

Muslim Teachers: The Influence of Religiosity and Demographics on Learning Efficacy in Early Childhood Education

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Abstract

Self-Efficacy plays an important role in supporting learning, as well as self-religiosity. As a Muslim teacher, it is necessary to have good self-efficacy and religiosity as a guide in teaching religious values to students. Teacher demographics here examine age and length of teaching. This study aims to examine whether there is an effect of religiosity, age, length of teaching on the efficacy of Muslim teachers in PAUD institutions. The research method used is quantitative research, with a sample of 323 Muslim teachers. The results of the study showed a significant influence between religiosity on the efficacy of Muslim teachers, where the higher the religiosity, the higher the efficacy of Muslim teachers. While age and length of teaching have no significant effect on the efficacy of Muslim teachers. The conclusion of this study is that the efficacy of Muslim teachers is influenced by the religiosity of teachers, but demographic backgrounds such as age and length of teaching do not affect the level of efficacy of Muslim teachers. The results of this survey still have research limitations, therefore researchers suggest further research on Muslim teacher efficacy by interviewing and completing individual demographic variables and social demographics.

Kata kunci:

Religiusitas;
Efikasi Diri;
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Abstrak

Self-Efficacy berperan penting dalam menunjang pembelajaran, begitu halnya dengan religiusitas diri. Sebagai seorang guru muslim perlu memiliki efikasi dan religiusitas diri yang baik sebagai pedoman dalam mengajarkan nilai agama ke siswa. Demografi guru disini mengkaji tentang usia dan lama mengajar. Penelitian ini bertujuan untuk mengkaji apakah terdapat pengaruh religiusitas, usia, lama mengajar terhadap efikasi guru muslim di lembaga PAUD. Metode penelitian yang digunakan yaitu penelitian kuantitatif, dengan sampel 323 guru muslim. Hasil penelitian terdapat pengaruh yang signifikan antara religiusitas terhadap efikasi guru muslim, dimana semakin tinggi religiusitas semakin tinggi juga efikasi guru muslim. Sedangkan usia dan lama mengajar tidak berpengaruh signifikan terhadap efikasi guru muslim. Kesimpulan penelitian ini efikasi guru muslim dipengaruhi oleh religiusitas diri guru, namun latar belakang demografi seperti usia dan lama mengajar tidak mempengaruhi tingkat efikasi guru muslim. Hasil survey ini masih terdapat keterbatasan penelitian, maka dari itu peneliti menyarankan untuk mengkaji lebih lanjut tentang efikasi guru muslim dengan wawancara dan melengkapi variabel demografi individu dan demografi sosial.

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INTRODUCTION

Teacher efficacy, or the feeling of being able to provide learning, is an important thing to have. Readiness to become a teacher is seen from high self-efficacy (Wafa & Kusmuriyanto, 2020). Efficacy according to Tschannen-Moran and Woolfolk Hoy emphasizes the importance of teachers' beliefs in their ability to teach and interact with students (Reyhing & Perren, 2021; Ariani, 2021). Research by Ma'mun et al. (2021) explained that there are still several aspects that teachers need to develop and improve, this is seen from the level of efficacy of PAUD teachers. The importance of self-efficacy in improving the quality of education and individual well-being in Muslim societies (Nasser et al., 2019).

Supriyanto (2016) and Youanda (2021) research shows that religiosity plays a positive role in teacher performance. Religiosity also affects teacher motivation and commitment which indirectly leads to the teacher's ability to teach (Putri, 2019; Chomarindariyana, 2021). The ability of teachers to understand and teach Islamic teachings plays an important role in learning (Neneng et al., 2023). Previous research on religiosity focused on the application of an independent curriculum capable of fostering early childhood religiosity with the support of teachers and parents (Rahayu & Pranoto, 2023). Meanwhile, according to Kang (2015) religiosity may not directly affect efficacy, but may mediate indirectly by influencing other relevant factors.

