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The Influence of Self-Efficacy and Self-Management on the Teaching Motivation of High School Chemistry Teachers in Sinjai Regency

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A B S T R A C T

This study aims to analyze the influence of self-efficacy and self-management on the teaching motivation of high school chemistry teachers in Sinjai Regency. This study uses an ex post facto approach with a population and sample of 26 chemistry teachers from public and private high schools in Sinjai Regency, using a saturated sampling technique. The instrument used was a closed questionnaire, and the data were analyzed using descriptive and inferential statistics with the help of SPSS version 26. The results of the study showed that: (1) self-efficacy has a significant effect on the teaching motivation of chemistry teachers partially with a contribution of 40.9%; (2) self-management also has a significant effect partially with a contribution of 83.1%; and (3) simultaneously, self-efficacy and self-management have a significant effect on teaching motivation with a coefficient of determination of 82.9%. These findings indicate that increasing self-efficacy and self-management plays an important role in encouraging the teaching motivation of high school chemistry teachers in Sinjai Regency.

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INTRODUCTION

Education is a major pillar in the development of quality human resources, and teachers play a central role in determining the success of the process. In this context, teaching motivation becomes a crucial aspect that influences the effectiveness of classroom learning. Teaching motivation reflects the spirit, commitment, and enthusiasm of teachers in carrying out their duties and has a direct impact on the achievement of student learning outcomes. At the Senior High School (SMA) level, especially in chemistry subjects which are known to be complex and require deep conceptual understanding, the existence of highly motivated teachers is becoming increasingly important.

However, in reality, many teachers still face various obstacles that reduce their enthusiasm and motivation to teach, such as excessive workload, limited supporting facilities, and minimal relevant professional training. Internal psychological factors such as self-efficacy and self-management also affect the quality of a teacher's teaching. Self-efficacy is an individual's belief in their ability to carry out tasks and complete learning challenges. Teachers with high self-efficacy will be more confident in facing challenges, implementing innovative methods, and managing classes more effectively.

In addition to self-efficacy, self-management also plays an important role in shaping teachers' teaching motivation. Teachers who are able to manage time, emotions, and energy well tend to be more prepared to face the dynamics of learning and are able to create a productive and enjoyable classroom atmosphere. In Sinjai Regency, various education policies such as the implementation of the Merdeka Curriculum and the Pancasila Student Profile Strengthening Project (P5) have also added to the complexity of teachers' tasks. This requires stronger efficacy and self-management skills so that teachers remain motivated in carrying out their functions as educators.

Based on this background, this study aims to analyze the influence of self-efficacy and self-management on the teaching motivation of Chemistry teachers in State and Private Senior High Schools throughout Sinjai Regency, as an initial step to provide input for efforts to improve the quality of education in the region.

THEORETICAL REVIEW

Self-Efficacy in Teaching Contexts

Self-efficacy is a person's belief in their ability to complete a task or face a certain situation (Bandura, 1997). In the context of the teaching profession, self-efficacy is closely related to the teacher's perception of their ability to plan, implement, and evaluate learning effectively. Teachers with high self-efficacy will demonstrate steadfastness in facing teaching challenges, be more confident in using innovative learning strategies, and not give up easily when faced with difficult students or less conducive classroom conditions.

According to Tschannen-Moran & Hoy (2001), teacher self-efficacy has been proven to influence classroom teaching behavior, student engagement, and learning outcomes. Teachers who believe that they are able to manage the class and explain the material well will be more motivated in the learning process.

Another study by Schunk & Pajares (2002) stated that teachers with high self-efficacy tend to set challenging goals and show persistence in achieving them.

Self-Management and Its Implications for Teachers

Self-management refers to an individual's ability to manage time, emotions, energy, and plan structured actions to achieve goals (Zimmerman, 2000). In the context of education, self-management is one of the essential competencies for teachers to deal with work pressure, design organized learning, and balance professional and personal responsibilities.

