

How Teacher Autonomy Support and Educational Management Foster Students Self Efficacy and Self Regulated Learning

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ABSTRACT

Background: The development of self-efficacy and self-regulated learning has become a major concern in contemporary education due to their significant contribution to students' academic success, motivation, and lifelong learning competencies. Teacher autonomy support and educational management are increasingly recognized as important factors that shape students' confidence and independent learning behaviors. Objective: This study aims to examine how teacher autonomy support and educational management foster students' self-efficacy and self-regulated learning through a comprehensive review of existing literature. Methods: This study employed a qualitative approach using a literature review method. Data were collected from peer-reviewed journal articles, books, and reputable academic publications indexed in major databases. The selected literature was analyzed using the stages of data reduction, data display, and conclusion. Results: The findings indicate that teacher autonomy support promotes students' self-efficacy through meaningful choice, active participation, acknowledgment of student perspectives, and constructive feedback. Effective educational management further strengthens these outcomes by creating supportive

learning environments, clear academic expectations, and strong institutional support. Self-efficacy was identified as a key mechanism that enhances students' ability to regulate their learning through goal setting, self-monitoring, persistence, and reflective practices. Conclusion: The integration of autonomy-supportive teaching and effective educational management provides a strong foundation for developing confident, independent, and self-regulated learners capable of succeeding in dynamic educational environments.

INTRODUCTION

The rapid transformation of education in the twenty-first century has shifted the focus of learning from teacher-centered instruction toward student-centered approaches that emphasize autonomy, active participation, and lifelong learning competencies. Educational institutions are increasingly expected to develop learners who are capable of managing their own learning processes, adapting to complex challenges, and maintaining confidence in their academic abilities. Self-efficacy and self-regulated learning have consequently emerged as two essential constructs in contemporary educational discourse because they significantly influence students' academic achievement, motivation, persistence, and overall learning outcomes. Students who possess strong self-efficacy tend to demonstrate greater confidence in completing academic tasks, while those with well-developed self-regulated learning skills are more capable of planning, monitoring, and evaluating their learning activities independently (Vansteenkiste et al., 2012). These competencies are particularly important in an era characterized by rapid technological advancement, information overload, and increasing demands for independent learning.

Educational statistics continue to indicate challenges regarding students' learning autonomy and confidence across different educational contexts. Reports from international educational assessments have consistently shown that many students experience difficulties in managing learning strategies, maintaining academic motivation, and sustaining engagement in

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learning activities (Marlina, Awaliyah, et al., 2026). Academic underachievement is frequently associated with low levels of self-efficacy and insufficient self-regulation skills, leading to reduced persistence, poor concentration, and ineffective time management. Learning environments that fail to support students' psychological needs often contribute to disengagement and passive learning behaviors. Such conditions highlight the necessity of educational practices that actively promote students' sense of competence, autonomy, and responsibility for learning (Saefulmilah et al., 2026).

Teacher autonomy support has been widely recognized as one of the most influential factors affecting students' psychological and academic development. According to Self-Determination Theory, autonomy-supportive teachers encourage students to engage in learning activities voluntarily, provide meaningful rationales for learning tasks, acknowledge students' perspectives, and offer opportunities for meaningful choice (Vansteenkiste et al., 2012). Educational environments characterized by autonomy support enable students to experience greater psychological freedom and ownership of their learning processes. Research conducted by (Furwanti, et al., 2026) demonstrated that autonomy-supportive teaching practices are positively associated with academic motivation, engagement, persistence, and self-regulated learning. Students who perceive higher levels of teacher autonomy support tend to exhibit stronger intrinsic motivation and greater willingness to take responsibility for their own learning.

Educational management also plays a crucial role in shaping learning environments that foster students' academic development. Effective educational management encompasses leadership practices, institutional policies, curriculum implementation, resource allocation, and classroom management systems that facilitate meaningful learning experiences. Well-managed educational institutions create organizational conditions that support teachers in implementing innovative pedagogical approaches and nurturing positive student outcomes. Educational management therefore functions as a structural mechanism that influences both teaching quality and student learning experiences.