According to research by Dewi et. al (2021), teacher efficacy is not significantly affected by age or previous teaching experience. This shows that the older age of a teacher does not have a noticeable impact on their teaching effectiveness, nor does more experience. This result is consistent with social learning theory which says that self-efficacy is influenced by experience and environment (Perdana et al., 2023). Based on previous research, this study focuses on the effect of religiosity and demographic factors on the level of efficacy of Muslim teachers. Demographic factors focus on age and length of teaching to distinguish from teaching experience. By knowing the level of efficacy using quantitative by considering the respondent's arguments, the researcher can determine the level of efficacy.

RESEARCH METHODS

This study uses a quantitative correlation method, where a survey is conducted by distributing questionnaires to respondents. consists of independent variables and dependent variables. The independent variables are religiosity, age, length of teaching, and the dependent variable is Muslim teacher efficacy. The subjects in the study were Muslim kindergarten teachers. This research was conducted in Semarang City with the number of samples taken by researchers, namely 323 Muslim teacher respondents in private and state PAUD institutions.

The research instrument used to measure teacher efficacy is using the Teachers' Sense of Efficacy Scale (TSES) by Megan Tschannen-Moran and Anita Woolfolk Hoy (Tschannen-Moran & Hoy, 2001). The indicators in the instrument consist of Efficacy in Student Engagement, Efficacy in Instructional Practices, and Efficacy in Classroom

Management. Meanwhile, the instrument of self-religiosity is adjusted to Islam, because the research respondents are Muslim teachers. The Muslim teacher religiosity instrument used is the Development of a Religiosity Scale for Muslim Subjects by Yulmaida Amir (Amir, 2021).

Multiple correlation tests were used to analyze the data. Validity and reliability tests were conducted to test the research instrument whether it is valid for use in this study. After testing the instrument and it is valid, the questionnaire is distributed to the respondents until it meets the sample size. Data analysis techniques are carried out with assumption tests such as normality, multicollinearity, heteroscedasticity (Yusuf et al., 2024). The next data analysis technique is hypothesis testing to determine whether or not there is an influence of the two variables. The F-test is used to test whether the multiple regression model as a whole has a significant effect on the dependent variable. F test criteria, if the significance value <0.05 , then the multiple regression model has a significant effect. Meanwhile, to measure how much variation in the dependent variable can be explained by the independent variable using the R-square value. The criterion for R-squared value, which is high, indicates that the multiple regression model can explain the variation in the dependent variable well.

RESEARCH RESULTS AND DISCUSSION

Results

Based on the results of the study to determine the effect of self-religiosity on the efficacy of learning early childhood education, a classic assumption test was carried out as a prerequisite before further analysis. The classic assumption test is explained in the following table description:

1. Normality Test

Table 1. Normality Test skewness kurtosis

| | N | Minimum | Maximum | Mean | Std. Deviation | Skewness | | Kurtosis | |
|-------------------------|-----|-----------|----------|----------|----------------|-----------|------------|-----------|------------|
| | | | | | | Statistic | Std. Error | Statistic | Std. Error |
| Unstandardized Residual | 323 | -11.86979 | 11.47654 | .0000000 | 4.44403877 | -.123 | .136 | .047 | .271 |
| Valid N (listwise) | 323 | | | | | | | | |

The results of the skewness kurtosis normality test obtained results of 0.904 and 0.173. Data is said to be normal if the skewness kurtosis value is between -2 to 2. So, the data can be said to be normal because the value is between -2 to 2.

2. Multicollinearity Test

Table 2. Multicollinearity Test

| Model | Coefficients ^a | | | | | Collinearity Statistics | |
|-------------------|-----------------------------|--------|---------------------------|--------|------|-------------------------|-------|
| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Tolerance | VIF |
| B | Std. Error | Beta | | | | | |
| 1 (Constant) | 62.340 | 11.864 | | 5.254 | .000 | | |
| Religiusitas Diri | .732 | .232 | .173 | 3.149 | .002 | .995 | 1.005 |
| Usia | -.065 | .037 | -.135 | -1.753 | .081 | .503 | 1.989 |
| Lama Mengajar | .016 | .043 | .028 | .367 | .714 | .501 | 1.996 |

a. Dependent Variable: Efikasi

Data does not occur symptoms of multicollinearity if the tolerance value > 0.100 and the VIF value < 10.00. From the test results, the tolerance value is 0.995 (X1), 0.503 (X2), 0.501 (X3). While the VIF value of each variable is 1.005 (X1), 1.989 (X2), 1.996 (X3). Based on the three independent variables, it is stated that there is no multicollinearity.

