this research is that tests evaluating the effect of each independent variable on the dependent variable usually use the t-statistic test. Meanwhile, the notion of simultaneity in a study is a test examining the impact of all variables on the dependent variable, generally using a regression test. Then, the conceptual framework describes the analysis of the influence of the independent variables on the dependent variable.

If the research involves two or more variables, the literature review of the research needs to be presented. The conceptual framework, theoretically, relates the research variables, namely the independent and the dependent variables. In this study, there were four variables: three independent variables and one dependent variable. Here, the independent variable explains or influences other variables, while the dependent variable is defined or influenced by the independent variable.

RESULTS AND DISCUSSION

Descriptive Analysis

This analysis was needed to show the amount of data used in this study and display the maximum, minimum, mean, and standard deviation values for each variable. The descriptive analysis data results from this study can be seen in the following table:

Table 1. Descriptive Analysis Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
Teacher well-being (X_1)	112	49	80	66.90	6.984
Teacher competence (X_2)	112	50	104	84.54	10.735
Teacher commitment (X_3)	112	32	64	55.25	6.925
School quality (Y)	112	40	80	68.31	8.045
Valid N (listwise)	112				

From the table above, it can be understood that the descriptive statistical test results of the teacher well-being resulted in a maximum value of 80 and a minimum value of 49, while the mean value of the teacher well-being variable was 66.90, with a standard deviation of 6.984. The descriptive statistical test results of the teacher competency produced a maximum score of 104 and a minimum score of 50. The mean value of the teacher competency variable was 84.54, with a standard deviation of 10.735.

For teacher commitment, the descriptive statistical test results resulted in a maximum score of 64 and a minimum score of 32, while the mean value of the teacher commitment variable was 55.25, with a standard deviation of 6.925. Finally, for school quality, the descriptive statistical tests result yielded a maximum score of 80 and a minimum score of 80, while the mean value of the school quality variable was 68.31, with a standard deviation of 8.045.

Prerequisite Analysis Testing

1. Normality Test

Kolmogorov Smirnov test was used to assess the data normality. This test was chosen because the samples used in the study were more than 50 respondents. This normality test aimed to determine whether the questionnaire results were usually distributed.

a. Calculation

Before the data were tested with SPSS software, they were transformed into the form of residuals, and the following inputs were obtained:

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		112
Normal Parameters[a,b]	Mean	0.0000000
	Std. Deviation	6.10832028
Most Extreme Differences	Absolute	0.104
	Positive	0.076
	Negative	-0.104
Test Statistic		0.104
Asymp. Sig. (2-tailed)		.005[c]
a. Test distribution is normal.		
b. Calculated from data.		

b. Decision-making

Based on the table above, in the Kolmogorov Smirnov column, the significance value was 0.005. Compared with the significance level α = 0.005, H_0 was accepted, meaning that the data were normally distributed.

c. Conclusion

Based on the above analysis, it can be concluded that:

1) The value of the teacher well-being variable was normally distributed or taken from a normal population.
2) The value of the teacher competency variable was normally distributed or taken from the normal population.

3) The value of the commitment variable was normally distributed or taken from a normal population.

4) The value of the school quality variable was normally distributed or taken from a normal population.

2. Multicollinearity Test

This test was conducted to see whether there was a perfect relationship between the independent variables. Suppose it is concluded that the independent variables are interdependent in the test. In that case, because the variables' regression coefficient cannot be determined, the standard error value becomes infinite, and the test cannot proceed to the next stage. Multicollinearity is also one of the classical assumption tests to identify a regression model that can be said to be good.

a. Calculation

With the help of SPSS 25 software, the multicollinearity testing results can be seen in the table below:

Table 3. Multicollinearity Test Results

Coefficients					
Model		t	Sig.	Collinearity Statistics	
				Tolerance	VIF
1	(Constant)	3.754	0.000		
	Teacher well-being	1.296	0.198	0.443	2.255
	Teacher competence	0.127	0.899	0.376	2.662
	Teacher commitment	4.960	0.000	0.454	2.202
a. Dependent Variable: School quality					

b. Conclusion

1) The teacher well-being's tolerance value was 0.443 > 0.10, so there was no multicollinearity, while the VIF value was 2.255 <10, so there was no multicollinearity in the proposed regression model.

