

(Research Article)

# Pedagogical Competence and Achievement Motivation as Predictors of Teacher Performance : The Mediating Role of Organizational Commitment

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**Abstract:** The purpose of this study is to analyze the mediating role of organizational commitment in the relationship between pedagogical competence and achievement motivation on teacher performance, with the primary goal of enhancing overall teacher performance. The research population consists of 737 teachers who are members of the Madrasah Working Group (KKM) in the Semarang region, and the sample of 180 respondents was selected using proportional random sampling. This study employs a quantitative descriptive method, and data were collected through questionnaires distributed to all participating teachers. Data analysis was conducted using PLS-SEM with the SmartPLS 3 application. The hypothesis testing results indicate that pedagogical competence, achievement motivation, and organizational commitment have a positive and significant effect on teacher performance. Furthermore, pedagogical competence and achievement motivation also show a positive and significant effect on organizational commitment. Mediation testing using the Sobel method reveals that organizational commitment successfully mediates the effects of both pedagogical competence and achievement motivation on teacher performance.

**Keywords:** Achievement Motivation; Mediating Role; Organizational Commitment; Pedagogical Competence; Teacher Performance.

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## 1. Introduction

Employee performance is a strategic element that determines the sustainability of an organization. High-performing employees enable organizations to adapt to change, overcome challenges, and drive innovation. Dessler (2020) emphasizes that organizations that place serious attention on employee performance tend to be more resilient in facing industry dynamics and are better positioned to maintain long-term competitiveness. Therefore, a systematic performance management approach is essential to support sustainable organizational growth.

Research examining the influence of pedagogical competence on employee performance has yielded varied findings. Many studies such as those by Rasam et al. (2019), Rodhiyah and Fauzan (2022), and Pratama (2024) have identified a positive effect. Similarly, the findings of Anggraeni Agustin et al. (2023) and Siburian et al. (2024) reaffirm that pedagogical competence enhances communication abilities and work motivation. However, other studies report different results. Muhrudin et al. (2024) found that competence affects employees' work commitment but does not directly influence performance. Meanwhile, Utami et al. (2021) highlight discrepancies in perceptions between school principals and teachers regarding competence assessments, indicating a lack of shared understanding in performance evaluation processes.

The findings of previous studies on achievement motivation also show considerable variation. Rinaldi et al. (2021), Yanti Aulia Faisal et al. (2023), and Rasidinurahmad et al. (2022) concluded that achievement motivation has a significant effect on performance. Herniati et al. (2023) and Rusdiana et al. (2022) further emphasized that highly motivated individuals tend to be more disciplined and results-oriented. Conversely, Butar et al. (2020) reported an insignificant effect, arguing that external factors such as the work environment and school policies exert a stronger influence on performance. These mixed results suggest the need for further investigation to explore the possibility of mediating variables that may shape the relationship between motivation and performance in different contexts.

The inconsistent findings regarding the effects of pedagogical competence and achievement motivation on teacher performance may be clarified by incorporating organizational commitment as a mediating variable. Organizational commitment reflecting an individual's emotional, normative, and continuance attachment to their workplace (Kreitner & Kinicki, 2005) plays a crucial role in strengthening motivation and shaping work behavior. Studies by Mistiah et al. (2022), Sri Rumanti et al. (2022), and Wais Alkarni et al. (2022) indicate that teachers with higher levels of commitment tend to demonstrate stronger motivation and better performance. Likewise, Adisman and Rahmawati (2024) as well as Widjajani et al. (2022) provide evidence that organizational commitment mediates the effect of achievement motivation on performance. Thus, organizational commitment has the potential to offer a more comprehensive understanding of the relationships among these variables and may help explain the inconsistencies found in previous research.

This study was conducted among Islamic junior high schools (MTs) that are members of the Madrasah Working Group in the Semarang region. The KKM serves as a coordination forum among madrasahs aimed at improving educational quality through curriculum development, teacher competence enhancement, and strengthened management practices. Through mechanisms of shared experiences, strategies, and resources, the KKM enables each institution to address educational challenges more effectively. This study focuses on the factors influencing teacher performance within MTs in the KKM Semarang area, and its findings are expected to provide relevant recommendations for improving educational quality and strengthening management practices in madrasahs.

Of the 737 MTs teachers within the KKM Semarang network, only 70% have obtained professional certification, while the remaining 30% are not yet certified. This situation reflects ongoing challenges in improving the quality of educators, as certification is generally associated with higher pedagogical competence, professionalism, and the ability to implement effective instructional strategies. Teachers without certification may face limited access to training opportunities and competency development programs. Therefore, increasing the number of certified teachers is a strategic effort to strengthen educational quality and enhance teacher performance within MTs.