3. Heteroscedasticity Test

Table 3. Heteroscedasticity Test

| Model | Coefficients ^a | | | | |
|-------------------|-----------------------------|-------|---------------------------|--------|------|
| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta | | | |
| 1 (Constant) | 7.961 | 7.653 | | 1.040 | .299 |
| Religiusitas Diri | -.063 | .150 | -.023 | -.418 | .676 |
| Usia | -.040 | .024 | -.132 | -1.674 | .095 |
| Lama Mengajar | .022 | .028 | .062 | .783 | .434 |

a. Dependent Variable: ABS_RES

The results of the heteroscedasticity test using the Glejser test resulted in a Sig. value of self-religiosity of 0.676; Sig. value of age of 0.095; and Sig. value of length of teaching of 0.434. Based on the Glejser test, it is said that there is no significant relationship between the independent variable and the absolute value of the residual, which is indicated by the Sig. value greater than 0.05. So it can be concluded that the results of the heteroscedasticity test are free from heteroscedasticity.

After the classical assumption test is complete and all have been fulfilled, then calculate and analyze the multiple linear regression test. Multiple linear regression tests can be seen as follows:

Table 4. Model Summary Test

| Model Summary ^b | | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | .209 ^a | .044 | .035 | 4.46489 | .372 |

a. Predictors: (Constant), Lama Mengajar, Religiusitas Diri, Usia

b. Dependent Variable: Efikasi

The Adjusted R-Square value of 0.035 shows that the contribution of the influence of religiosity (X1), age (X2), and length of teaching (X3) on the efficacy of Muslim teachers (Y) simultaneously is 3.5%, the rest is influenced by other factors.

Table 5. ANOVA Test

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|-------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 290.971 | 3 | 96.990 | 4.865 | .003 ^b |
| | Residual | 6359.333 | 319 | 19.935 | | |
| | Total | 6650.303 | 322 | | | |

a. Dependent Variable: Efikasi

b. Predictors: (Constant), Lama Mengajar, Religiusitas Diri, Usia

This is because the significance value of 0.003 < 0.05, which indicates that changes in the independent variables of religiosity (X1), age (X2), and length of teaching (X3) have a significant influence on the dependent variable of Muslim teacher efficacy (Y).

Tabel 6. Uji Coefficients

| Coefficients ^a | | | | | | |
|---------------------------|-------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 62.340 | 11.864 | | 5.254 | .000 |
| | Religiusitas Diri | .732 | .232 | .173 | 3.149 | .002 |
| | Usia | -.065 | .037 | -.135 | -1.753 | .081 |
| | Lama Mengajar | .016 | .043 | .028 | .367 | .714 |

a. Dependent Variable: Efikasi

The regression equation model is $Y = 62.340 + (0.732 X1) + (-0.065 X2) + (0.016 X3) + e$. The constant value = 62.340 indicates the amount of efficacy is 62.340 if the variables X1, X2, X3 are 0. The religiosity regression coefficient is positive for the efficacy of Muslim teachers by 73.2%. The age regression coefficient is negative to the efficacy of Muslim teachers by 6.5%. The regression coefficient of length of teaching is positive for Muslim teacher efficacy by 1.6%. Hypothesis testing for the T test has criteria if the Sig value. < 0.05, it is concluded that there is a significant influence. Sig. value of religiosity is 0.002 (< 0.05), Sig. value of age is 0.081 (> 0.05), and Sig. value of length of teaching is 0.714 (> 0.05). It can be concluded that the T test results in the conclusion that the first hypothesis of religiosity H1 is accepted H0 is rejected, the second hypothesis of the age variable H1 is rejected and H0 is accepted, while the third hypothesis of the length of teaching H1 is rejected and H0 is accepted.

