

The Influence of Growth Mindset, Basic Needs, and Organizational Commitment on Teacher Performance at Yayasan Wakaf Darussalam

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Abstract

This research is driven by the discrepancy between professional demands and the actual low performance of teachers within the Darussalam Waqf Foundation, evidenced by declining instructional quality scores in the 2025 Education Report Card. While personal factors such as a growth mindset and the fulfillment of basic needs (physiological and safety) are considered crucial for pedagogical effectiveness, empirical evidence suggests that teacher performance remains suboptimal. This study aims to analyze the influence of growth mindset and basic needs on teacher performance, with organizational commitment as a mediating variable. Utilizing a quantitative approach, data were collected from 88 teachers across various educational levels via structured questionnaires. Path analysis and the Sobel test were employed to evaluate direct and indirect effects. The findings demonstrate that growth mindset and basic needs significantly impact organizational commitment; however, basic needs and organizational commitment themselves do not significantly influence teacher performance. Consequently, organizational commitment fails to mediate the influence of both growth mindset and basic needs on performance. These results highlight that in this specific context; traditional organizational ties do not necessarily translate into higher instructional productivity.

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INTRODUCTION

Explaining the background, problems, importance of Education serves as a strategic long-term investment and the primary catalyst for national advancement. The trajectory of a nation's development is fundamentally contingent upon the quality of its human capital, cultivated through a robust educational system.

Within this framework, teachers function as the linchpin of pedagogical quality, acting not merely as conduits of knowledge but as architects of character and adaptive competence (Maharani et al., 2025; Hamsah et al., 2025).

At the Darussalam Waqf Foundation, which oversees multiple vocational and secondary tiers (MI, MTs, MA, and SMK), there exists a distinct divisional organizational

structure. While this allows for institutional autonomy, it places a heavy burden on school leadership to optimize teacher performance through both intrinsic motivators (responsibility and professional growth) and extrinsic rewards (compensation and facilities).

Despite these structural efforts, empirical observations reveal a significant performance gap. Many educators within the foundation continue to rely on conventional methodologies and exhibit a dependency on rote learning materials. This is corroborated by the 2025 National Education Report Card, which indicates a decline in the Learning Quality score from 58.81 to 56, specifically highlighting deficiencies in classroom management and psychological support.

To address this performance disparity, this research examines the interplay between psychological constructs and organizational factors.

Grounded in Dweck's (2006) theory, a growth mindset is the belief that capabilities can be developed through persistence and strategic effort. In the context of the Kurikulum Merdeka (Independent Curriculum), a teacher's growth mindset is a prerequisite for fostering "deep learning" and innovation (Sugiati, 2024).

Maslow's Hierarchy of Needs, traditional motivation theory suggests that physiological and safety needs form the bedrock of professional efficacy (Maslow, 1943). Recent findings by Sukmawati and Hidayat et al. (2024) affirm that when basic welfare and self-actualization needs are met, teacher commitment scales proportionally.

This represents the emotional attachment and loyalty an educator feels toward the institution. High commitment is often the differentiator between stagnant performance and proactive contribution.

A critical research gap emerges here: while some teachers possess a growth mindset and satisfied basic needs, their performance remains suboptimal. This suggests that organizational commitment may act as a vital mediating or moderating variable that translates personal

psychological traits into actual professional output.

The primary objective of this study is to empirically analyze the effect of growth mindset, basic needs (physiological and safety), and organizational commitment on the professional performance of teachers within the Darussalam Waqf Foundation. By balancing pure psychological theory with applied educational management, this research seeks to provide a strategic roadmap for religious-based educational institutions to enhance teacher quality and, consequently, institutional excellence.

METHOD

This study adopts a causal research design to examine the causal relationships between Growth Mindset (X1) and Basic Needs (X2) as independent variables, Organizational Commitment (Z) as an intervening variable, and Teacher Performance (Y) as the dependent variable. The research population encompasses all teachers within the Darussalam Subah Waqf Foundation, including those from MI, MTs, MA, and SMK levels; a total sampling technique was employed to include all population members as respondents.