According to Goleman (2002), self-management is part of emotional intelligence that includes self-awareness, self-regulation, and intrinsic motivation. Teachers with good self-management skills will be more disciplined, able to set priorities, and cope with stress in their work. They are also more responsive to changes in educational policies such as the Independent Curriculum, which demands independence and adaptability in compiling teaching materials and implementing P5 projects.

Teaching Motivation as a Determinant of Educational Quality

Teaching motivation is an internal and external drive that influences the enthusiasm and consistency of teachers in carrying out their teaching duties (Deci & Ryan, 2000). This motivation can arise from a sense of responsibility, personal satisfaction, social recognition, or student success. According to Santrock (2011), highly motivated teachers tend to use creative methods, build positive interactions with students, and evaluate learning objectively.

Motivation is also an important indicator in the successful implementation of 21st century learning that emphasizes active student involvement and contextual learning. Chemistry teachers who are highly motivated will be more enthusiastic in designing interesting experiments, connecting chemical concepts to everyday life, and guiding students personally.

The Relationship between Self-Efficacy, Self-Management, and Teaching Motivation

The relationship between self-efficacy and self-management with teaching motivation has been studied by several previous researchers. For example, research by Skaalvik & Skaalvik (2010) showed that teacher self-efficacy has a positive correlation with work motivation and professional satisfaction. Meanwhile, good self-management encourages teachers to be more productive and consistent in carrying out their duties (Klassen & Chiu, 2011).

Thus, in the context of high school chemistry teachers, self-management skills and confidence in their competence will drive high teaching motivation. This is important to answer the challenges of teaching chemistry which are complex and abstract.

METHODOLOGY

This study uses a quantitative approach with the ex post facto method, which is a research method that aims to reveal the causal relationship between

variables without manipulating the independent variables. The population in this study were all high school Chemistry teachers, both public and private, in Sinjai Regency, totaling 26 people. Because the population is relatively small, the sampling technique was carried out by saturated sampling, namely all members of the population were used as research samples.

The data collection instrument used was a questionnaire that had been tested for validity and reliability before being used to measure three main variables, namely self-efficacy, self-management, and teacher teaching motivation. Data analysis techniques in this study include descriptive statistical analysis to see an overview of the variables studied, as well as inferential statistical analysis to test the influence of each variable, both partially and simultaneously, on teaching motivation. Data analysis was carried out with the help of SPSS software version 26.

RESULTS

Respondent Characteristics

The results of the researcher's observations on the responses of high school chemistry teachers in Sinjai Regency regarding the influence of self-efficacy and self-management on the teaching motivation of high school chemistry teachers in Sinjai Regency. The research variables can be presented as follows:

a. Self Efficacy (X1)

Assessment of high school chemistry teachers in Sinjai Regency regarding self-efficacy which is described in 15 statements that are considered valid. The recapitulation of answers is done by scoring a minimum of 1 and a maximum of 5. Thus, the assessment score regarding self-efficacy has a range of 15-75. Data collected from respondents shows that the minimum score is 34, the maximum score is 69, the range of scores is 35, the average score is 51.26, the standard deviation is 10.49 and the median is 54. Analysis of the description of self-efficacy as in Table 1.

Table 1. Description of Self-Efficacy Analysis (X1)

Statistics	Statistical Values
Sample size	26
Highest score	69
Lowest score	34
Median	54
Mode	54
Average	51.26
Variance	110.205
Standard deviation	10.49
Range	35

Table 2. Frequency Distribution and Percentage of Self-Efficacy Scores

Score interval	Category	Frequency	Percent
15 -26	Very low	0	0.00
27 - 38	Low	5	19.23

39 – 50	Currently	6	23.08
51 – 62	Tall	11	42.31
63 – 75	Very high	4	15.38
Amount		26	100