This study aims to analyze the performance challenges faced by MTs teachers in the KKM Semarang area, whose performance has not yet reached an optimal level. The research focuses on examining the relationships between pedagogical competence and achievement motivation on teacher performance, with organizational commitment positioned as a mediating variable.

## 2. Literature Review

### Intellectual Capital

Intellectual capital is an intangible asset encompassing the knowledge, skills, and information utilized by organizations to create value and achieve competitive advantage. It consists of human capital, social capital, and organizational capital. Human capital reflects individuals' knowledge, skills, and experience (Alhassan et al., 2023), whereas social capital includes networks and trust that facilitate collaboration. Organizational capital refers to systems, procedures, and cultures that enhance efficiency (Sulkowski et al., 2021). From the perspective of the Resource-Based View (RBV), intellectual capital becomes a source of sustainable competitive advantage when it is valuable, rare, difficult to imitate, and non-substitutable (Barney, 1991).

In the educational context, pedagogical competence, achievement motivation, and organizational commitment represent forms of human capital that play a strategic role in improving teacher performance. Pedagogical competence reflects a teacher's ability to manage the learning process effectively (Zhao & Liao, 2022), while achievement motivation drives teachers to continue developing and innovating. Organizational commitment

strengthens loyalty and dedication to the institution. Thus, these three variables can be viewed as strategic assets that enhance teacher performance and reinforce the competitive strength of educational institutions.

### **Pedagogical Competence**

Pedagogical competence is a fundamental ability that educators must possess to ensure the quality of the learning process. This competence encompasses the knowledge, skills, and attitudes required to understand learners' characteristics, plan and implement instruction, and evaluate learning outcomes. Channa and Sahito (2022) assert that pedagogical competence represents the minimum professional standard for teachers, while Repo et al. (2022) highlight the importance of understanding educational values, curriculum knowledge, effective communication, and the development of positive relationships with students. In the modern educational landscape, Meda (2023) adds that mastery of educational technology has become an essential component of pedagogical competence, requiring teachers to integrate digital media and engage in continuous professional development.

Pedagogical competence has also been shown to significantly influence educator performance. Studies by Rasam et al. (2019), Rodhiyah and Fauzan (2022), Pratama (2024), and Anggraeni et al. (2023) demonstrate that this competence enhances work effectiveness, instructional quality, and productivity. Findings by Siburian et al. (2024) further reinforce that pedagogical training contributes positively to service quality and employee productivity. Overall, pedagogical competence serves as a strategic asset that ensures the learning process operates optimally while supporting improvements in performance and the overall quality of education.

### **Achievement Motivation**

Achievement motivation is an internal drive that encourages individuals to strive for excellence, set high standards, and demonstrate persistence when facing challenges. According to Santrock (2021) and Schunk et al. (2022), individuals with high achievement motivation tend to establish challenging goals, exert consistent effort, and maintain a strong results-oriented mindset. Robbins and Judge (2022) further emphasize that this type of motivation has a substantial effect on work effectiveness, as it fosters hardworking, innovative, and achievement-focused behaviors. Elements such as the need for achievement, goal orientation, perseverance (grit), and the pursuit of feedback work synergistically to strengthen achievement motivation across educational and organizational contexts.

Achievement motivation has been shown to be a key factor in enhancing individual performance. Studies by Rinaldi et al. (2021), Yanti Aulia Faisal et al. (2023), and Rasidinurahmad et al. (2022) demonstrate a positive relationship between achievement motivation and employee performance, indicating that highly motivated individuals tend to be more disciplined, responsible, and proactive in developing themselves. A supportive work environment including recognition and opportunities for growth also reinforces motivation and productivity (Herniati et al., 2023; Rusdiana et al., 2022). Overall, achievement motivation not only drives personal accomplishment but also contributes significantly to organizational success, making it essential for institutions to cultivate a work climate that facilitates growth and innovation.

### **Organizational Commitment**

Organizational commitment refers to an individual's psychological attachment to an organization, reflected in their desire to remain, contribute, and support shared goals. Drawing on Colquitt et al. (2021) and Meyer and Allen's three-component model, organizational commitment comprises affective, continuance, and normative dimensions, which together form the foundation for understanding employee loyalty and engagement. Research by Robbins and Judge (2022), McShane and Von Glinow (2021), and Kinicki and Fugate (2020) demonstrates that commitment is shaped by emotional factors, rational considerations, moral values, leadership practices, and perceptions of organizational justice. Overall, organizational commitment serves as a key indicator of a stable, productive workforce capable of adapting to change.