To ensure data quality, the instrument's validity was verified through Pearson Product Moment correlation, where all items exceeded the r table threshold of 0.312 ($n=40$, $\alpha=0.05$), while reliability was confirmed using Cronbach's Alpha with a coefficient surpassing the required 0.70. Furthermore, the data satisfied all classical assumption tests, including normality (via P-Plot analysis), non-heteroscedasticity (via Scatter Plot), and the absence of multicollinearity, as evidenced by Variance Inflation Factor (VIF) values for all variables (1.912, 2.058, and 2.594) remaining well below the 10.0 limit. Finally, the hypothesis testing was conducted through a dual-stage analysis: multiple linear regression to assess direct effects and path analysis to evaluate the mediating role of organizational commitment in bridging the influence of growth mindset and basic needs on teacher performance.

RESULTS AND DISCUSSIONS

The study employs three data analysis methodologies, specifically: descriptive statistical analysis, prerequisite test analysis, and hypothesis testing. The following is a summary of the descriptive statistics for each variable:

Table 1. Descriptive Statistics of Variables

No	Variable	N	Min	Maks	Mean	Std. Deviasi
1	Growth Mindset	88	45	75	66,295	6,794
2	Basic Needs	88	42	85	70,636	8,691
3	Organizational Commitment	88	35	70	60,625	6,888
4	Teacher's Performance	88	74	120	105,86	9,941

Construct validity analysis demonstrates that all questionnaire items exhibit significant factor loadings, with values exceeding 0.4. This indicates that the instrument is appropriate for measuring the targeted variables. Every item across the three variables—Growth Mindset, Basic Needs, and Teacher Performance—is declared VALID. The calculated *r*-values for each item exceed the critical *r*-table value of 0.279, with coefficients ranging from 0.768 to 0.867.

Furthermore, the reliability test results, evaluated using Cronbach's Alpha, indicate that all instruments yielded values greater than 0.8. This reflects high internal consistency and ensures the reliability of the measurement tools used in this study.

Table 2. Variable Reliability Test

No	Variable	Cronbach's Alpha	Cronbach's Alpha Criteria	Desc.
1	Growth Mindset	0,955	0,6	Reliable
2	Basic Needs	0,924	0,6	Reliable
3.	Organizational Commitment	0,953	0,6	Reliable
4.	Teacher's Performance	0,964	0,6	Reliable

The three research variables demonstrate Cronbach's Alpha coefficients exceeding 0.60,

indicating that the research instruments are reliable. The values range from 0.924 to 0.964. Based on the results of the validity and reliability tests, it can be concluded that the instruments are appropriate for data collection, as they have fulfilled the required standards for both validity and reliability.

By utilizing path analysis, the research hypotheses were tested to determine the direct effects between the independent variables and the intervening variable, as well as the effect of the intervening variable on the dependent variable. Furthermore, the analysis aimed to identify whether an indirect effect exists between the independent variables and the dependent variable as mediated through the intervening variable.

Table 2. Reggression Model I

No	Variabel	Koef. Beta	t	Sig.
1	Growth Mindset	0,411	5,022	0,000
2	Basic Needs	0,474	5,800	0,000

Growth Mindset on Organizational Commitment

First, Growth Mindset exerts a positive and significant influence (41.1%) on Organizational Commitment. Teachers who perceive intelligence as a malleable quality demonstrate higher emotional attachment to the foundation. This finding aligns with Canning et al. (2020) and Skaalvik & Skaalvik (2021), who argue that growth-oriented cultures foster higher trust and job satisfaction as teachers view institutional challenges as opportunities for self-development.

Basic Needs on Organizational Commitment

Second, the fulfillment of Basic Needs significantly drives organizational commitment by 47.4%. Consistent with Febrianto (2024) and Yuni Aulia (2026), adequate compensation and a safe work environment function as essential "deficiency needs" that, once satisfied, anchor a teacher's intent to remain within the organization.

