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Teacher Self-Efficacy And Student Engagement Learning: A Cross-Sectional Study In Indonesian Secondary Schools

Aguswan Khotibul Umam
UIN Jurai Siwo Lampung, Indonesia
Nissa Bela Nurussalma
UIN Walisongo Semarang, Indonesia
Reno Diqqi Alghzali
Institut Agama Islam Negeri Kerinci, Indonesia
Alwis
Institut Agama Islam Negeri Kerinci, Indonesia
Muhammad Hisyam Syafii
National Dong Hwa University, Taiwan

Corresponding Author: aguswan.kh.umam@metrouniv.ac.id

Abstract

This study examined the relationship between teacher self-efficacy and student engagement among secondary school teachers in Indonesia. Despite extensive international evidence linking these constructs, empirical research specifically addressing this relationship within Indonesian secondary education, and particularly its intersection with Islamic educational psychology, remains limited. A quantitative cross-sectional survey design was employed, involving 200 secondary school teachers selected through multistage random sampling from public and private schools. Teacher self-efficacy was measured using the Teachers' Sense of Efficacy Scale (TSES), while student engagement was assessed through the teacher-report form of the Engagement versus Disaffection with Learning (EvsD) scale. Data were analyzed using IBM SPSS Statistics through descriptive statistics, Pearson correlation, and simple linear regression. Results revealed a statistically significant, moderately strong positive relationship between teacher self-efficacy and student engagement, with self-efficacy accounting for approximately 33.6% of the variance in perceived engagement. These findings were further interpreted through the lens of Islamic educational psychology, highlighting the potential roles of spiritual development, emotional intelligence, and patience as culturally embedded resources shaping teacher confidence. The study concludes that strengthening teacher self-efficacy, alongside emotionally

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and spiritually grounded professional development, may offer a promising pathway for enhancing student engagement in Indonesian secondary schools.

Keywords: teacher self-efficacy, student engagement, secondary school, Indonesia, Islamic educational psychology

INTRODUCTION

Teacher quality remains one of the most consistently identified predictors of student learning outcomes, and among the psychological constructs associated with teaching quality, teacher self-efficacy has received substantial scholarly attention over the past three decades. Rooted in Bandura's (1997) social cognitive theory, self-efficacy refers to an individual's belief in their own capacity to organize and execute the courses of action required to produce given attainments. When applied to the teaching profession, this belief shapes how educators plan lessons, persist through classroom challenges, and respond to student needs as teachers' self-efficacy beliefs reflect their evaluation of their own abilities within the school context (Tschannen-Moran & Woolfolk Hoy, 2001).

Parallel to this line of inquiry, student engagement has emerged as a key construct for understanding academic success and for counteracting declining motivation in classrooms. Fredricks, Blumenfeld, and Paris (2004) conceptualized engagement as a malleable, multidimensional construct comprising behavioral, emotional, and cognitive dimensions that can be modified through contextual and environmental changes, including teacher practices. This conceptualization has since become the dominant framework guiding empirical research on how classroom-level factors, particularly teacher behavior, shape the extent to which students participate meaningfully in learning activities.

A growing body of international literature has examined the direct link between these two constructs. In China, Zhang, Siaw Yan-Li, and Jiang (2025) investigated teacher self-efficacy for student engagement and classroom management among primary and secondary teachers, situating the construct within Bandura's broader theoretical framework. In Ethiopia, Emiru and Gedifew (2024) surveyed 714 secondary school teachers in the Amhara region and found that teacher self-efficacy accounted for a significant proportion of variance in student engagement, even though student engagement levels in that context remained below average. Similarly, Wang, Tigelaar, Luo, and Admiraal (2022) demonstrated in a multilevel analysis that teacher beliefs and classroom process quality were meaningfully associated with student engagement in smart

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classroom environments, suggesting that the relationship generalizes across varied instructional settings.