In the educational context, organizational commitment has been shown to play a significant role in enhancing teacher performance. Numerous studies (Mistiah et al., 2021; Adisman & Rahmawati, 2024; Widjajani et al., 2022) highlight that teachers with high levels of commitment tend to be more disciplined, innovative, responsible, and motivated to deliver high-quality instruction. Reflecting Meyer and Allen's (1991) framework and the indicators

proposed by Bashir and Gani (2020), teacher commitment is manifested through value alignment with the school, a strong sense of belonging, positive perceptions of the institution, loyalty, and a strong desire to remain. Therefore, educational institutions must cultivate a work culture that supports emotional, moral, and professional attachment to foster optimal levels of teacher commitment.

### **Teacher Performance**

Teacher performance reflects the professionalism of educators in carrying out instructional responsibilities, including designing, managing, and evaluating the learning process. Performance is influenced by motivation, ability, and role clarity (Robbins & Judge, 2022) and results from the interaction between individual and organizational factors (Torrington et al., 2020). In modern education, teacher performance is demonstrated through their contribution to school goals, the effectiveness of instructional processes, and the fulfillment of individual responsibilities, as outlined by Armstrong and Taylor (2023). Leadership support, a collaborative work culture, and the ability to adapt to curriculum and technological changes are essential factors that enhance teacher performance (OECD, 2020; Hargreaves & Fullan, 2020).

Practically, teacher performance is shaped by internal factors such as pedagogical competence, motivation, and work ethics, as well as external factors including principal support, organizational culture, and resource availability (Kinicki & Fugate, 2020; Colquitt et al., 2021). Contemporary performance assessments employ a holistic approach involving classroom observations, portfolios, student feedback, and teacher participation in learning communities (OECD, 2021). In the Indonesian context, the Merdeka Belajar (Freedom to Learn) policy strengthens the role of teachers by promoting professional autonomy and formative assessment practices. Teacher performance can also be measured using indicators such as the completion of additional duties, mastery of subject matter, adherence to lesson plans, and goal-based assessment, as proposed by Utami et al. (2020).

### **Hypothesis Development**

#### ***Pedagogical competence, achievement motivation, and organizational commitment influence teacher performance positively***

Teacher performance is a critical indicator of educational success and is shaped by multiple determinants, one of which is pedagogical competence. This competence includes the ability to design, implement, and evaluate instructional processes effectively. Numerous studies have demonstrated a positive relationship between pedagogical competence and teacher performance, as evidenced by the findings of Rasam et al. (2019), Rodhiyah and Fauzan (2022), Pratama (2024), Anggraeni Agustin et al. (2023), and Siburian et al. (2024). However, some studies present differing results. Muhrudin et al. (2024) reported that competence affects work commitment but does not directly influence performance, while Utami et al. (2021) identified discrepancies between principals' and teachers' perceptions regarding competence and performance assessments. These variations reveal a gap in the literature that warrants further examination. Accordingly, the following hypothesis is proposed:

H1: Pedagogical competence has a positive effect on teacher performance. Higher levels of pedagogical competence are associated with higher teacher performance.

#### ***Achievement Motivation and Teacher Performance***

Achievement motivation is also believed to play a crucial role in determining teacher performance. Achievement motivation refers to an individual's internal drive to attain optimal results, overcome challenges, and continuously improve personal capabilities. Numerous studies such as those by Rinaldi et al. (2021), Yanti Aulia Faisal et al. (2023), Rasidinurahmad et al. (2022), Herniati et al. (2023), and Rusdiana et al. (2022) demonstrate a positive correlation between achievement motivation and teacher performance. Teachers with higher achievement motivation tend to be more innovative, disciplined, and dedicated to their instructional responsibilities. However, empirical findings are not entirely consistent. Butar et al. (2020) reported that achievement motivation does not significantly influence performance due to the presence of external factors, such as work environment and school policies, which may weaken the relationship. These mixed findings indicate the need for further investigation to determine whether achievement motivation exerts a direct effect on teacher performance

or whether the relationship is mediated by other variables. Based on this theoretical and empirical foundation, the second hypothesis of this study is proposed as follows:

H2: Achievement motivation has a positive effect on teacher performance. The higher the achievement motivation, the better the teacher's performance.