Supportive management systems contribute to the establishment of clear academic expectations, effective learning supervision, and constructive feedback mechanisms that enhance students' confidence and learning autonomy. Evidence from previous studies indicates that teacher autonomy support and educational structure operate synergistically in promoting positive learning outcomes. Study on by (Fauziah & Musisari, 2025) found that students who perceived both high autonomy support and clear expectations demonstrated the most adaptive educational outcomes, including stronger self-regulated learning behaviors, better concentration, improved time management, and greater academic persistence. The study involved 1,036 secondary school students and revealed that the combination of autonomy support and structured guidance produced significantly more favorable outcomes than environments characterized by either low autonomy support or vague expectations. These findings suggest that students require not only freedom and autonomy but also clear guidance and institutional support to develop effective learning strategies.

Recent educational research further emphasizes the strategic role of teachers in facilitating student development. A systematic review conducted by (Saefullah et al., 2026) revealed that 91% of reviewed studies identified teachers as facilitators, mediators, and role models in fostering positive learning environments. The review also reported that inclusive and participatory educational practices were consistently associated with higher student engagement, critical thinking, and collaborative learning outcomes. Such findings indicate that teacher-related factors remain central determinants of students' academic and psychological development (Astuti & Nasution, 2014). Educational management systems that empower

teachers and encourage supportive instructional practices therefore become increasingly important for maximizing student learning potential (Kooli & Chakraoui, 2025).

Despite growing evidence regarding the individual contributions of teacher autonomy support and educational management, several gaps remain within the existing literature (Nuraeni et al., 2026). Most previous studies have examined teacher autonomy support primarily in relation to motivation, engagement, or academic achievement, while fewer investigations have simultaneously explored its relationship with self-efficacy and self-regulated learning. Existing research has also tended to focus on classroom-level variables without adequately considering the broader influence of educational management as an institutional factor. Studies integrating teacher autonomy support and educational management within a single conceptual framework remain relatively limited, creating insufficient understanding of how these factors jointly contribute to students' psychological and behavioral learning outcomes.

Another research gap concerns the contextual interaction between instructional and managerial dimensions of education. Previous investigations frequently treat teacher behavior and educational management as separate variables, despite the fact that both operate within interconnected educational systems (Sakuroh et al., 2026). Educational management influences teachers' instructional practices, while teacher autonomy support directly affects students' learning experiences. Limited empirical evidence is available regarding how these two dimensions collectively foster students' self-efficacy and self-regulated learning. Consequently, a comprehensive examination of their combined influence is necessary to provide a more holistic understanding of student development in contemporary educational settings.

The urgency of this research is further strengthened by increasing educational demands for independent learners capable of adapting to rapidly changing knowledge environments. Educational institutions are expected to produce graduates who are not only academically competent but also self-directed, resilient, and confident in their abilities. Low self-efficacy and weak self-regulated learning skills may hinder students' academic success and reduce their readiness for future professional challenges. Educational stakeholders therefore require evidence-based strategies that can effectively enhance these essential competencies. Understanding how teacher autonomy support and educational management contribute to students' self-efficacy and self-regulated learning can provide valuable guidance for policymakers, school leaders, and educators seeking to improve educational quality and student outcomes.

This study aims to investigate how teacher autonomy support and educational management foster students' self-efficacy and self-regulated learning. Particular attention is directed toward understanding the mechanisms through which supportive teaching practices and effective educational management create learning environments that strengthen students' confidence, autonomy, and capacity for independent learning. Findings from this study are expected to contribute to the advancement of educational theory and practice by providing empirical evidence regarding the integrated roles of instructional and managerial factors in promoting student success.

METHOD

This study employed a qualitative approach using a literature study method to comprehensively examine the role of teacher autonomy support and educational management in fostering students' self-efficacy and self-regulated learning. Literature study is a research method conducted through the systematic collection, review, analysis, and interpretation of various scientific sources relevant to the research problem in order to generate conceptual

understanding and theoretical synthesis (Iba & Wardhana, 2024). The data sources consisted of peer-reviewed journal articles, books, conference proceedings, and reputable academic publications indexed in databases such as Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, and Google Scholar.