Within Indonesia specifically, empirical evidence on this relationship is emerging but remains fragmented across educational levels. Rahmadani and Kurniawati (2021) found that teacher engagement mediated the relationship between self-efficacy and classroom management among inclusive primary school teachers in DKI Jakarta, while Hidayatullah, Abidin, and Muqit (2024) reported that self-efficacy mediated the relationship between motivation and behavioral engagement among primary school students in Surabaya. However, these studies have concentrated primarily on primary education and on classroom management outcomes rather than directly examining the self-efficacy–engagement relationship at the secondary level. Furthermore, contextual factors specific to Indonesian secondary schools, such as teacher workload and classroom stress, have been shown elsewhere to shape self-efficacy beliefs in complex, sometimes counterintuitive ways (Klassen & Chiu, 2010), underscoring the need for context-specific investigation rather than direct generalization from Western or other Asian samples.

Given this gap, the present study adopts a cross-sectional survey design to examine the relationship between teacher self-efficacy and student engagement in Indonesian secondary schools. This design allows for the simultaneous measurement of both constructs across a representative sample of teachers, providing a snapshot of how self-efficacy beliefs relate to engagement-promoting practices at a single point in time. The findings are expected to contribute to the limited body of secondary-level evidence in Indonesia and to inform teacher professional development policies aimed at strengthening both self-efficacy and student engagement in national education reform efforts.

LITERATURE REVIEW

Teacher Self-Efficacy as a Multidimensional Construct

Beyond the general conceptualization of teacher self-efficacy as a unidimensional belief system, subsequent research has demonstrated that the construct is better understood as multidimensional. Skaalvik and Skaalvik (2007) developed and validated the Norwegian Teacher Self-Efficacy Scale and found strong empirical support for six distinct but correlated dimensions, including instruction, motivating students, and coping with changes and challenges, underpinned by a broader second-order self-efficacy factor. This multidimensional perspective suggests that teachers may hold differentiated efficacy beliefs across different aspects of their work, which has

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implications for how self-efficacy is measured and interpreted in relation to classroom-level outcomes such as student engagement.

Theoretical Foundations Linking Teacher Behavior and Student Engagement

The theoretical basis connecting teacher behavior to student engagement was established through Skinner and Belmont's (1993) motivational model, which examined how teacher involvement, structure, and autonomy support influenced the behavioral and emotional engagement of students across a school year. Their findings revealed a reciprocal dynamic: teacher involvement shaped student engagement, while students' initial engagement levels also influenced how teachers subsequently behaved toward them. This bidirectional framework has become foundational for understanding classroom motivational processes and has directly informed later research examining how teacher psychological states, including self-efficacy, translate into observable engagement outcomes.

Building on this foundation, Reeve and Tseng (2011) extended engagement theory by proposing agentic engagement as a fourth dimension alongside behavioral, emotional, and cognitive engagement. Agentic engagement describes students' proactive, constructive contribution to the flow of instruction they receive, rather than merely reactive participation. This expanded conceptualization is relevant to secondary school contexts, where students are expected to demonstrate increasing autonomy and initiative in their learning, and where teacher self-efficacy in supporting such autonomy may play a distinct role compared to earlier educational stages.

Empirical Evidence on Teacher-Student Relational and Efficacy Effects

Meta-analytic evidence provides some of the strongest support for the relationship between teacher-related variables and student engagement. Roorda, Koomen, Spilt, and Oort (2011), synthesizing 99 studies encompassing students from preschool through high school, found that the affective quality of teacher-student relationships showed medium-to-large associations with student engagement, with notably stronger effects observed at higher grade levels. This finding is particularly relevant to secondary education, suggesting that relational and efficacy-related teacher variables may carry even greater weight for adolescent students than for younger children.

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More directly relevant to teacher self-efficacy specifically, Zee and Koomen (2016) conducted a comprehensive synthesis of 40 years of research and concluded that teacher self-efficacy is consistently linked to the quality of classroom processes and students' academic adjustment, with the relationship to student motivation and engagement appearing more proximal than the relationship to academic achievement outcomes. This distinction is important for the present study, as it implies that engagement, rather than achievement alone, may be the more sensitive and theoretically appropriate outcome variable when examining teacher self-efficacy in Indonesian secondary school contexts.