2) The teacher competence's tolerance value was 0.376 > 0.10, so there was no multicollinearity, while the VIF value was 2.662 <10, so there was no multicollinearity in the proposed regression model.

3) The teacher commitment's tolerance value was 0.454 > 0.10, so there was no multicollinearity, while the VIF value was 2.202 <10, so there was no multicollinearity in the proposed regression model.

3. Heteroscedasticity Test with Glejser Test Technique

This test was employed to determine whether there was a deviation from the classical assumption of heteroscedasticity, i.e., whether there was an inequality of variance in the residuals of all observations in the regression model.

a. Calculation

With the help of SPSS 25 software, the Glejser test results can be generated, which can be seen in the table below:

Table 4. Heteroscedasticity Test Results

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.234	4.005		0.558	0.578
	Teacher well-being	0.068	0.087	0.113	0.787	0.433
	Teacher competence	0.018	0.061	0.046	0.296	0.768
	Teacher commitment	-0.071	0.087	-0.117	-0.825	0.411
a. Dependent Variable: Abs_Res						

b. Conclusion

1) The significance value of teacher well-being was 0.433 > 0.05, so there was no heteroscedasticity symptom.
2) The significance value of teacher competence was 0.768 > 0.05, so there was no heteroscedasticity symptom.
3) The significance value of teacher commitment was 0.411 > 0.05, so there was no heteroscedasticity symptom.

4. Linearity Test

This test aimed to determine whether there was a linear relationship between the dependent variable and each independent variable to be tested. The linear regression model cannot be used if the model does not meet the linearity requirements.

a. Calculation

Based on calculations through SPSS 25 software, the linearity test can be seen in Table 5:

Table 5. Linearity Test Results Between School Quality and Teacher Well-being

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
School Quality (Y) * Teacher Well-being (X1)	Between Groups	(Combined)	3029.767	27	112.214	2.269	0.002
		Linearity	1807.770	1	1807.770	36.553	0.000
		Deviation from Linearity	1221.997	26	47.000	0.950	0.541
	Within Groups		4154.295	84	49.456		
	Total		7184.063	111			

Table 6. Linearity Test Results Between School Quality and Teacher Competence

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	3325.379	35	95.011	1.871	0.012
	Linearity	1804.865	1	1804.865	35.548	0.000
	Deviation from Linearity	1520.515	34	44.721	0.881	0.652
Within Groups		3858.683	76	50.772		
Total		7184.063	111			

Table 7. Linearity Test Results Between School Quality and Teacher Commitment

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
School Quality (Y) * Teacher Commitment (X3)	Between Groups	(Combined)	3642.828	23	158.384	3.936	0.000
		Linearity	2949.357	1	2949.357	73.292	0.000
		Deviation from Linearity	693.472	22	31.521	0.783	0.737
	Within Groups		3541.234	88	40.241		
	Total		7184.063	111			

b. Decision

1) In Table 5, the deviation from linearity sig. was 0.541 > 0.05, so there was a significant linear relationship between school quality and teacher well-being.

2) In Table 6, the deviation from linearity sig. was 0.652 > 0.05, so there was a significant linear relationship between school quality and teacher competence.

3) In Table 7, the deviation from linearity sig. was 0.737 > 0.05, so there was a significant linear relationship between school quality and teacher commitment.

5. Hypothesis Testing

Hypothesis testing in this study was conducted through multiple regression analysis to determine whether there was an effect of two or more independent variables (X) on the dependent variable (Y). Regression analysis was also carried out using the simultaneous/f-test, partial test/t-test, and coefficient of determination.

a. Simultaneous test/f-test

A simultaneous significance test was carried out with the f-test. With the ANOVA table, it can be seen the significance of the teacher well-being, teacher competence, and teacher commitment variables simultaneously in their influence on the school quality variable.

