Widodo et al. (2025). Journal of Instruction and Islamic Religious Education, 1(2), 105-120
https://doi.org/10.63826/jiire.v1i2.173
ISSN (Print): 3090-1251
ISSN (Online): 3090-1243

RESEARCH ARTICLE

The impact of professional commitment on madrasa teacher performance: A study of professional learning communities in Indonesian madrasa

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Received:
October 23, 2025
Accepted:
November 21, 2025
Published:
December 09, 2025

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Abstract: Madrasa teacher performance is crucial in improving teacher professionalism. One key way to enhance madrasa teacher professionalism is through professional learning communities (PLC). This study aims to explore the role of PLC as a mediator between professional commitment and madrasa teacher performance in Indonesia. This study is quantitative research method uses an online questionnaire as a research instrument. The data were collected from 408 questionnaires distributed to madrasa teachers through random sampling techniques. Data analysis was performed using structural equation modeling with partial least squares. The findings indicate that teachers perceive effective professional commitment practices to positively influence their engagement in PLC. Additionally, PLC demonstrate a positive impact on teacher performance and serve as a partial mediator in the relationship between professional commitment and madrasa teacher performance. These results highlight the crucial role of PLC in enhancing the effectiveness of professional commitment in educational settings. This implies that while professional commitment directly influences madrasa teacher performance, the presence and effectiveness of PLC enhance this impact. Within the context of PLC, educators engage in comprehensive discussions about teaching practices, share experiences and strategies, and collaborate to surmount teaching challenges.

Keywords: professional commitment, professional learning community, madrasa teacher, teacher performance

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To cite this article
Widodo, W., Hoogervorst, T. G., Syarif, M., Yueming, L., Mamat, M., Fauziah, V. N., & Suyitno, S. (2025). The impact of professional commitment on madrasa teacher performance: A study of professional learning communities in Indonesian madrasa. *Journal of Instruction and Islamic Religious Education*, *1*(2), 105-120. https://doi.org/10.63826/jiire.v1i2.173

1. Introduction

Teachers in madrasa institutions are expected to engage in continuous learning and self-development, as their contributions directly influence students' academic achievement and the overall effectiveness of the school. This expectation reflects the pivotal role teachers play in shaping learning experiences and guiding students toward success in the educational process (Tambak & Sukenti, 2025; Özgenel & Mert, 2019). However,

despite this critical role, many educators face persistent challenges such as work-related stress and burnout, which can hinder their ability to perform optimally (Bhai & Horoi, 2019; Namora et al., 2025). Teaching is widely recognized as one of the most demanding professions globally, with educators often managing overwhelming workloads, emotional strain, and increasing expectations from various stakeholders (Saloviita & Pakarinen, 2021).

In the Indonesian madrasa context, these challenges are compounded by issues of teacher quality, which have been identified as a major factor contributing to the overall suboptimal quality of education nationally. Data from the 2021–2023 Teacher Competency Test reveal that approximately 81% of Indonesian teachers did not meet the minimum competency standards. This finding highlights an urgent need for effective teacher development programs. Moreover, Indonesia's Human Development Index (HDI) indicates that the quality of education and teaching standards remain below those of several other countries (Yasin et al., 2025; Kusharjanto & Kim, 2011). Addressing the professional well-being and growth of teachers is therefore essential to improving both individual performance and broader educational outcomes.

To support Sustainable Development Goals (SDGs) 4, which aims to ensure inclusive and equitable quality education, improving teacher competence is crucial. SDGs 4 emphasizes the expansion of qualified teachers through international cooperation and capacity-building, particularly in developing countries and Small Island Developing States (SIDS). Kopnina (2020) argues that quality teachers are those whose performance and well-being are effectively supported. Nurturing such educators requires the establishment of professional learning communities (PLCs) and the enhancement of teachers' self-efficacy and self-determination. These factors are essential for fostering teacher growth and ensuring sustainable improvements in educational quality.

Research shows that low levels of madrasa teacher competence and inadequate staffing inevitably affect education quality. Addressing this issue requires strong leadership from school principals, who play a critical role in shaping teacher performance. Establishing PLCs is equally important, as they promote professional collaboration and continuous development among teachers. Previous studies have demonstrated the significant impact of leadership on teacher performance, particularly in fostering environments that support professional growth (Andriani et al., 2018). Additionally, professional commitment has been shown to positively influence teacher self-efficacy (Menon & Lefteri, 2021), attitudes toward work (Muliati et al., 2022), and enthusiasm for teaching (Karabiyik & Korumaz, 2014). Thus, effective leadership combined with well-structured PLCs is essential for addressing competency gaps and improving the overall quality of education. Prior research indicates that professional commitment fosters innovation and motivation among educators (Subhaktiyasa et al., 2024), contributing to improved teaching quality and enhanced institutional performance (Scheineder et al., 2024). Professional commitment is closely linked with intrinsic motivation, teacher professional development, and organizational commitment (Andriani et al., 2018). Research on madrasa teacher performance has consistently identified strong correlations with self-efficacy (Li & Liu, 2022), organizational commitment (Madjid & Samsudin, 2021), and interpersonal communication. These findings underscore the importance of professional commitment in improving madrasa teacher performance and driving positive outcomes within educational settings.