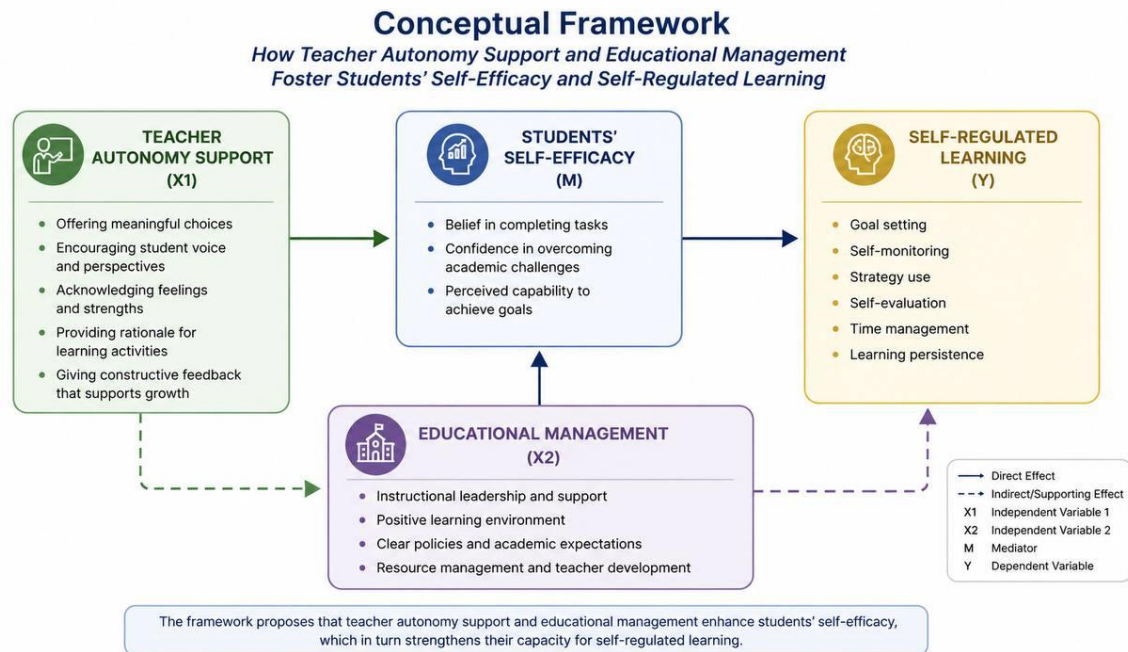


Figure 1. Conceptual Framework

The literature selection process was carried out using predetermined inclusion criteria, including publications discussing teacher autonomy support, educational management, self-efficacy, and self-regulated learning, published in English, and possessing clear methodological rigor and academic relevance. Data collection involved identifying, screening, evaluating, and categorizing relevant literature based on thematic similarities and conceptual relationships. Data analysis followed the stages proposed by (Sugiyono, 2022), namely data reduction, data display, and conclusion drawing/verification. During the reduction stage, relevant findings from selected studies were extracted and organized according to key themes. The display stage involved synthesizing evidence into coherent conceptual patterns that explain the relationships among the studied variables. The final stage focused on drawing conclusions through critical interpretation and comparison of findings across studies to identify prevailing trends, theoretical consistencies, research gaps, and future research directions. This approach enabled a comprehensive understanding of how teacher autonomy support and educational management contribute to the development of students' self-efficacy and self-regulated learning within contemporary educational settings while providing a robust theoretical foundation for educational policy and practice.