Discussion

This study aims to analyze the effect of religiosity, age, and length of teaching on Muslim teacher efficacy. The regression equation model used is $Y = 62.340 + (0.732 X1) + (-0.065 X2) + (0.016 X3) + e$. The constant value of 62.340 indicates that the efficacy of Muslim teachers is 62.340 when the variables $X1$, $X2$, and $X3$ are 0. The regression coefficient of religiosity is positive at 73.2%, which indicates that religiosity has a positive influence on the efficacy of Muslim teachers. That is, the higher the religiosity, the higher the efficacy of Muslim teachers. The age regression coefficient is negative by 6.5%, which indicates that age has a negative influence on Muslim teacher efficacy. This means that the higher the age, the lower the efficacy of Muslim teachers. The regression coefficient of length of teaching is positive by 1.6%, which indicates that length of teaching has a positive influence on Muslim teacher efficacy.

Hypothesis testing for the T test is carried out to determine whether the regression coefficient is significant or not. The significance criterion is if the Sig. <0.05 , then the hypothesis is accepted. In this study, the Sig. value of religiosity is 0.002 (<0.05), the Sig. value of age is 0.081 (>0.05), and the Sig. value of length of teaching is 0.714 (>0.05). Thus, it can be concluded that the T test produces the following hypothesis conclusions: hypothesis one about religiosity (H1) is accepted, hypothesis two about age (H1) is rejected, and hypothesis three about length of teaching (H1) is rejected. This means that religiosity has a significant influence on Muslim teacher efficacy, while age and length of teaching do not have a significant influence on Muslim teacher efficacy.

Religiosity and Muslim Teacher Efficacy

The regression coefficient of religiosity shows a positive value of 73.2%. This means that Muslim teachers' religiosity has a strong positive influence on their efficacy. In this context, teacher efficacy refers to teachers' belief in their ability to effectively influence and improve student learning. In other words, the higher the level of religiosity of a teacher, the higher their confidence in their teaching ability.

Religiosity, in this case, may include various aspects such as the practice of religious teachings, religious practices or worship, closeness to the religious community, and the application of religious values in daily life. Deep involvement in religious activities can boost teachers' self-confidence and motivation. This can contribute to a better understanding of their responsibilities as educators and the application of strong ethical and moral principles in the teaching process.

The results showed that religiosity has a significant positive influence on Muslim teachers' teaching efficacy. This is in accordance with the theory that religiosity can increase teachers' motivation and ability to teach. Teachers who have high religiosity tend to have higher teaching efficacy because they are more confident in teaching Islamic values to students. Muslim teachers in Malaysia report higher levels of job satisfaction when they practice Islam. Teacher efficacy is also influenced by elements such as optimism, social persuasion, and experience of success. Teachers will find it easier to inspire and teach students about religious principles if they have a stronger sense of their own abilities (Yousif et al., 2022).

The belief that one can plan, coordinate and carry out activities in a way that is in line with established educational goals is known as teacher self-efficacy. Teachers who have high self-efficacy are often more confident in carrying out their responsibilities and are actively involved in the learning process (Fauzan et al., 2023). Teacher efficacy is influenced by various factors, including experiences of success, experiences of others, verbal persuasion, and physiological conditions. Teachers with high self-efficacy tend to have a strong belief in their ability to achieve learning goals. They are also better able to deal with obstacles and failures (Wangid et al., 2020).

Age and Muslim Teacher Efficacy

In contrast, the regression coefficient of age shows a negative value of 6.5%. This suggests that teachers' age has a negative influence on their efficacy. In this context, teacher efficacy can be influenced by the life and professional experiences gained with age. However, not all respondents became teachers at a young age and the age of teachers cannot be used as a reference for teaching experience. The negative coefficient on age indicates that other factors, such as length of teaching or teaching habits, adaptation to more modern teaching methods or changes in classroom dynamics, and health conditions can also reduce teacher efficacy.