This research investigates the role of PLCs in mediating the relationship between professional commitment and teacher performance. While previous studies have examined related aspects—such as instructional leadership (Azis Wahab et al., 2022), the relationship between professional commitment, PLCs, and self-efficacy (Voelkel, 2022), and the mediating role of PLCs in teacher job satisfaction (Huang & Chen, 2021)—there remains a gap in understanding how PLCs specifically mediate the impact of professional commitment on teacher performance. This study aims to contribute to the existing literature by exploring how PLCs shape the connection between professional commitment and madrasa teacher development.

The objective of this study is to examine the effect of professional commitment on teacher performance in aliya madrasa in Indonesia, with PLCs serving as a mediating variable. Using SEM-PLS analysis, the study seeks to understand how PLCs influence the relationship between professional commitment and teacher performance. To achieve this, the research question is formulated as follows: To what extent do PLCs mediate the relationship between professional commitment and madrasa teacher performance in aliya madrasa in Indonesia?

2. Literature Review

2.1. Professional commitment

Professional commitment takes a comprehensive approach to managing change, shaping teachers' views on collaboration, assessment, and the optimization of school time and space (Sliwka et al., 2024). Principals with professional commitment qualities are more likely to gain the trust of their teachers, resulting in improved performance, greater innovation, and stronger commitment from the teaching staff (Mansor et al., 2021; Tambak et al., 2025). Abuhassira et al., (2024) emphasizes that professional commitment positively impacts classroom interactions in private secondary schools, ultimately improving the overall learning environment for students.

Susilawati et al. (2021) highlights the impact of professional commitment at the preschool level on teacher discipline and performance, indicating that it indirectly enhances teacher performance by increasing discipline. Sirait (2021) suggests that professional commitment is linked to teacher performance through the work environment, demonstrating a positive and significant influence. Professional commitment plays a pivotal role in enhancing teacher performance by fostering trust, mutual respect, and professional collaboration. Lei et al. (2024) found that principals' professional commitment behaviors in primary schools significantly strengthen PLCs by promoting shared responsibility, reflective dialogue, and collective learning— all of which directly contribute to greater teacher engagement and instructional effectiveness. Moreover, the research indicates that professional commitment directly and positively affects teacher performance and work motivation (Albuni et al., 2022).

The core competencies of professional commitment, as outlined by (Leithwood et al., 2023), focus on several key areas that are vital for effective learning and teaching management. First, the professional commitment: Setting directions [SLSD] indicator emphasizes the madrasa teacher responsibility in creating a clear vision, mission, and set of goals that guide the school's progress. This is crucial in providing a sense of direction and purpose for the entire school community. Next, the professional commitment: Developing People [SLDP] indicator highlights the importance of cultivating strong, positive relationships with both staff and students. It's about fostering an environment where everyone feels valued, and individual growth is encouraged, making the school a supportive and motivating place for learning. The professional commitment: Developing the Organization [SLDO] indicator is focused on creating systems and structures that support the implementation of best educational practices. By organizing resources and processes effectively, the principal ensures that the school runs smoothly and is aligned with its goals. Finally, the professional commitment: Improving the Instructional Program [SLII] indicator calls for a commitment to continuous improvement. Regular assessment and refinement of learning programs are essential for enhancing the quality of education and ensuring that the needs of all students are met. Each of these factors works together to create a school environment that thrives on clear direction, strong relationships, effective systems, and ongoing growth.

2.2. Professional learning community

Hipp and Huffman (2003) state that professional learning community (PLC) play a crucial role in various aspects of school improvement. Firstly, in the supportive and shared professional commitment indicator, PLC fosters supportive teacher performance and shared responsibility and mediates the influence of teacher trust on colleagues, madrasa teacher, and parents, thereby enhancing positive interactions and collaboration between principals and teachers. Secondly, in the shared values and vision indicator, PLC allows madrasa teachers to espouse common values and beliefs that reinforce collective commitment to school quality. Additionally, in the aspect of collective learning and the application of learning, collaboration within PLC enables teachers to offer input to each other, reflect on teaching experiences, and jointly devise solutions to enhance the quality of learning, thus demonstrating collective learning and the application of learning outcomes. Furthermore, through the indicators of

supportive conditions, PLC nurtures a culture of trust and commitment and provides the necessary resources for collaboration and learning.