The Indonesian Context and Remaining Gaps

Within Indonesia, cross-sectional survey designs examining teacher psychological constructs in secondary schools remain limited but growing. Meditamar (2024) employed a cross-sectional survey design with 208 senior high school teachers in Indonesia to examine how school climate related to job satisfaction through the mediating roles of self-efficacy and work engagement, finding that a supportive school climate contributed to stronger self-efficacy beliefs among teachers. While this study offers useful methodological precedent for cross-sectional research on teacher self-efficacy in the Indonesian secondary school setting, its focus remained on teacher-centered outcomes such as job satisfaction rather than student-centered outcomes such as student engagement. This distinction highlights a continuing gap in the Indonesian literature: although teacher self-efficacy has been examined in relation to teachers' own well-being and organizational outcomes, its direct association with student engagement at the secondary level has not been sufficiently established using context-specific data. The present study addresses this gap by applying a cross-sectional design to directly examine the relationship between teacher self-efficacy and student engagement among Indonesian secondary school teachers.

RESEARCH METHOD

This study employed a quantitative cross-sectional survey design to examine the relationship between teacher self-efficacy and student engagement among secondary school teachers in Indonesia. A cross-sectional design was selected because it allows for the simultaneous measurement of both variables at a single point in time across a large sample of respondents, providing an efficient means of establishing statistical associations between psychological constructs without the logistical demands of longitudinal data collection (Emiru & Gedifew, 2024).

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The population of this study consisted of secondary school teachers employed in public and private senior high schools within the target research area. A multistage random sampling technique was used to select participants: in the first stage, several districts or municipalities were randomly selected from within the province; in the second stage, schools within each selected district were randomly drawn; and in the third stage, teachers within each selected school were invited to participate voluntarily. This sampling approach was intended to enhance the representativeness of the sample across different institutional contexts, consistent with sampling procedures adopted in comparable teacher self-efficacy research (Rahmadani & Kurniawati, 2021). The final sample consisted of 200 secondary school teachers who met the inclusion criteria, namely having taught for a minimum of one full academic year, in order to ensure sufficient classroom experience for reporting on student engagement.

Data were collected using two validated self-report questionnaires, both measured on a Likert-type scale. Teacher self-efficacy was measured using the short form of the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001). This 12-item instrument assesses three underlying dimensions, namely efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement, rated on a 9-point scale ranging from "nothing" to "a great deal." The TSES has been widely used across international and Indonesian contexts and has demonstrated strong internal consistency in prior studies. Student engagement, as perceived and reported by teachers, was measured using the teacher-report form of the Engagement versus Disaffection with Learning (EvsD) scale developed by Skinner, Kindermann, and Furrer (2009). This instrument captures both behavioral and emotional dimensions of engagement and disaffection and has demonstrated sound psychometric properties, including convergence between teacher reports, student self-reports, and classroom observations. Teachers rated their overall perception of student engagement in the classes they taught using a 4-point Likert scale ranging from "not at all true" to "very true." Prior to full data collection, both instruments were translated into Bahasa Indonesia and back-translated to ensure linguistic equivalence, followed by a pilot test on a small sample of teachers to assess item clarity and preliminary reliability before being administered to the full sample of 200 respondents.

Questionnaires were distributed either in printed form or through an online survey platform, depending on school accessibility. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection. Confidentiality of responses was ensured throughout the process, and no identifying information was linked to individual responses in the final dataset of 200 teachers.

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Data from the 200 respondents were analyzed using IBM SPSS Statistics. Descriptive statistics, including means, standard deviations, frequencies, and percentages, were first computed to describe respondents' demographic characteristics and the distribution of scores on both the teacher self-efficacy and student engagement scales. The internal consistency of each scale was then assessed using Cronbach's alpha, with a coefficient of .70 or above considered acceptable, and item-total correlations were examined to identify any items requiring removal. Prior to hypothesis testing, classical assumption tests were conducted, in which the normality of data distribution was assessed using the Kolmogorov-Smirnov or Shapiro-Wilk test, linearity between variables was examined using scatterplots and the linearity test in SPSS, and homoscedasticity was checked through residual plots. Following these preliminary tests, Pearson product-moment correlation was used to examine the strength and direction of the relationship between teacher self-efficacy and student engagement. Simple linear regression was then conducted to determine the extent to which teacher self-efficacy predicts student engagement, with the coefficient of determination (R^2) used to indicate the proportion of variance explained. Where demographic variables such as gender, years of teaching experience, and school type were included as covariates, hierarchical or multiple linear regression was applied, with multicollinearity assessed using Variance Inflation Factor (VIF) values below 10 as the acceptable threshold. All statistical tests in this study were conducted at a significance level of $\alpha = .05$.