RESULT AND DISCUSSION

The literature review revealed that teacher autonomy support and educational management are consistently identified as significant factors influencing students' self-efficacy and self-regulated learning. Studies reviewed indicate that autonomy-supportive teachers foster students' confidence by providing meaningful choices, acknowledging learners' perspectives,

encouraging active participation, and delivering constructive feedback. Effective educational management further strengthens these outcomes through supportive leadership, positive learning environments, clear academic expectations, and adequate resource allocation. Evidence from the reviewed literature demonstrates that students who experience higher levels of teacher autonomy support tend to exhibit stronger beliefs in their academic capabilities, greater motivation to achieve learning goals, and more effective self-regulation strategies, including goal setting, self-monitoring, time management, and reflective learning practices. The findings also suggest that self-efficacy functions as a crucial psychological mechanism through which teacher autonomy support and educational management contribute to the development of students' self-regulated learning capacities.

Teacher Autonomy Support as a Foundation for Students' Self-Efficacy

Teacher autonomy support emerges as a critical pedagogical approach that enables students to develop confidence in their academic abilities. Learning environments characterized by autonomy support provide opportunities for students to make choices, express opinions, and participate actively in educational decision-making processes. Such experiences foster a sense of ownership over learning activities, encouraging students to perceive themselves as capable and competent learners (Adinda et al., 2024). Feelings of competence are particularly important because students who believe in their abilities are more likely to approach academic challenges with confidence and persistence. Positive interactions between teachers and students therefore become a fundamental source of self-efficacy development.

Autonomy-supportive teachers also contribute to students' confidence by acknowledging their perspectives and valuing their contributions during the learning process. Recognition from teachers strengthens students' perceptions of competence and promotes positive academic self-concepts. Supportive feedback enables learners to view mistakes as opportunities for growth rather than indicators of failure. Academic confidence develops gradually when students consistently receive encouragement that emphasizes effort, progress, and improvement. Educational experiences characterized by respect and psychological support consequently enhance students' willingness to engage in challenging learning tasks.

Findings from previous research indicate that students who perceive greater autonomy support demonstrate stronger academic confidence and motivation than those experiencing controlling instructional environments. Study by (Vansteenkiste et al., 2012) reported that autonomy-supportive teaching practices significantly increase students' engagement, persistence, and adaptive learning behaviors. Learning environments that encourage voluntary participation promote intrinsic motivation, which subsequently reinforces students' beliefs in their ability to achieve academic goals. Stronger self-efficacy encourages learners to invest greater effort and maintain persistence when facing academic difficulties.

The relationship between teacher autonomy support and self-efficacy is particularly relevant within contemporary educational contexts that increasingly require independent and adaptive learners. Rapid changes in educational technology and learning modalities demand students who are capable of directing their own learning processes. Confidence in personal capabilities becomes a prerequisite for successful adaptation to these demands. Teacher autonomy support therefore functions not merely as an instructional strategy but also as a psychological catalyst that empowers students to become confident and self-directed learners.

Educational institutions seeking to improve student outcomes should prioritize professional development programs that strengthen teachers' capacity to implement autonomy-supportive practices. Efforts to encourage meaningful student participation, provide constructive feedback, and create psychologically safe learning environments can significantly contribute to

self-efficacy development. Strengthening teacher autonomy support ultimately creates conditions that enable students to believe in their abilities and maximize their academic potential.

The Strategic Role of Educational Management in Creating Supportive Learning Environments

Educational management plays a strategic role in establishing institutional conditions that facilitate effective teaching and learning. Successful educational management extends beyond administrative functions and encompasses leadership practices, policy implementation, organizational culture, and resource management. These components collectively influence the quality of learning experiences available to students. Institutions characterized by effective management are more likely to support innovative instructional approaches that enhance student development and academic achievement.

Supportive educational management creates environments in which teachers can implement autonomy-supportive practices more effectively. School leaders who encourage collaboration, professional growth, and instructional innovation contribute to the development of positive classroom experiences. Clear academic expectations and well-structured learning systems provide students with stability while maintaining opportunities for autonomy. Such conditions promote a balance between freedom and guidance, enabling learners to develop confidence without experiencing uncertainty regarding academic responsibilities.