Yin (2019) highlights how PLCs play a crucial role in mediating the impact of madrasa teachers trust in colleagues, teachings, and parents on their professional learning. This emphasizes the importance of fostering a culture of collegiality, trust, and collaboration within madrasas elements that were identified as key strengths in the surveyed schools (Antinluoma et al., 2018) Furthermore, Liang et al. (2022) revealed that PLCs contribute significantly to a more detailed understanding of teacher well-being. Their study underscores the connection between PLCs, teaching self-efficacy, and overall teacher well-being, suggesting that a supportive professional environment enhances teachers' confidence and job satisfaction. In the Indonesian context, PLCs have been shown to positively influence madrasa teacher innovative behaviors in schools (Windasari et al., 2025). This reflects the Indonesian government's efforts to encourage teachers to actively participate in PLC programs, which in turn boosts innovation and collaboration. For example, PLCs offer opportunities for improved communication and collaboration between school principals and teachers, helping create a more cohesive and supportive educational environment (Tayag, 2020). Through these interactions, PLC not only enhance professional learning but also foster stronger relationships that contribute to the overall growth of teachers and schools.

2.3. Teacher performance

Research on teacher performance has gained significant attention in the education sector, recognizing the importance of the teacher's role in shaping the quality of learning and student academic outcomes (Pamon & Oco, 2024). Teacher performance encompasses a broad spectrum of aspects, including pedagogical competence, classroom management, and the ability to adapt to curriculum and educational technology changes. According to Dinh et al. (2025), Proficient teachers have the potential to influence students' attitudes, behaviour, and skills in alignment with educational objectives. Furthermore, teacher performance is defined as the array of activities carried out by teachers in fulfilling their duties and responsibilities following defined expectations and goals (Rivai et al., 2019).

Improving teacher performance is crucial, as strong teacher performance can influence student motivation, the learning climate at school, and the school image in the eyes of the community (Pope, 2019). Teachers play a critical role in preparing students for learning, and weak teacher performance can have adverse effects on student engagement and achievement. Lei et al. (2024) emphasized that when teachers lack sufficient instructional support and leadership guidance, it negatively impacts the quality of teaching and, consequently, student outcomes. Effective teaching practices represent the core of quality teacher performance (Mailool et al., 2020). The quality of education is highly dependent on the learning management carried out by teachers. Good teacher performance not only directly impacts students' academic achievement, but can also enhance the school's reputation, increase parent and student satisfaction, and foster an environment conducive to growth and development.

The holistic development of students, which is essential for facing global competition, requires the determination to strive for organizational goals (Hartinah et al., 2020). Educational administration significantly influences teacher performance. For example, Tosun and Bozkurt Bostancı (2024) found that strong administrative support—encompassing infrastructure, effective job scheduling, and continuous quality monitoring—fully mediates the relationship between organizational support and teacher leadership in Turkish schools, ultimately enhancing instructional effectiveness. Additionally, teacher self-efficacy and emotional intelligence are crucial.

2.4. Research model

The research model in this research consists of professional commitment, teacher performance, and professional learning community. Figure 1 illustrates the research model and research hypotheses

developed through three variables. From these three variables, four hypotheses are then presented in detail.

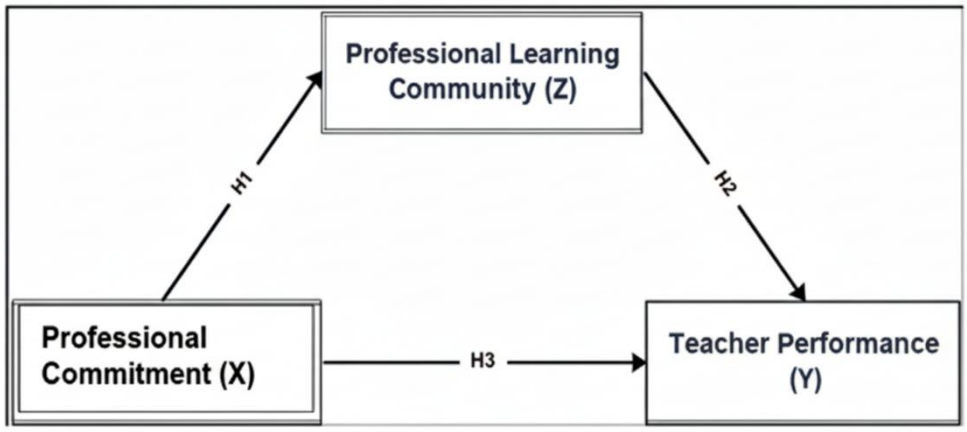

Figure 1. Research model

Based on the model in Figure 1, the hypotheses are described as follows:

H1: Professional commitment positively affects PLC.