DISCUSSION

Respondent Characteristics

A total of 200 secondary school teachers participated in this study and completed both research instruments in full, resulting in a 100% usable response rate after data screening. The demographic characteristics of the respondents are presented in Table 1.

Table 1. Demographic Characteristics of Respondents (N = 200)

Characteristic	Category	n	%
Gender	Female	118	59.0
	Male	82	41.0
Teaching Experience	1–5 years	54	27.0
	6–10 years	76	38.0
	11–20 years	47	23.5
	> 20 years	23	11.5

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School Affiliation	Public school	32	66.0
	Private school	68	34.0

As shown in Table 1, the majority of respondents were female (59.0%), had 6–10 years of teaching experience (38.0%), and were employed at public senior high schools (66.0%).

Instrument Reliability

Reliability testing indicated that both instruments demonstrated strong internal consistency, as summarized in Table 2.

Table 2. Reliability of Research Instruments

Instrument	Number of Items	Cronbach's Alpha (α)	Interpretation
Teachers' Sense of Efficacy Scale (TSES)	12	.89	Excellent
Engagement vs. Disaffection with Learning (EvsD) – Teacher Report	20	.85	Good

Both coefficients exceeded the commonly accepted threshold of .70, indicating that the instruments were reliable for use with the present sample (Tschannen-Moran & Woolfolk Hoy, 2001; Skinner et al., 2009).

Descriptive Statistics

Descriptive analysis of the two main study variables is presented in Table 3.

Table 3. Descriptive Statistics of Study Variables (N = 200)

Variable	Min	Max	Mean	SD
Teacher Self-Efficacy (1–9 scale)	4.25	8.92	7.02	0.81
Student Engagement (1–4 scale)	1.95	3.95	3.14	0.46

The mean score for teacher self-efficacy was 7.02 (SD = 0.81), indicating that, on average, respondents reported a relatively high level of confidence in their instructional strategies, classroom management, and ability to engage students. For student engagement, the mean score was 3.14 (SD = 0.46), suggesting that teachers generally perceived their students as moderately

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to highly engaged in classroom learning activities.

Classical Assumption Tests

The results of the classical assumption tests are summarized in Table 4.

Table 4. Summary of Classical Assumption Tests

Test	Statistic	p-value	Conclusion
Normality (Kolmogorov-Smirnov)	Z = 0.812	.134	Data normally distributed
Linearity (Deviation from Linearity)	F = 1.221	.218	Linear relationship confirmed
Homoscedasticity (residual plot inspection)	—	—	No heteroscedasticity pattern detected
Multicollinearity (VIF, covariate model)	VIF = 1.34–1.87	—	No multicollinearity concern (VIF < 10)

All assumption tests confirmed that the data met the requirements for parametric correlation and regression analysis.

Correlation Analysis

Pearson product-moment correlation analysis revealed a positive and statistically significant relationship between teacher self-efficacy and student engagement, as shown in Table 5.

Table 5. Pearson Correlation between Teacher Self-Efficacy and Student Engagement

Variable	1	2
1. Teacher Self-Efficacy	—	.58**
2. Student Engagement	.58**	—

Note. **p < .001, N = 200.

This result indicates a moderate-to-strong association, r(198) = .58, p < .001, suggesting that teachers who reported higher levels of self-efficacy also tended to perceive higher levels of student engagement in their classrooms.

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Regression Analysis

Simple linear regression was conducted to further examine the predictive relationship between teacher self-efficacy (independent variable) and student engagement (dependent variable). The results are presented in Tables 6 and 7.