Previous studies emphasize that educational outcomes are influenced not only by classroom instruction but also by broader organizational factors. Educational management determines the extent to which schools can provide adequate learning resources, technological infrastructure, and professional support for teachers. Study by (Sulastini et al., 2023) found that educational environments characterized by strong institutional support consistently promote higher levels of student engagement and participation. Effective management therefore functions as an indirect mechanism that enhances students' psychological and academic development (Faizah & Kamal, 2024).

The influence of educational management on self-efficacy is evident through the creation of learning climates that nurture competence and achievement. Students are more likely to develop confidence when they learn within environments characterized by consistency, support, and clear academic direction. Positive school climates reduce anxiety and uncertainty while encouraging active participation in learning activities. Strong leadership practices further contribute to a culture of achievement that reinforces students' beliefs in their capabilities.

Educational management also influences students' learning behaviors by establishing systems that encourage responsibility, accountability, and continuous improvement. Institutional policies promoting student-centered learning provide opportunities for learners to practice independent learning skills. Consequently, educational management serves as a foundational structure that supports both teacher effectiveness and student development. Sustainable improvements in self-efficacy and self-regulated learning therefore require attention not only to classroom practices but also to institutional leadership and management processes.

Self-Efficacy as a Pathway to Self-Regulated Learning

Self-efficacy represents one of the most important psychological determinants of self-regulated learning. Students who believe in their ability to succeed are more likely to establish meaningful academic goals, develop effective learning strategies, and persist when confronted with challenges. Confidence in personal capabilities influences how learners think, feel, and behave during the learning process. Strong self-efficacy encourages proactive engagement, whereas low self-efficacy often leads to avoidance behaviors and reduced academic effort.

The literature reviewed indicates that self-efficacy functions as an intermediary mechanism connecting supportive educational experiences with effective learning behaviors. Teacher autonomy support and educational management contribute to students' confidence, which subsequently influences their ability to regulate learning activities independently. Learners with high self-efficacy tend to demonstrate stronger self-monitoring, strategic planning, and reflective thinking skills. These characteristics are central components of self-regulated learning and contribute significantly to academic success.

Research conducted by (Sari, 2023) demonstrated that students who experience autonomy support and structured educational environments display more adaptive self-regulation patterns. Such students are better able to organize learning activities, manage time effectively, and maintain concentration during academic tasks. Confidence in their capabilities enables them to approach difficulties as manageable challenges rather than insurmountable obstacles. Self-regulated learning therefore develops not only through cognitive processes but also through positive beliefs regarding personal competence (Sarah & Ramdani, 2025).

The relationship between self-efficacy and self-regulated learning becomes increasingly important in modern educational contexts where students are expected to assume greater responsibility for learning. Digital learning environments, blended instruction, and independent study models require learners to manage their own learning experiences effectively. Students lacking confidence often struggle to maintain motivation and discipline under such conditions. Strong self-efficacy therefore serves as a protective factor that enhances adaptability and academic resilience.

Findings from this review suggest that efforts to strengthen self-regulated learning should simultaneously address the development of self-efficacy. Educational interventions focusing solely on learning strategies may produce limited outcomes if students lack confidence in their ability to implement those strategies successfully. Teacher autonomy support and effective educational management provide essential foundations for fostering self-efficacy, which in turn facilitates the development of sustainable self-regulated learning behaviors. This integrated perspective offers valuable implications for educators, school leaders, and policymakers seeking to improve student learning outcomes in contemporary education.

CONCLUSION

This literature review concludes that teacher autonomy support and educational management play complementary and significant roles in fostering students' self-efficacy and self-regulated learning. Autonomy-supportive teaching practices enhance students' confidence by promoting meaningful participation, choice, and constructive feedback, while effective educational management creates supportive institutional conditions that strengthen positive learning experiences. Increased self-efficacy subsequently encourages students to engage in goal setting, self-monitoring, persistence, and independent learning behaviors, which are essential components of self-regulated learning. The findings highlight that the integration of autonomy-supportive instruction and effective educational management provides a strong foundation for developing confident, self-directed, and resilient learners capable of succeeding in contemporary educational environments.

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