H2: Professional commitment has a significant effect on madrasa teacher performance.

H3: PLC have a significant effect on teacher performance.

H4: PLC mediate the influence of professional commitment and madrasa teacher performance.

3. Method

3.1. Research design

To analyze the relationship between variables, this research used a quantitative method. The analysis is conducted using Structural Equation Modeling [SEM] to measure the impact between variables. SEM analysis is based on two measurement models, namely, the outer model and the inner model. Outer model measurement is based on assessing convergent validity and discriminant validity. Convergent validity is conducted by measuring composite reliability, Cronbach's alpha, and extracting the average variance. While discriminant validity ensures that each unit represents its concept and does not overlap, discriminant validity is measured using the Farnell-larcker criterion. After conducting the outer model test, the next step is to conduct inner model tests to examine the research hypothesis. Hypothesis testing uses the t value or p-value, the main indicator of the examined structural model (Hair et al., 2014).

3.2. Participants

The population in this study consisted of aliya madrasa in Pekanbaru. The sampling method used was a cluster random sampling technique. This approach was suitable given the city's large size and diverse educational landscape, allowing for a manageable and representative sample by dividing the city into clusters. The cluster area is divided into West, East, South, and Pekanbaru, and madrasa teachers were randomly sampled from each area. The madrasa teachers were invited to participate through an online questionnaire. From a total of 420 questionnaires distributed, 408 questionnaires were returned and answered. The data indicates that out of the total 408 aliya madrasa teacher respondents in Pekanbaru, 79 individuals or 19.4% were male, while 329 individuals or 80.6%, were female.

3.3. Instruments

The instrument used in this study employed a 5-point Likert scale, which was structured into two sections: the first section collected demographic information from the respondents, while the second section measured the key research variables. To assess professional commitment, the instrument focused on teachers' perceptions of how principals applied leadership practices, adapting the framework from (Leithwood et al., 2023) with total 22 item has a Cronbach Alpha 0.99, indicating high score internal consistent used several items such as ―Help clarify the reasons for implementing school improvement initiatives‖ and―Create relationships with teachers that encourage them to discuss educational issues with them‖. The study utilized the Professional Learning Community Assessment Questionnaire [PLCAQ], developed by (Hipp & Huffman, 2003) with total 32 item, which assessed madrasa teachers' perceptions of their participation in PLC programs used item ―The staff plan and work together to search for solutions to address diverse student need‖ and ―Decisions are made in alignment with the madrasa values and vision‖. Additionally, teacher performance was measured by evaluating teachers' perceptions of their own performance, using an instrument adapted from (Ali & Haider, 2017) for 24 item question. In this study, teacher performance is measured based on a self-perception scale, assessed through three dimensions: Instructional Qualities, Professional Qualities, and Personal Qualities. It is important to note and emphasize that this research evaluates performance based on subjective perceptions rather than direct performance measurement using question item ―Teacher encourages students to participate in cocurricular and extracurricular activities‖ and ―Teacher provides a favorable learning environment to the students.

3.4. Data analysis

This study uses a quantitative approach with the SEM-PLS analysis method to examine the relationship model between professional commitment, Professional Learning Community, and teacher performance, with PLC as a mediating variable. Data were collected through a Likert-scale questionnaire that measured teachers' perceptions of the three variables. The analysis was conducted through two stages: measurement model examination to ensure the validity and reliability of the instrument and structural model examination to assess the relationship between variables to determine the path relationships. The significance test used the bootstrapping technique to identify the direct and indirect effects of the model. This approach provides a comprehensive understanding of the mediating role of PLCs in the relationship between professional commitment and teacher performance.

4. Result

4.1. Measurement of the outer model

To evaluate the validity and reliability of the model, the researcher used outer model assessment, which included tests of convergent validity, discriminant validity, and composite reliability. Convergent validity was assessed by examining the factor loading values of indicators on their latent variables, with loadings greater than 0.7 considered acceptable, as well as the Average Variance Extracted (AVE), which was expected to be at least 0.5 to indicate that the construct explains at least half of the variance of its indicators. Discriminant validity was evaluated by analyzing cross-loadings, where the loading of each indicator on its intended construct needed to be higher than its loadings on other constructs, ensuring that the constructs were distinct from one another. To assess reliability, composite reliability was calculated, with values greater than 0.7 indicating satisfactory internal consistency, while Cronbach's alpha was also used as a supporting measure, with a minimum acceptable value of 0.6.

4.2. Test for normality

The results of the normality test in this research are illustrated in the histogram shown in Figure 2. Based on the histogram of the distribution of path coefficients for the relationship between professional commitment and performance, it can be seen that the bootstrapping data exhibit a distribution pattern that tends to be symmetrical, with the data reasonably evenly distributed around the central value, which is approximately 0.25.