Table 6. Model Summary of Simple Linear Regression

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.58	.336	.333	0.376

Table 7. ANOVA and Regression Coefficients

Source	F	Sig.
Regression	101.87	< .001

Predictor	B	SE	β	t	Sig.
(Constant)	0.987	0.198	—	4.985	< .001
Teacher Self-Efficacy	0.303	0.030		10.09	< .001

The overall regression model was statistically significant, $F(1, 198) = 101.87$, $p < .001$, indicating that teacher self-efficacy significantly predicted student engagement. The coefficient of determination (R^2) was .336, meaning that teacher self-efficacy accounted for approximately 33.6% of the variance in student engagement among the secondary school teachers surveyed. The unstandardized regression coefficient ($B = 0.303$, $p < .001$) indicates that for every one-unit increase in teacher self-efficacy, student engagement scores increased by 0.303 points, holding other factors constant. These findings collectively support the hypothesis that teacher self-efficacy is a significant predictor of student engagement in Indonesian secondary school settings.

The results of this study confirm that teacher self-efficacy is a significant and moderately strong predictor of student engagement among secondary school teachers in Indonesia, accounting for approximately one-third of the variance in perceived student engagement. This finding is consistent with the broader international literature suggesting that teachers who hold stronger beliefs in their own instructional and classroom management capabilities tend to foster higher levels of student participation and motivation. However, interpreting this relationship solely through the lens of Western educational psychology risks overlooking culturally embedded mechanisms that may further explain why this relationship manifests as it does within the

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Indonesian, predominantly Muslim, educational context.

One plausible explanation lies in the interconnection between teachers' spiritual and psychological development. Syafii and Azhari (2025) demonstrated that spiritual development, centered on constructs such as taqwa (God-consciousness) and tafaqquh fi al-din (deep religious understanding), interacts meaningfully with psychological growth among Muslim learners, contributing to greater emotional regulation and reduced maladaptive thinking patterns. Extending this logic to teachers themselves, it is reasonable to argue that a teacher's spiritual grounding may function as an internal psychological resource that reinforces self-efficacy beliefs, particularly in the dimension of classroom engagement, by providing a stable sense of purpose and resilience in the face of daily instructional challenges.

This interpretation is further supported by findings on neurocognitive-spiritual approaches to teacher and student psychological functioning. Syafii, Alaldaya, Purnomo, and Azhari (2025) found that neurocognitive-spiritual based psychopedagogy improved working memory and emotional intelligence among Muslim students, while Purnomo and Azhari (2024) reported that mindfulness-based stress reduction (MBSR) techniques were effective in reducing academic anxiety among students. These findings suggest that similar contemplative and spiritually grounded interventions, if extended to teachers themselves, could plausibly strengthen the emotional intelligence and psychological composure that underlie confident, engagement-promoting teaching practices, complementing the purely cognitive-behavioral framing of self-efficacy found in mainstream Western models.

The present finding that teacher self-efficacy contributes meaningfully, though not exclusively, to student engagement also resonates with broader discussions on educational equity in Indonesia. Syafii, Purnomo, and Rahmatullah (2025) highlighted those education policies aimed at increasing equality among rural students play a critical role in enabling inclusive educational transformation. Given that the sample in this study included both public and private secondary schools, it is plausible that structural and policy-level disparities in resources and support systems, rather than teacher self-efficacy alone, may partly account for the unexplained variance in student engagement, underscoring the need to consider self-efficacy as one factor operating within a broader ecological and policy context rather than in isolation.

Another dimension worth considering relates to classroom management and character formation. Syafii and Purnomo (2024), in their comparative analysis of behavioristic and social constructivist approaches to akhlak (moral character) formation from an Islamic cognitive neuroscience perspective, emphasized that student behavioral outcomes are shaped by the

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interplay between structured behavioral reinforcement and socially constructed moral understanding. This perspective offers a complementary explanation for the classroom management dimension embedded within the Teachers' Sense of Efficacy Scale used in this study, suggesting that Indonesian teachers' efficacy beliefs may be partly rooted in their capacity to integrate moral and behavioral guidance rather than instructional technique alone.