### ***Organizational Commitment and Teacher Performance***

After examining the direct relationships between pedagogical competence and achievement motivation on teacher performance (H1 and H2), the next focus is to explore the role of organizational commitment as a mediating variable. Organizational commitment reflects teachers' emotional attachment, loyalty, and sense of responsibility toward the institution where they work. Teachers with strong commitment tend to demonstrate greater dedication, uphold professional integrity, and strive to enhance the quality of their instructional practices.

Several studies such as those by Mistiah et al. (2022), Rumanti et al. (2022), and Alkarni et al. (2022) affirm that strong organizational commitment positively influences teacher performance by enhancing work motivation, discipline, and responsibility in fulfilling their educational duties. These findings indicate that organizational commitment not only contributes directly to performance but may also serve as a critical mechanism linking teachers' competencies and motivation to their overall effectiveness. Based on this discussion, the third hypothesis proposed in this study is:

H3: Organizational commitment has a positive effect on teacher performance. The higher the organizational commitment, the better the teacher's performance.

### ***The Influence of Pedagogical Competence and Achievement Motivation on Organizational Commitment***

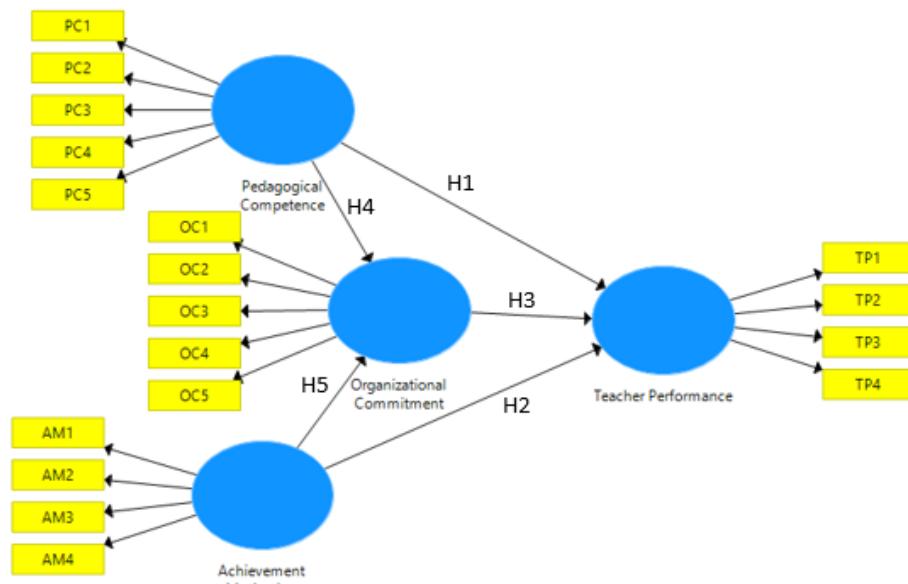
Pedagogical competence encompasses teachers' understanding of student characteristics, their ability to design effective instructional processes, and their skills in evaluating learning outcomes. Teachers with high pedagogical competence tend to feel more confident, valued, and engaged in their institution. Prior studies by Siregar and Hermawan (2024), Koro et al. (2024), and Sahrazad (2022) indicate that teachers who possess strong pedagogical skills demonstrate a greater sense of attachment, loyalty, and responsibility toward the educational institutions where they work. These findings suggest that pedagogical competence serves not only as a foundation for instructional effectiveness but also as a driver of teachers' psychological and emotional connection to their organization. Based on this theoretical and empirical evidence, the fourth hypothesis proposed in this study is:

H4: Pedagogical competence has a positive effect on organizational commitment. The higher the pedagogical competence, the stronger the organizational commitment.

### ***The Influence of Achievement Motivation on Organizational Commitment***

Achievement motivation refers to an individual's internal drive to achieve excellence, set high performance standards, and attain optimal results in their work. Teachers with strong achievement motivation tend to demonstrate higher engagement and loyalty to their organization because they seek success within a supportive and productive work environment. Empirical studies by Nurochim (2021) and Hakim, Lian, and Putra (2021) provide evidence that achievement motivation is positively correlated with organizational commitment, indicating that teachers who strive for superior performance are more likely to develop a stronger emotional and professional attachment to their institution. Based on this theoretical and empirical foundation, the fifth hypothesis formulated in this study is:

H5: Achievement motivation has a positive effect on organizational commitment. The higher the level of achievement motivation, the stronger the organizational commitment.