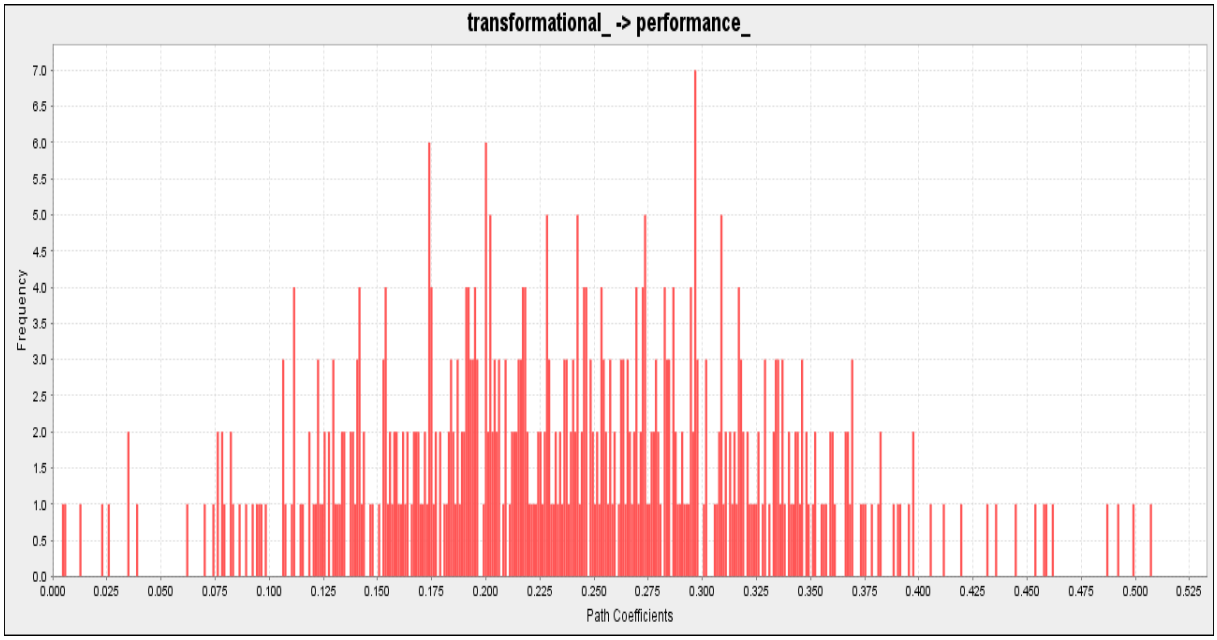

Figure 2. Normality result

Although the shape of the distribution does not entirely resemble a standard curve, visually, this distribution does not show any extreme deviations such as sharp skewness or excessive peak distribution (Kurtosis). The path coefficient values are spread over a range from 0.00 to more than 0.50, with the highest concentration of frequencies in the range of 0.15 to 0.30. This analysis of relatively even and symmetrical data distribution indicates that the distribution of bootstrapping coefficients tends to be close to normal. This result suggests that the estimated relationship between transformational and performance variables can be considered stable and interpreted reasonably.

4.3. Validity and reliability test

As in this study, the test of convergent validity was analyzed by assessing the outer loading on each indicator. The analysis of outer loading in this study is presented in the Figure 3. Based on the results of the outer loading analysis, the Professional commitment [PC] variable, the "Organization" dimension, exhibits very strong outer loading values, with indicators SO11 to SO15 showing values between 0.861 and 0.894. In the "Direction" dimension, items SD1, SD2, SD3, and SD4 have outer loading values of 0.871, 0.903, 0.880, and 0.739. For the "Relationship" construct, indicators SL5 and SL9 show values above 0.85, indicating a strong reflection of this construct. Indicators in the "Practice" construct also demonstrate strong outer loading values, with indicators SI17 to SI21 and SI6 ranging from 0.798 to 0.884. In the PLC variable, the "Collective" dimension displays a fairly strong outer loading value, with indicators CL19, CL21, CL22, CL23, and CL25, respectively, exhibiting outer loading values of 0.800, 0.829, 0.838, 0.887, and 0.876. The "Condition" construct consists of several indicators with outer loading values ranging from 0.689 to 0.877. The "Practice" construct consists of indicators SP27 to SP32, all showing strong outer loading values from 0.764 to 0.866. The indicators for the "Supportive" construct exhibit strong outer loading values of 0.736, 0.773, 0.812, 0.815, and 0.889. Lastly, the indicators in the "Values" construct demonstrate very strong outer loading values, with indicators SV12 to SV18 displaying values between 0.862 and 0.908.