The role of patience as a psychological coping mechanism also merits attention in interpreting these findings. Syafii and Azhari (2024) found that patience (sabr) functions as a culturally embedded coping mechanism among Indonesian and Egyptian Muslim students facing academic and social pressures. It is conceivable that a parallel mechanism operates among teachers, whereby patience serves as a buffering resource that sustains self-efficacy under conditions of high workload or classroom stress, a dynamic that has similarly been documented in international research on teacher stress and self-efficacy. Future research could productively examine whether patience mediates or moderates the relationship between teacher workload and self-efficacy in the Indonesian context.

Finally, the discussion of student engagement in this study cannot be fully separated from contemporary digital behavioral challenges affecting Generation Z learners. Syafii, Purnomo, and Matas (2024) found a significant relationship between nomophobia and boredom intolerance in social media use among Generation Z Muslim students, a pattern that may complicate teachers' efforts to sustain behavioral and emotional engagement in the classroom regardless of their self-efficacy levels. This suggests that the moderate effect size observed in the present study's regression model may partly reflect the influence of external, technology-related distractors that operate independently of teacher-level psychological variables, pointing to a fruitful avenue for future multivariate research that incorporates both teacher-centered and student-centered predictors of engagement.

Taken together, these findings suggest that while teacher self-efficacy remains a robust and statistically significant predictor of student engagement, a fuller understanding of this relationship within the Indonesian secondary school context requires attention to the spiritual, moral, and sociocultural dimensions that shape both teacher confidence and student participation, dimensions that are increasingly well documented within the emerging field of Islamic educational psychology.

This relationship between emotional and spiritual competence and teacher effectiveness is further substantiated by empirical work conducted specifically within madrasah settings. Sukenti, Tambak, and Siregar (2021), in a study involving nearly 300 madrasah teachers across

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Riau Province, found that Islamic psychosocial competence exerted a strong influence on teachers' learning assessment practices, while emotional intelligence contributed a moderately strong effect on the same outcome. Although their study centered on assessment practices rather than engagement directly, the underlying implication, that Islamic psychosocial functioning and emotional intelligence jointly shape core dimensions of teaching quality, offers indirect empirical support for the notion that the self-efficacy measured in the present study may be partially undergirded by culturally specific psychosocial competencies not captured by the TSES instrument alone.

The exemplary and relational role of teachers in shaping students' emotional and spiritual development also warrants attention. Usman, Zainuddin, and Esha (2021), through a qualitative case study, found that Islamic Religious Education teachers fostered students' emotional and spiritual quotient primarily through modeling exemplary behavior drawn from prophetic and national historical figures, alongside deliberate efforts to teach students how to recognize, regulate, and communicate emotions effectively. This exemplary, relationship-centered approach to teaching resonates strongly with the theoretical literature on teacher involvement as a driver of student engagement, suggesting that in the Indonesian context, teacher self-efficacy may manifest not only through instructional competence in the Western behavioral sense, but through teachers' perceived capacity to serve as moral and emotional exemplars, a dimension of efficacy belief that may be particularly salient for explaining engagement outcomes among adolescent students at the secondary level.

Finally, at a more foundational theoretical level, research on the religious constructs of taqwa (God-consciousness) and syukur (gratitude) provides a broader psychological rationale for why these spiritual dimensions matter for classroom-relevant psychological constructs. Wijaya, Tahir, Saputranur, and Handari (2024), in a structural equation modeling study involving 350 Muslim respondents including teachers and students, found that both taqwa and gratitude made significant positive contributions to emotional intelligence. Given that emotional intelligence has been closely linked to teacher self-efficacy and classroom engagement practices in the broader literature, these findings suggest a plausible indirect pathway in which religiously grounded psychological constructs such as taqwa and syukur may reinforce the very emotional competencies that underlie effective, engagement-promoting teaching, a pathway that remains largely unexamined in quantitative teacher self-efficacy research conducted outside Muslim-majority educational contexts.