Table 3. Results of Average Data Analysis of Each Self-Efficacy Indicator

Category	Indicator	Average	Average
Academic Self-Efficacy	Understanding difficult material	3.38	3.13
	Achieve good grades in teaching	2.81	
	Managing time between work & personal	3.19	
Self-Efficacy in Coping with Stress	Managing stress in stressful situations	3.46	3.37
	Keep calm when facing big problems	3.46	
	Finding solutions to difficult challenges	3.19	
Social Self Efficacy	Public Speaking	3.54	3.55
	Building good relationships with others	3.92	
	Communicating in various social situations	3.19	
Self-Efficacy in Decision Making	Making important decisions	3.77	3.55
	Consider all aspects before deciding	3.35	
	Taking calculated risks	3.54	
Self-Efficacy in Work/Profession	Complete work tasks well	3.31	3.49
	Achieve work targets	3.88	
	Adapting to changes in the work environment	3.27	

From Table 2, it can be seen that out of 26 respondents as research objects, the self-efficacy assessment was 19.23 percent or 5 people categorized as low, 23.08 percent or 6 people categorized as medium, 42.31 percent or 11 people categorized as high and 15.38 percent or 4 people categorized as very high.

b. Self Management (X2)

Assessment of high school chemistry teachers in Sinjai Regency regarding self-management which is described in 15 statements that are considered valid. The recapitulation of answers is done by scoring a minimum of 1 and a maximum of 5. Thus, the assessment score regarding self-management has a

range of 15-75. Data collected from respondents shows that the minimum score is 24, the maximum score is 70, the range of scores is 46, the average score is 51.46, the standard deviation is 11.02 and the median is 55. The analysis of the description of self-management is as in Table 4.

Table 4. Description of Self Management Analysis (X2)

Statistics	Statistical Values
Sample size	26
Highest score	70
Lowest score	24
Median	55
Mode	60
Average	51.46
Variance	121,618
Standard deviation	11.02
Range	46

Table 5. Frequency Distribution and Percentage of Self-Management Scores

Score interval	Category	Frequency	Percent
15 -26	Very low	1	3.85
27 - 38	Low	3	11.54
39 – 50	Currently	5	19.23
51 – 62	Tall	15	57.69
63 – 75	Very high	2	7.69
Amount		26	100

Table 6. Average Data Analysis Results for Each Self-Management Indicator

Category	Indicator	Average	Category Average
Time Management	Set a daily schedule	3.12	**3.08**
	Complete tasks on time	2.98	
	Avoid work delays	3.15	
Emotional Control	Keep calm under pressure	3.28	**3.20**
	Controlling emotions while working	3.14	
	Not easily carried away	3.18	
Priority Settings	Determine the most important tasks	3.30	**3.22**
	Managing workload effectively	3.20	
	Focus on the main goal	3.16	
Adaptability	Adapt to change	3.25	**3.18**
	Learn from experience	3.15	
	Flexible in various situations	3.13	
Self Discipline	Following the established rules	3.40	**3.36**
	Consistent with schedule	3.38	
	Keeping commitments	3.30	

From Table 5, it can be seen that out of 26 respondents as research objects, the self-management assessment was 3.85 percent or 1 person

categorized as very low, 11.54 percent or 3 people in the low category, 19.23 percent or 5 people in the medium category, 57.69 percent or 15 people in the high category and 7.69 percent or 2 people in the very high category.

Teaching Motivation (Y)

Assessment of high school chemistry teachers in Sinjai Regency regarding teaching motivation is described in 15 questions that are considered valid. The recapitulation of answers is done by scoring a minimum of 1 and a maximum of 5. Thus, the assessment score regarding teaching motivation has a range of 15-75. Data collected from respondents shows that the minimum score is 25, the maximum score is 67, the range of scores is 42, the average score is 51.53, the standard deviation is 10.78 and the median is 54.50. The analysis of the description of learning outcomes is as in Table 7.