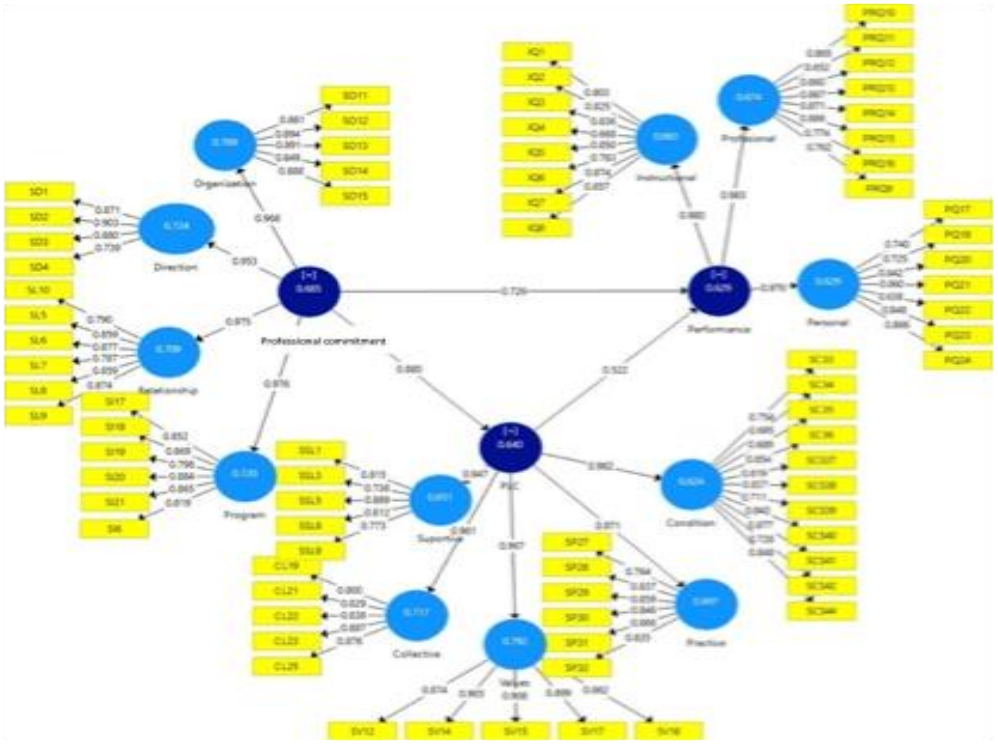

Figure 3. Outer loading analysis

In the teacher performance variable, the "Instructional" dimension indicates quite strong outer loading values for the indicators IQ1 to IQ8, with values from 0.668 to 0.874. Within the "Professional" construct, the indicators PRQ9 to PRQ16 display outer loading values between 0.653 and 0.886. The indicators in the "Personal" construct demonstrate varying outer loading values, with values ranging from 0.638 to 0.866. The results of the factor loading test indicate that most of the indicators are above 0.7, and items with a loading of 0.6 can still be categorized as strong (Chin, 1998).

Table 1. Reliability and validity test

Dimensions	Cronbach's Alpha	CR	AVE
Collective	0.901	0.927	0.717
Condition	0.939	0.948	0.624
Directions	0.871	0.913	0.724
Instructional	0.926	0.940	0.663
Organization	0.925	0.943	0.769
PLC	0.981	0.983	0.640
Performance	0.973	0.975	0.629
Personal	0.899	0.921	0.629
Practice	0.913	0.932	0.697
Professional	0.929	0.942	0.674
Program	0.922	0.939	0.720
Relationships	0.917	0.936	0.709
Supportive	0.865	0.903	0.651
Transformational	0.977	0.978	0.685
Values	0.934	0.950	0.792

Table 1 illustrates the results of reliability and construct validity analysis using three main indicators: Cronbach's Alpha, Composite Reliability [CR], and Average Variance Extracted. Each construct demonstrates a Cronbach's Alpha value above 0.80, indicating excellent internal consistency. Additionally, the Composite

Reliability for all constructs surpasses a value of 0.90, signifying that the instrument exhibits very good reliability in measuring each construct. Moreover, the Average Variance Extracted for most constructs exceeds the threshold of 0.50, indicating that these constructs can explain more than half of the variance of the indicators.

The reliability and validity analysis tables demonstrate excellent results for the various dimensions measured, including Collective, Conditions, Direction, Instructional, Organizational, PLC, Performance, Personal, Practice, Professional, Program, Relationship, Supportive, Transformational, and Values. All dimensions exhibit a Cronbach's Alpha value above 0.865 and Composite Reliability above 0.9, indicating high internal consistency and reliability. Additionally, the Average Variance Extracted values for all dimensions were above 0.6, indicating adequate convergent validity. These results confirm that the instruments used in this study are highly reliable and valid, ensuring that the indicators accurately capture the concepts being measured.