Collectively, these additional perspectives suggest that the teacher self-efficacy construct,

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as conventionally operationalized through instruments such as the TSES, may only partially capture the full range of psychological resources that Indonesian secondary school teachers draw upon in fostering student engagement. Future research would benefit from developing or adapting culturally responsive measures of teacher self-efficacy that explicitly incorporate emotional, spiritual, and relational-exemplary dimensions, thereby providing a more complete and contextually valid account of the psychological antecedents of student engagement in Indonesian and other Muslim-majority educational systems.

CONCLUSION

This study set out to examine the relationship between teacher self-efficacy and student engagement among secondary school teachers in Indonesia using a quantitative cross-sectional survey design involving 200 respondents. The results demonstrated a statistically significant, moderately strong positive relationship between the two variables, with teacher self-efficacy accounting for approximately 33.6% of the variance in perceived student engagement. Teachers who reported higher levels of confidence in their instructional strategies, classroom management, and capacity to engage students also tended to perceive their students as more behaviorally and emotionally engaged in classroom learning activities. These findings reaffirm, within the specific context of Indonesian secondary education, a relationship that has been consistently documented in the broader international literature on teacher psychology (Tschannen-Moran & Woolfolk Hoy, 2001; Zee & Koomen, 2016), while also extending this understanding by situating it within the culturally and spiritually distinctive landscape of Indonesian, predominantly Muslim, educational institutions.

Beyond confirming the statistical strength of this relationship, this study's discussion demonstrated that a fuller interpretation of the self-efficacy–engagement link in Indonesian secondary schools benefits from integrating perspectives drawn from Islamic educational psychology. Constructs such as spiritual development, emotional intelligence cultivated through psychospiritual mindfulness practices, patience as a coping mechanism, and teachers' exemplary moral role were shown to offer plausible, complementary explanations for why teacher self-efficacy translates into classroom engagement in ways that may not be fully captured by Western-derived theoretical models and instruments alone. This integrative approach reflects a broader contribution of the study: rather than treating teacher self-efficacy as a culturally neutral, universally uniform construct, the findings suggest that its antecedents and expressions may be meaningfully shaped by the religious and communal values embedded within the Indonesian

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educational context.

Practically, these findings carry implications for teacher professional development policy in Indonesia. Given that teacher self-efficacy was shown to meaningfully predict student engagement, investment in programs that strengthen teachers' instructional confidence, classroom management skills, and emotional regulation capacities, potentially including spiritually grounded interventions such as mindfulness-based training, may represent a worthwhile avenue for improving classroom engagement outcomes at the secondary level. School leaders and policymakers may also consider that efforts to enhance teacher self-efficacy should not be pursued in isolation from broader structural and policy-level conditions, such as equitable resource distribution between urban and rural schools, which this study's discussion suggested may also shape the extent to which teacher-level psychological resources translate into improved student outcomes.

FUTURE DIRECTIONS

Several limitations of this study point toward productive directions for future research. First, the cross-sectional nature of the design precludes causal inference regarding the direction of the relationship between teacher self-efficacy and student engagement. Future studies should consider longitudinal or experimental designs capable of establishing whether increases in teacher self-efficacy precede, follow, or reciprocally interact with changes in student engagement over time, following the reciprocal dynamics documented in earlier classroom motivation research (Skinner & Belmont, 1993).

Second, because student engagement in this study was measured exclusively through teacher self-report, future research would benefit from incorporating multi-informant designs that combine teacher reports with direct student self-report measures and independent classroom observation. Such triangulation would help address potential common-method bias and would allow researchers to examine whether teachers' perceptions of student engagement align with students' own subjective experiences and observable classroom behavior.

Third, given the discussion's emphasis on culturally and spiritually embedded psychological resources, future research should prioritize the development and validation of context-specific instruments that measure teacher self-efficacy in ways that explicitly incorporate emotional, spiritual, and moral-exemplary dimensions relevant to Muslim-majority educational settings, rather than relying solely on instruments developed within secular Western psychological traditions. Such instruments could draw on constructs already explored in related Islamic

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educational psychology research, including taqwa, syukur, patience, and psychospiritual emotional regulation, to more accurately capture the full range of psychological resources Indonesian teachers draw upon in their daily practice.

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