Table 7. Description of Teaching Motivation Analysis (Y)

Statistics	Statistical Values
Sample size	26
Highest score	67
Lowest score	25
Median	54.50
Mode	59
Average	51.53
Variance	116,418
Standard deviation	10.78
Range	42

Table 8. Frequency Distribution and Percentage of Teaching Motivation Scores

Score interval	Category	Frequency	Percent
15 -26	Very low	1	3.85
27 - 38	Low	4	15.38
39 – 50	Currently	6	23.08
51 – 62	Tall	13	50.00
63 – 75	Very high	2	7.69
Amount		26	100

Table 9. Average Results of Teaching Motivation Analysis

Category	Sub-Indicators	Average Score	Category Average
Intrinsic Motivation	Feeling of satisfaction when students understand the lesson	3.45	**3.40**
	Enjoy the teaching and learning process	3.42	
	A sense of personal accomplishment from teaching	3.35	
Extrinsic Motivation	Awards from school	3.30	**3.25**
	Comfortable working conditions	3.27	

Category	Sub-Indicators	Average Score	Category Average
	increase motivation		
	Support from principals and colleagues	3.18	
Satisfaction in Teaching	Satisfaction helps students grow	3.25	**3.18**
	Feel recognized and appreciated in teaching	3.20	
	Balance between work and personal life	3.10	
Professional Commitment	Committed to developing teaching skills	3.50	**3.38**
	Teaching is a life calling	3.45	
	Planning to continue teaching in the long term	3.20	
Self-development	Attend training or workshops	3.40	**3.35**
	Looking for new ways to teach more effectively	3.35	
	Interested in the latest learning methods	3.30	

From Table 7 it can be seen that from 26 respondents as research objects, it turns out that the assessment of teacher teaching motivation is 3.85 percent or 1 person is categorized as very low, 15.38 percent or 4 people are in the low category, 23.08 percent or 6 people are in the medium category, 50.00 percent or 13 people are categorized as high and 7.69 percent or 2 people are in the very high category.

Hypothesis Testing

First Hypothesis Test

The first hypothesis in this study is between X1 and Y. Hypothesis testing was conducted using SPSS Statistics 26.0. The first hypothesis test used simple regression analysis. The results of the first hypothesis test will be explained in Table 10 and the results of the Correlation Coefficient (r) test of X1 and Y are in Table 11.

Table 10 **.** Simple Regression Equation X1 against Y

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16,866	8,261		2,042	0.052
	SELF_EFFICACY	.0.676	0.158	0.658	4.281	0.001
a. Dependent Variable: TEACHING_MOTIVATION						

Source: Printout results of SPSS version 26 program.

From the table above, it can be seen that the regression coefficient value is positive, which is 0.676. The conclusion that can be drawn is that if self-

efficacy increases by one unit, the motivation to teach chemistry teachers will increase by 0.676 units, because it can be expressed in the equation Y = 16.866 + 0.676X1.

Table 11. Correlation Coefficient of X1 against Y

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.658a	0.433	0.409	8.29255
a. Predictors: (Constant), SELF_EFFICACY				
b. Dependent Variable: TEACHING_MOTIVATION				

Source: Printout result of SPSS version 26 program.

The correlation coefficient value explained in the table above is 0.658. Because the value is positive, it can be concluded that there is a positive relationship between self-efficacy and teaching motivation. So, if self-efficacy increases, the teaching motivation of chemistry teachers will also increase.

Determination Test (r2) between X1 and Y

The coefficient of determination is the square of the correlation coefficient. Based on the table above, the coefficient of determination is 0.409. This shows the influence of the self-efficacy variable on teaching motivation by 40.9%.

Significance Test

The significance test uses the t-test method, and the t-count value is 4.281. When compared with tTable which is 2.06, then tcount> from tTable or can also be reviewed from the significance value which is 0.001 <0.05. From these values it can be concluded that the self-efficacy variable has a significant influence on chemistry learning outcomes.