**Figure 1.** Research Conceptual Framework.

### 3. Research Method

#### Methodology

This study employs a quantitative descriptive method, which is a research approach aimed at describing variables within a context that is relevant and meaningful to investigate. The data used are numerical and collected through structured questionnaire items (Sekaran & Bougie, 2021). The population of this study consists of all teachers who are members of the Kelompok Kerja Madrasah (KKM) in the Semarang region, totaling 737 teachers.

The determination of the sample size refers to Hair et al. (2019), who state that the minimum sample size should be 5–10 times the number of indicators. With 18 indicators, the ideal sample size is 180 respondents, which is considered adequate to represent the population and to meet the requirements of multivariate analysis. The sampling technique used is proportional random sampling, which involves selecting respondents randomly based on the proportion of teachers in each madrasah within the Semarang KKM. This ensures that all groups are proportionally represented, thereby increasing the accuracy and representativeness of the study results.

Primary data were collected through questionnaires developed based on the indicators of each variable. The instrument was tested for validity and reliability before further analysis. To examine the relationships among variables, the study employs Partial Least Squares–Structural Equation Modeling (PLS-SEM) using the SmartPLS 3.0 application.

#### Research Instrument and Measurements

The questionnaire used in this study employed a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Pedagogical competence was measured using five indicators adopted from Siburian, Rahman, and Matondang (2024): understanding learners' characteristics, mastery of learning theories and educational principles, curriculum development, implementation of learning activities, and fostering students' potential. Achievement motivation was measured using four indicators (Adibah, 2011; Sumiati & Lo, 2022): task selection based on risk level, feedback orientation, responsibility, and creativity. Organizational commitment was assessed using five indicators based on Bashir and Gani (2020): congruence between personal and organizational values, sense of belonging, positive outlook toward the organization, intention to remain, and organizational loyalty. Teacher performance was measured using four indicators derived from Utami et al. (2020): assignment of additional tasks, mastery of subject matter, implementation according to lesson plans, and goal-based assessment.

### Data Analysis

This study employed the SEM-PLS analytical technique, considering that it is a comprehensive multivariate approach capable of simultaneously examining all relationships among constructs within the conceptual model, including both measurement and structural components (Hair et al., 2019). The measurement model and the structural model constitute the two sub-models assessed in SEM-PLS analysis (Hair et al., 2019).

The measurement model includes the evaluation of outer loadings with a recommended cut-off value of 0.60 or higher, and the average variance extracted (AVE), which is considered valid and acceptable when its value is 0.50 or above (Hair et al., 2019). Reliability assessment refers to composite reliability, with recommended thresholds ranging from a minimum of 0.70 to a maximum of 0.90 to ensure reliable data (Hair et al., 2019).

While the measurement model evaluates the reliability and validity of reflective constructs, the structural model assesses the  $R^2$  coefficients and the path coefficients among constructs (Hair et al., 2019).

## 4. Result And Discussion

### Measurement Model

First, the measurement model assessed the reliability and validity of the constructs. The table below presents the outer loading results for all items, with cut-off values exceeding 0.50 (Hair et al., 2017). The findings indicate that all composite reliability and AVE values were above the recommended thresholds of 0.70 and 0.50, respectively, demonstrating that the construct reliability and validity were acceptable (see Table 1) (Hair et al., 2017).

Furthermore, the Fornell–Larcker criterion was applied to assess discriminant validity, revealing that all latent variables had higher square-root AVE values than their corresponding indicators, confirming satisfactory discriminant validity (see Table 1) (Fornell & Larcker, 1987). Based on these criteria, the measurement model was deemed acceptable.

**Table 1.** Loading, Composite Reliability, AVE.

Construct/Item	Loading	Composite Reliability	AVE
Pedagogical Competence		0,891	0,625
PC1 <- PC	0,682		
PC2 <- PC	0,945		
PC3 <- PC	0,698		
PC4 <- PC	0,693		
PC5 <- PC	0,895		
Achievement Motivation		0,883	0,656
AM1 <- AM	0,680		
AM2 <- AM	0,860		
AM3 <- AM	0,858		
AM4 <- AM	0,829		
Organizational Commitment		0,847	0,527
OC1 <- OC	0,757		
OC2 <- OC	0,661		
OC3 <- OC	0,629		
OC4 <- OC	0,768		
OC5 <- OC	0,801		
Teacher Performance		0,895	0,684
TP1 <- TP	0,880		
TP2 <- TP	0,905		
TP3 <- TP	0,874		
TP4 <- TP	0,617		

Source: Processed primary data, 2025

### Structural Model

Before conducting the structural model assessment, the inner model was evaluated using the Goodness of Fit (GoF) analysis to determine whether the proposed model met the criteria for validity, reliability, and overall suitability for further structural testing (Tenenhaus et al., 2005). The GoF index is derived from the average values of AVE and R<sup>2</sup> (Hair et al., 2019). The GoF criteria consist of small (0.10–0.24), medium (0.25–0.35), and large (0.36 and above) categories (Hair et al., 2019).