Table 3. Reggression Model II

No	Variable	Koef. Beta	t	Sig.
1	Growth Mindset	0,598	6,150	0,000
2	Basic Needs	0,069	0,685	0,495
3	Organizational Commintment	0,164	1,499	0,151

Growth Mindset on Teacher's Performance

Growth Mindset serves as the primary determinant of Teacher Performance, contributing 59.8%. This reflects a stage of self-actualization where teachers are intrinsically motivated to optimize their pedagogical potential. This result is empirically supported by Husniati (2025) and Sun (2025), who position growth mindset as a key predictor of professional success and active participation in instructional innovation.

Basic Needs on Teacher's Performance

Basic Needs do not significantly influence performance escalation. In line with Maslow's hierarchy, these needs act as a static foundation; while their fulfillment prevents dissatisfaction, they do not possess the drive to force teachers toward peak performance once a "comfort zone" is established.

The Effect of Growth Mindset on Teacher Performance Through Organizational Commitment

Sixth, path analysis reveals that organizational commitment fails to mediate the relationship between Growth Mindset and performance. As

noted by Burnette et al. (2020) and Zeng et al. (2022), growth mindset is an autonomous cognitive driver that directly transforms into achievement without requiring external psychological "bridges" like organizational loyalty.

The Effect of Basic Needs on Teacher Performance Through Organizational Commitment

Finally, organizational commitment also fails to significantly mediate the impact of Basic Needs on performance. While material welfare successfully fosters a sense of belonging, it lacks the transformative power to stimulate excellence. This reinforces the findings of Mabaso & Dlamini (2017) and Luthans (2021), asserting that high-level professional performance requires complex cognitive stimulation and the fulfillment of growth needs, rather than mere reciprocal transactions of facilities and loyalty.

Organizational Commitment on Teacher's Performance

Fifth, Organizational Commitment shows no significant impact on performance, indicating a separation between emotional loyalty and professional competence. This is consistent with Julindrastuti & Karyadi (2023) and Sudama (2022), who found that loyal employees do not always yield high output if their motivation remains at a social level rather than progressing to self-actualization.

The results of the multiple linear regression tests are summarized in the following figure:

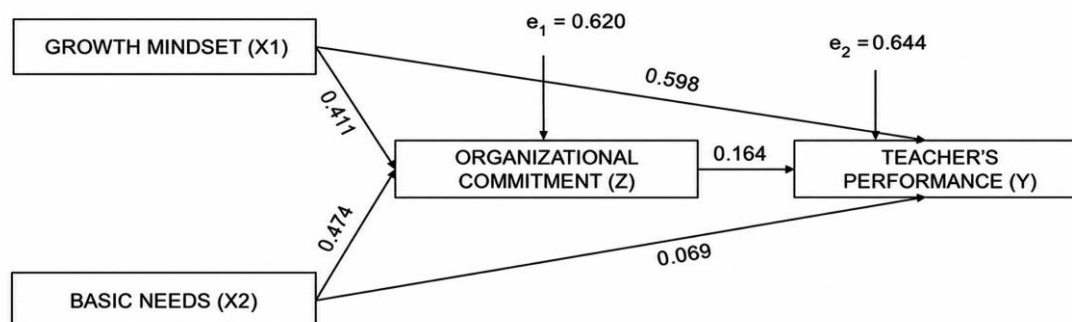


Figure 1. Schematic of regression between Variables

CONCLUSION

This research concludes that both growth mindset and the fulfillment of basic needs serve as vital precursors to organizational commitment, where teachers who embrace professional growth and feel secure in their fundamental needs demonstrate a profound emotional and institutional attachment to the foundation. Notably, a growth mindset emerges as the most potent and autonomous predictor of teacher performance, functioning as a manifestation of self-actualization that drives pedagogical excellence directly, without requiring institutional loyalty as a mediator. Conversely, while basic needs and organizational commitment are essential for maintaining stability and preventing dissatisfaction, they do not significantly escalate performance levels once an optimal comfort zone is reached. This indicates a clear decoupling between affective loyalty and professional competence, suggesting that teacher performance in this context is governed more by internal cognitive resilience and intrinsic motivation than by external transactions or emotional ties.

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