Second Hypothesis Test

The second hypothesis in this study is between X2 self-management and Y teaching motivation. Hypothesis testing was conducted using SPSS Statistics 26.0. The second hypothesis test used the same analysis as the first hypothesis test, namely simple regression. The results of the second hypothesis test will be explained in table 15

Table 12. Simple Regression Equation X2 against Y

Coefficientsa						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	5,441	4.224		1.288	0.210
	SELF_MANAGEMENT	0.896	0.080	0.916	11.152	0.001
a. Dependent Variable: TEACHING_MOTIVATION						

Source: Printout results of SPSS version 26 program.

Table 13. Correlation Coefficient of X2 against Y

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.916a	0.838	0.831	4.42913
a. Predictors: (Constant), SELF_MANAGEMENT				
b. Dependent Variable: TEACHING_MOTIVATION				

Simple Linear Regression Equation and Correlation Coefficient (r) X2 against Y

From Table 12 above, it can be seen that the regression coefficient value is positive, namely 0.896. The conclusion that can be drawn is that if self-management increases by one unit, the motivation to teach chemistry teachers will increase by 0.896 units, because it can be expressed in the equation Y = 5.441 + 0.896X2

Determination Test (r2) between X2 and Y

The coefficient of determination is the square of the correlation coefficient. Based on the table above, the coefficient of determination is 0.831. This shows the influence of self-management variables on teaching motivation by 83.1% while 16.9% is influenced by other variables not examined in this study.

Significance Test

The significance test uses the t-test method, and the t-value is 11.152. When compared with t Tablel which is 2.06, then t count> from t Table) or can also be reviewed from the p value which is 0.000 <0.05. From these values, it can be concluded that the self-management variable has a significant influence on the motivation of chemistry teachers to teach.

Third hypothesis test

The third hypothesis in this study is between X1 self-efficacy, X2 self-management with Y teaching motivation. Hypothesis testing was conducted using SPSS Statistics 26.0. The second hypothesis test used multiple regression analysis. The results of the third hypothesis test will be explained in Table 14

Table 14**.** Significance of Multiple Regression Equation

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2451.788	2	1225.894	61,472	0.001b
	Residual	458,673	23	19,942		
	Total	2910.462	25			
a. Dependent Variable: TEACHING_MOTIVATION						
b. Predictors: (Constant), SELF_MANAGEMENT, SELF_EFFICACY						

Source: Print out SPSS Version 26

From the results of the F test above, the F count value is 61.472 and when compared with the F Table value with a significance level () = 5%, then the F

Table value = 3.42, (meaning F count > F Table (61.472 > 3.42) so it can be said that H0 is rejected and H1 is accepted, in other words self-efficacy and self-management together have an effect on teacher teaching motivation.

Coefficient of Determination Test (R2)

The coefficient of determination (R2) from the results of multiple regression shows how much the dependent variable (teacher teaching motivation) is influenced by the independent variables (self-efficacy and self-management). The results of the coefficient of determination (R2) test can be seen in table 15.

Table 15. Results of the Determination Coefficient Test (R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.918a	0.842	0.829	4.46568
a. Predictors: (Constant), SELF_MANAGEMENT, SELF_EFFICACY				

Source: Print Out SPSS Version 26

Based on the data above, the coefficient of determination (R2) was obtained as much as 0.829 or (82.9%). This shows that 82.9% of teachers' teaching motivation is influenced by self-efficacy and self-management.

DISCUSSION

The Influence of Self-Efficacy on Teaching Motivation

The results of the study showed that self-efficacy had a significant effect on chemistry teachers' teaching motivation. This is reinforced by the coefficient of determination (R^2) value of 0.409 or 40.9%, which indicates that almost half of the variation in teaching motivation can be explained by self-efficacy. This finding is in line with Bandura's theory (1997) which states that self-efficacy reflects an individual's belief in their ability to complete certain tasks. In the context of teaching, teachers with high self-efficacy are more confident in facing challenges such as managing classes, implementing innovative learning methods, and interacting with students.