Millanti's (2020) study states that teaching enthusiasm and discipline are strongly influenced by the productive age of teachers. The efficacy or teaching ability of teachers in old age tends to experience a decline in physical abilities and the operation of technology which will have an impact on learning success. Age also shows a negative influence on teaching efficacy. This could be because older age can lead to decreased energy and motivation. However, it is important to remember that age is not an immutable factor, and older teachers can remain effective if they have the right teaching strategies and support from the work environment. Therefore, the results showed no significant effect on Muslim teachers' efficacy.

Other research shows that every change in teachers' productive age decreases their enthusiasm for teaching. This means that the older teachers are, the more their enthusiasm for teaching decreases. Based on the results, every increase in teachers' productive age will decrease their enthusiasm for teaching by 0.045 units (Millanti, 2020). However, this study shows that not all teachers in old age have a decreased level of enthusiasm for teaching, but are very excited because they are used to being productive in teaching.

Young teachers tend to have high energy and enthusiasm for teaching. They may be more adaptable to modern technology and learning methods, and more flexible in handling curriculum changes. Basically, not all young teacher respondents have high efficacy because they still lack confidence in teaching and need guidance from older teachers. Keep in mind that the age variable in this study is a number not related to the teaching experience gained, because age and teaching experience are different.

Years of Teaching and Muslim Teacher Efficacy

The regression coefficient of length of teaching shows a positive value of 1.6%. This means that the longer a teacher teaches, the higher their level of efficacy. Length of teaching can increase efficacy through confidence in delivering learning. Teachers who have been teaching for a long period of time often become more confident and more skillful in handling various challenges that arise in the classroom environment. In addition, long teaching duration helps teachers understand the characteristics of each child, know the flow of each learning session, and suitability in using learning methods. This contributes to increased teacher efficacy, where they feel more confident in their ability to positively influence student learning outcome.

Length of teaching also has a positive influence on teaching efficacy, although only by 1.6%. Teachers who have been teaching for longer tend to have higher teaching efficacy because they have been doing teaching activities repeatedly which have become their daily habits. However, keep in mind that a positive regression coefficient value does not necessarily mean that the relationship between the independent variable (religiosity) and the dependent variable (efficacy) is significant, in this study it does not significantly affect the efficacy of Muslim teachers.

Research on the absence of the influence of age and length of teaching on teacher efficacy is also explained in Perdana's research (2023) which states that the last education factor, length of teaching, and teacher age do not significantly affect teacher efficacy. However, Perdana's research (2023) focuses more on teachers in inclusive education. In addition, Mahmood et. al (2021) found that teachers' self-efficacy in providing written criticism is not only influenced by demographic characteristics or factors. Teachers with 17-23 years of teaching experience felt more comfortable with written evaluations, but overall no differences were seen based on years of teaching. This is because teachers' skills acquired during initial training may decline over time if not updated (Badlishah, Shahrizal; Abd Majid, 2016).

As time goes by, the education system is changing, such as curriculum adjustments, technology-based learning, and different child characteristics. These changes make teachers need to relearn about new things, for some teachers it takes time and process to adjust to changes in the education system. The practical context based on the results of this study can be used as a basis for developing a more effective teacher development program. The program could focus on improving teachers' religiosity, as religiosity has been shown to have a significant influence on Muslim teachers' efficacy. In addition, the program could also include more intensive training and professional development to improve teachers' performance.

CONCLUSIONS

The results of this study show that high teacher efficacy is not always seen from age and length of teaching, because these two things are not always associated with teaching experience. The length of teaching has a slight influence on teacher efficacy, but it cannot be significant. As a Muslim teacher, of course, you must have good religiosity,

because religiosity is not only about worship but also includes how to instill religious values in everyday life. So, religiosity has a significant effect on teacher efficacy, while age and length of teaching do not directly have a significant effect.

This research was only conducted using quantitative methods, so there are still limitations to the research. Where the case of demographic factors only focuses on age and length of teaching, the sample is predominantly female. Future researchers can shoot with more research samples and use mixed research methods (qualitative and quantitative). Future research can expand teacher demographic factors in the individual or social realm. This research can be further developed to obtain in-depth and comprehensive results.

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