1) Calculation

Based on the analysis utilizing SPSS 25 software, the results of the simultaneous significance test or f-test can be seen in the table below:

Table 8. Simultaneous Test/F-Test Results

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3130.018	3	1043.339	27.257	.000[b]
	Residual	4248.904	111	38.278		
	Total	7378.922	114			

a. Dependent Variable: School Quality

b. Predictors: (Constant), Teacher Commitment, Teacher Well-being, Teacher Competence

2) Decision

Table 8 shows that the f-test results obtained a significance level of 0.000, <0.05; thus, H1 was accepted, and H0 was rejected. Thus, the hypothesis was accepted.

3) Conclusion

Therefore, teacher well-being, competence, and commitment simultaneously affect school quality.

b. Partial test/t-test

A partial test was used to test the significance of the regression/partial coefficient. This partial test was also employed to determine the partial effect between the independent and dependent variables by looking at the t-value at a significance level of 0.05.

1) Calculation

Based on the SPSS 25 analysis results, a partial test/t-test can be produced, which can be seen in Table 9.

Table 9. Partial Test/T-Test Results

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.869	5.758		3.624	0.000
	Teacher well-being	0.350	0.131	0.305	2.671	0.009
	Teacher competence	0.214	0.086	0.285	2.499	0.014
	Teacher commitment	0.743	0.085	0.637	8.778	0.000

a. Dependent Variable: School quality

2) Decision

Based on Table 9 above, the hypothesis could be found partially or one by one. Thus, decisions could be made:

a) The second hypothesis: teacher well-being variable

Based on the test, the significance t-test results were 0.009 <0.05, so H1 was accepted. In conclusion, there was a partial effect of teacher well-being on school quality.

b) The third hypothesis: teacher competence variable

Based on the test, the significance t-test results were 0.014 <0.05, so H2 was accepted. In conclusion, there was a partial effect of teacher competence on school quality.

c) Fourth hypothesis: teacher commitment variable

Based on the test, the significance t-test results were 0.000 <0.05, so H3 was accepted. In conclusion, there was a partial effect of teacher commitment on school quality.

6. The coefficient of determination test

The coefficient of determination is a quantity that states the proportion of changes in the independent variables or X, describing changes in the dependent variable or Y. The coefficient of determination value is in the summary model table and is written for R-squared.

Based on the results utilizing SPSS 25, the determination results of the variables X1, X2, and X3 are in the table below:

Table 10. Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.651[a]	.424	.409	6.187

a. Predictors: (Constant), Teacher Commitment, Teacher Well-being, Teacher Competence

Table 10 above shows that the R-Square value is the coefficient of determination that has been corrected by the number and size of the sample; it can reduce the element of bias if there is an additional variable. In this study, the

R-Square value of 0.424 means that teacher well-being, competence, and commitment could affect the school quality variable by 42.4%.

Based on the research test results above, it can be concluded that teacher competence had the most significant influence compared to the teacher well-being variable and teacher commitment to school quality (Diener 2009).

The discussion of the research results can be described as follows:

1. H1: There is a simultaneous positive and significant effect of teacher well-being, teacher competence, and teacher commitment on school quality.

   Through simultaneous F-test analysis, the results were obtained with a significant level of 0.000, less than 0.05, then H1 was accepted. Thus, it can be interpreted that the first hypothesis states that there was a significant simultaneous effect of teacher well-being, teacher competence, and teacher commitment on school quality at the Mulia Foundation Consortium School.

   In this case, the school is an institution that accommodates students to get the learning process as a manifestation of the ideals of national education goals, whether the learning process from early childhood education, elementary school, junior high school, and senior high school levels. However, only some schools have good quality to achieve this goal. Here, teachers are a crucial factor in realizing school quality. In line with Hidayat's (2014) research, quality schools are influenced by several factors, including the performance and quality of teachers.