Overall, the Fornell-Larcker table demonstrates in Table 2 that the three constructs' PLCs, Performance, and Transformational exhibit adequate convergent and discriminant validity. The analysis demonstrates that each construct effectively explains the variance of its indicators compared to other constructs, signifying that these constructs can be regarded as distinct and separate entities.

Table 2. Fornell-Larcker analysis

	Professional Commitment	*PLCs*	*Performance*
Professional Commitment	0.828		
PLC	0.800	0.880	
Teacher Performance	0.759	0.778	0.793

4.4. Measurement of the inner model

This study contains four hypotheses that were examined using SEM to determine the role of PLCs as a mediator between professional commitment and teacher performance. Table 3 describes in detail the results of hypothesis testing.

Table 3. Hypothesis test results table

Hypothesis	*Variable Relationships*	*O*	*M*	*SD*	*t*	*p*
H1	Transformational → Performance	0.269	0.266	0.089	3.020	.003
H2	Transformational → PLCs	0.880	0.881	0.018	49.075	<.001
H3	PLCs → Performance	0.522	0.527	0.084	6.228	<.001
H4	Transformational → PLCs → Performance	0.460	0.465	0.075	6.128	<.001

Note. O: Original sample; M: Mean sample; SD: Standard Deviation.

According to H1, there is a positive influence of the professional commitment approach on performance. The coefficient value of 0.269 indicates that each increase in professional commitment is associated with a moderate improvement in teacher performance. The statistical results show that this effect is significant ($t = 3.02$, $p < .05$), suggesting that professional commitment makes a meaningful positive contribution to performance. H2 examines the effect of professional commitment on professional learning communities (PLCs). The high coefficient of 0.880 indicates a very strong relationship, with a highly significant effect ($t = 49.075$, $p < .001$). This demonstrates that professional commitment has a substantial influence on the development of PLCs. H3 investigates the relationship between PLCs and performance. The coefficient of 0.522 reflects a significant positive influence of PLCs on teacher performance ($t = 6.228$, $p < .001$), indicating that schools that effectively implement PLCs tend to see improved teacher performance. H4 examines the mediating role of PLCs in the relationship between professional commitment and performance. The mediation coefficient of 0.460 shows that part of the influence of professional commitment on performance is transmitted through PLCs, and this mediation path is statistically significant ($t = 6.128$, $p < .001$). These findings suggest that professional commitment not only

directly enhances performance but also does so indirectly by strengthening PLCs, which in turn improves performance. Overall, the results indicate that PLCs function as an effective partial mediator in explaining how professional commitment influences teacher performance, as shown in Figure 4.

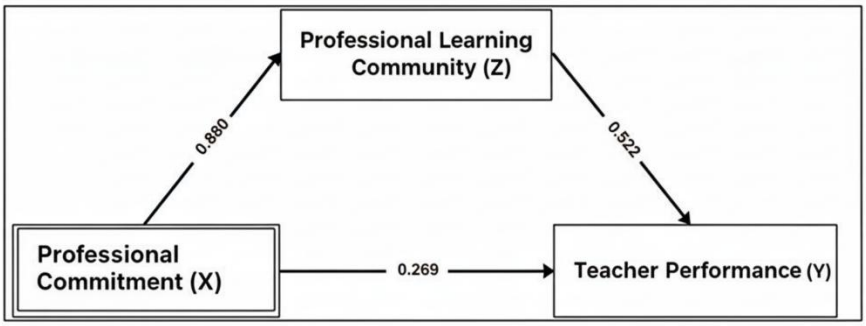

Figure 4. SEM result analysis

5. Discussion

The significance of teachers' perceptions of their professional commitment of madrasa teacher practices suggests a positive influence on their engagement in PLC and perceived madrasa teacher performance. Previous studies have established a strong correlation between professional commitment and PLC practices, such as collaboration and reflective dialogue (Lei et al., 2024; Özdemir et al., 2024). Madrasa teachers perceive that leaders who exhibit professional commitment foster supportive environments that facilitate involvement in shared objectives and collaborative activities, which are vital components of effective PLCs (Tambak et al., 2022; Ibrahim et al., 2019; Rasyidi et al., 2025). Furthermore, research confirms that madrasa teacher perceived as professional commitments are often seen as fostering environments where shared goals, support, and innovation are encouraged—key attributes that align with effective PLCs. The present study confirmed that perceived madrasa teacher performance and PLC involvement are related to specific subdimensions of teacher performance. Teachers reported that their engagement in PLC contributed to improvements in instructional performance, such as planning, implementing, and evaluating learning processes. They also perceived gains in professional performance, including participation in school development programs and professional collaboration. In the personal dimension, teachers noted increased responsibility, discipline, and a stronger commitment to their professional duties.