The lowest self-efficacy subcomponent in this study was academic efficacy. This indicates that many teachers feel less confident in their academic abilities, such as in developing learning strategies or delivering complex materials. This low score can be related to the lack of professional training and limited academic discussion forums such as MGMP (Subject Teachers' Discussion). In contrast, the highest score was in self-efficacy in work/profession, indicating that teachers feel quite confident in carrying out their professional roles in general. To improve academic efficacy, educational institutions are advised to hold training to improve pedagogical competence, workshops on developing teaching materials, and strengthening learning communities among teachers.

The Influence of Self-Management on Teaching Motivation

The findings show that self-management has a very large influence on teacher teaching motivation with a coefficient of determination (R^2) value of 0.831 or 83.1%. This means that most of the variation in teaching motivation is influenced by how well teachers manage themselves. These results underline the importance of self-management skills in maintaining teacher motivation amidst high workloads and administrative pressures.

Self-management covers five main dimensions studied, namely self-discipline, time management, emotional control, priority setting, and adaptability. From the results of the study, self-discipline scored the highest, indicating that teachers tend to obey work rules and commitments. However, challenges arise in terms of time management and work-life balance. Low scores on completing tasks on time and maintaining work-life balance indicate that many teachers still have difficulty managing their workload efficiently.

Interventions that can be carried out include time management training, the use of tools such as time-blocking or daily to-do lists, and teacher empowerment through rational division of labor. This strategy is in line with the view of Deva et al. (2021) that good self-management contributes directly to increasing motivation and teaching performance.

The Simultaneous Influence of Self-Efficacy and Self-Management on Teaching Motivation

Simultaneously, self-efficacy and self-management together contributed 82.9% to the teaching motivation of high school chemistry teachers in Sinjai Regency. The significant F-value in the multiple regression test indicates that these two variables together have a very strong influence. This means that increasing teaching motivation cannot be separated from these two factors simultaneously.

These results confirm that teachers who have confidence in their abilities and are able to manage themselves effectively will have a stronger drive to carry out their duties with high enthusiasm and dedication. Bandura (1997) stated that when self-efficacy is combined with good self-control, individuals will have high resilience and drive in facing work challenges.

In the context of chemistry teachers, this is particularly relevant given the complexity of the teaching materials and the students' need for applicable and meaningful understanding. Therefore, to continuously improve teaching motivation, an integrated approach that combines self-efficacy enhancement training and self-management skills strengthening is needed.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, it can be concluded that self-efficacy and self-management have a significant effect both partially and simultaneously on the teaching motivation of high school chemistry teachers in Sinjai Regency. Teachers who have confidence in their abilities (self-efficacy) and skills in managing time, emotions, and responsibilities (self-management) tend to have higher teaching motivation. These findings indicate that increasing self-efficacy and self-management is very important in shaping the spirit, dedication, and

effectiveness of teachers in implementing learning, so that it has a positive impact on the quality of the teaching and learning process in schools.

Based on the findings of this study, it is recommended that schools and related institutions actively organize training programs to improve self-efficacy and self-management of teachers, especially chemistry teachers. The training can include strengthening pedagogical competence, time management strategies, stress control, and increasing the ability to adapt to changes in education policy. In addition, it is recommended that schools create a supportive and appreciative work environment, so that teachers feel appreciated and motivated in carrying out their duties. Learning communities such as MGMP also need to be activated as a space for sharing experiences and continuous self-development.

FURTHER STUDY

Further research that can be developed from this study is experimental or quasi-experimental research aimed at measuring the effectiveness of self-efficacy and self-management enhancement interventions on the motivation and teaching performance of high school chemistry teachers. This research can involve structured training such as self-regulated learning training, stress management training, or self-efficacy strengthening workshops based on reflection and strengthening professional communities (such as MGMP). In addition, further research can expand the variables studied, for example by adding organizational support variables, psychological well-being, or job satisfaction to see the extent to which these factors act as mediators or moderators in the relationship between self-efficacy, self-management, and teaching motivation. This study can also be expanded to teachers in other fields of study or at different levels of education to obtain a more comprehensive understanding.

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