2. H2: Teacher well-being positively and significantly affects school quality.

   Through the analysis of the partial test/t-test, the second hypothesis on the teacher well-being variable obtained a value with a significance of 0.009, more diminutive than 0.05, so H2 was accepted. Thus, it can be interpreted that the second hypothesis was accepted, stating that there was a positive and significant influence of teacher well-being on school quality in the Mulia Foundation Consortium School.

   Related to that, the emergence of teacher well-being cannot be separated from the demands for increased professionalism and welfare. In line with the findings of Bakker & Oerlemans (2011), building teacher well-being will impact growing feelings of happiness and quality in activities to influence improving the performance and quality of the institution. Therefore, building teacher well-being is a harmonious and synergistic strategy that needs to be practiced by every teacher and stakeholder in the education sector. The teachers' interests as quality individuals will be realized

through well-being. Teachers will also learn the benefits of quality work, which will improve education quality.

3. H3: Teacher competence positively and significantly influences school quality.

   From the t-test analysis results, it can be seen that the third hypothesis on the teacher competence variable had a significance value of 0.014, smaller than the 0.05 significance level, so H_1 was accepted. Thus, it can be concluded that the second hypothesis was supported, stating that there was a positive and significant influence between teacher competence and school quality in the Mulia Foundation Consortium School. As stated in the Regulation of the Minister of Education and Culture No. 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competence, teacher competence is developed through four competencies: pedagogic, personality, social, and professional competence.

   Therefore, the research above can illustrate that the higher the teacher's competence, the higher the quality of the school. In line with the research results of Mustafa Altun (2017), teacher competence is an internal force that encourages teachers to invest more time and energy in maintaining involvement in schools. This willingness to promote schools creates an emotional connection between teachers and schools, which ultimately inspires teachers to seek ways to improve the teaching profession and build effective learning environments to enable students to achieve their goals. Commitment to teaching is also a crucial factor in contributing to student achievement.

4. H4: There is a positive and significant effect of teacher commitment on school quality.

   The t-test analysis found that the fourth hypothesis between the teacher commitment and school quality variables was 0.000, less than 0.05 significance, so H1 was accepted. Also, it can be concluded that the fourth hypothesis was received, stating a significant positive effect between the teacher commitment variable and the school quality variable in the Mulia Foundation Consortium School.

   It aligns with previous studies by Mustafa Altun (2017) that teacher commitment is an internal force that encourages teachers to invest more time and energy in maintaining school involvement. This willingness to promote schools creates an emotional connection between teachers and schools, which ultimately inspires teachers to seek ways to improve the teaching profession and build effective learning environments to enable students to

achieve their goals. Commitment to teaching is also a crucial factor in contributing to student achievement.

5. Determination between the independent and the independent variables

   The calculation results utilizing SPSS software in Table 10 above revealed that the results of the determination of the variables X1, X2, and X3 could be described as follows:

   a. Multiple R or R indicates a correlation between the independent and the dependent variables. In this case, it can be said that the multiple correlations between teacher well-being, teacher competence, and teacher commitment to school quality were 0.651.

   b. R Square, the coefficient of determination, uncovered the direct influence of the teacher well-being, teacher competence, and teacher commitment variables on school quality, which can be expressed as a percentage. The calculation results are 0.424, meaning that the teacher well-being, competence, and commitment variables directly affected school quality by 42.4%. In comparison, the remaining 47.6% were influenced by other factors outside the variables in this study.

CONCLUSION

The coefficient of determination was 0.424 or 42.4%, indicating that 42.4% of school quality was influenced by the teacher well-being, teacher competence, and teacher commitment variables. In comparison, the remaining 47.6% were influenced by other variables unrelated to this study. Further, an interesting finding in this study is that the teacher competence variable had the most substantial influence on school quality, followed by teacher well-being and commitment variables. The findings described in this study have had a positive impact on the education office and schools regarding insight into the effect of improving school quality, which consists of teacher performance factors in carrying out assignments in the field. Based on these findings, it can pay more attention to the factors that can influence teacher performance in carrying out tasks in the field in educating students. For this reason, teachers are a principal factor in improving the quality of schools, so attention and development of teacher potential are needed.

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