This study also highlights the mediating role of PLC in the relationship between professional commitment and these subdimensions of teacher performance. When PLC are well established, they appear to amplify the positive perceptions teachers have regarding leadership and translate those perceptions into stronger engagement and reported performance. This supports prior findings suggesting that PLC play a vital mediating role by creating collaborative structures through which professional commitment exerts its influence (Tambak, & Sukenti, 2024; Zhang et al., 2022; Muhajir et al., 2025). Additionally, professional commitment is linked to teachers' collective efficacy, which may influence student learning outcomes. Consequently, PLC may function as partial mediators in the connection between perceived professional commitment and teacher performance by offering a collaborative framework that reinforces the positive effects of professional commitment on teaching outcomes (Tambak et al., 2025; Vanblaere, 2016).

In the context of Eastern educational settings, where hierarchical structures and traditional approaches often prevail, professional commitment offers a progressive framework that aligns with the growing emphasis on collaborative learning and professional growth. The findings strongly emphasize the pivotal role of PLC as a mediator between professional commitment and teacher performance. Prior studies have highlighted that professional commitment significantly contributes to the formation of PLC within schools (Osman & Alias, 2023; Tambak, Sukenti, & Firdaus, 2024). Moreover, PLC—characterized by shared values and vision, supportive and shared leadership, conditions of support, cooperative learning, and shared personal practice—have been shown to have a positive and substantial effect on teacher performance (Mydin et al., 2024; Firdaus et al., 2025). These

findings underscore the importance of recognizing PLC in strengthening the relationship between professional commitment and teacher performance.

The role of madrasa teacher, particularly in the Indonesia Islamic education context, remains crucial in enhancing teacher professionalism. As leaders, madrasa teachers are responsible for fostering a school environment conducive to the learning and development of teachers (Sahlin, 2023). When challenges arise within the school environment, the madrasa teacher must act as a mediator and consistently inspire enthusiasm and confidence among teachers, staff, and students, ensuring a thorough understanding of the school's goals and a commitment to professional work (Kareem et al., 2023). Teachers believe that professionalism can foster environments that support improved professional practice, reflecting the principal's readiness to drive reforms aimed at creating a safe, comfortable learning process while enhancing teacher competence through various forms of training and development within learning communities. Therefore, the contribution of the professional commitment appears significant in improving teacher performance (Sarwar et al., 2022). These findings offer valuable insights for professional commitment to devise more effective strategies for improving team or organizational performance. Recognizing that PLC can amplify the impact of professional commitment, intervention efforts should focus on strengthening collaboration within these communities to maximize their potential (Yang & Chang, 2024). In Indonesian Islamic educational systems, this may require additional efforts to overcome cultural norms that prioritize top-down leadership. However, once these barriers are addressed, professional commitment and robust PLC—as perceived by madrasa teachers—are associated with improved teacher outcomes and contribute to overall educational excellence.

6. Conclusion

The findings of this research highlight the significant impact of professional commitment in establishing and reinforcing PLC within madrasas, consequently enhancing madrasa teacher performance. PLC act as partial mediators, connecting professional commitment to madrasa teacher performance and fostering a supportive environment for professional development and collaboration among madrasa teachers. This professional commitment is marked by the ability to inspire and motivate student to attain higher objectives and has proven highly effective in cultivating a supportive and collaborative work environment. Professional commitment of madrasa teachers not only promote collaboration and reflective dialogue among teachers but also cultivate a sense of collective responsibility and a focus on advancing student learning. Hence, the effective implementation of professional commitment not only heightens teachers' collective efficacy but also contributes to overall improvements in student learning outcomes. PLC serve as a partial mediation between professional commitment and teacher performance. This implies that while professional commitment directly influences teacher performance, the presence and effectiveness of PLC enhance this impact. Within the context of PLC, educators engage in comprehensive discussions about teaching practices, share experiences and strategies, and collaborate to surmount teaching challenges. This process enhances both of teachers' professional skills and augments their job satisfaction.

Author Contribution Statement

Contributions of the authors in this article: Widodo Widodo, and Tom G. Hoogervorst, contributed as concepts and drafters of the article; Miftah Syarif, and Suyitno Suyitno contributed as data analyzers and interpreters; Liu Yueming as the drafter of the manuscript; Madiawati Mamat, and Vivi Nur Fauziah contributed in collecting data and critically revising the article. All authors agree to take responsibility for all aspects of this work.

Disclosure of Interests

We have no conflict of interest to declare.

Acknowledgements

Authors thank Faculty of Islamic Education, Universitas Islam Riau, Pekanbaru, Indonesia; Royal Netherland Institute of Southeast Asian and Caribbean Studies, Leiden, Netherlands; Jilin International Studies University, Tiongkok; and Universiti Malaya, Malaysia; and Universitas Ahmad Dahlan, Yogyakarta, Indonesia has supported this research.

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