The GoF value for this research model is 0.660, which exceeds 0.36 and therefore falls into the “large” category. This indicates that all variable components included in the model exhibit good quality and strong data fit in explaining the hypothetical model (see Table 2).

**Table 2.** Goodness of Fit.

Variable	AVE	R <sup>2</sup>
Pedagogical Competence	0,625	
Achievement Motivation	0,656	
Organizational Commitment	0,527	0,742
Teacher Performance	0,684	0,656
Average Score	0,623	0,699
AVE x R <sup>2</sup>		0,435
GoF = $\sqrt{(AVE \times R^2)}$		0,660

*Source: Processed primary data, 2025*

The evaluation of the inner model was conducted using the interpretation of R<sup>2</sup> to assess its explanatory accuracy. The variables of pedagogical competence and achievement motivation influence organizational commitment by 0.742 (74.20 percent). Furthermore, pedagogical competence, achievement motivation, and organizational commitment collectively influence teacher performance by 0.656 (65.60 percent), while the remaining variance is explained by other factors (see Table 2).

The Goodness of Fit of the structural model in the inner model was assessed using the predictive relevance (Q<sup>2</sup>) value. A Q<sup>2</sup> value greater than zero indicates that the model has predictive relevance. The R<sup>2</sup> values of each endogenous variable in this study were used to calculate Q<sup>2</sup> as follows:

$$Q^2 = 1 - (1 - R_1)(1 - R_2)$$

$$Q^2 = 1 - (1 - 0.742)(1 - 0.656)$$

$$Q^2 = 1 - (0.258)(0.344)$$

$$Q^2 = 1 - 0.089$$

$$Q^2 = 0.9112 \text{ or } 91.12\%$$

The results show that the predictive relevance value is  $0.9112 > 0$ , indicating that 91.12% of the variance in the teacher performance variable (the dependent variable) can be explained by the variables included in the model. Therefore, the model demonstrates strong predictive relevance. The next stage of analysis is hypothesis testing. The results indicate that pedagogical competence has a positive and significant effect on teacher performance (0.428; p-value = 0.000), thus supporting H1. Achievement motivation also has a positive and significant effect on teacher performance (0.578; p-value = 0.000), confirming H2. Organizational commitment shows a positive and significant relationship with teacher performance (0.389; p-value = 0.006), supporting H3.

Furthermore, pedagogical competence has a positive and significant effect on organizational commitment, thereby supporting H4. Achievement motivation also has a positive and significant effect on organizational commitment, confirming H5 (see Table 3).

Tabel 3. Hypothesis Testing.

	Hipotesis	$\beta$	t-value	p-value	Result
H1	Pedagogical Competence -> Teacher Performance	0,428	3,687	0.000	Accepted
H2	Achievement Motivation -> Teacher Performance	0,179	2,221	0.028	Accepted
	Organizational				
H3	Commitment -> Teacher Performance	0,264	2,418	0.017	Accepted
	Pedagogical Competence				
H4	-> Organizational Commitment	0,624	10,072	0.000	Accepted
	Achievement Motivation				
H5	-> Organizational Commitment	0,296	5,163	0.000	Accepted
	Indirect				
	Pedagogical Competence				
	-> Organizational Commitment	0,165	2,210	0,028	Accepted
	-> Teacher Performance				
	Achievement Motivation				
	-> Organizational Commitment	0,078	2,358	0,019	Accepted
	-> Teacher Performance				

Source: Processed primary data, 2025

The results of the indirect effect testing show that pedagogical competence influences teacher performance through organizational commitment, with a coefficient value of 0.341 and a p-value of 0.011. This indicates that organizational commitment successfully mediates the effect of pedagogical competence on teacher performance. Furthermore, the indirect effect of achievement motivation on teacher performance through organizational commitment also shows a coefficient value of 0.341 and a p-value of 0.011, demonstrating that organizational commitment effectively mediates the influence of achievement motivation on teacher performance.

## 5. Discussion

The results of the study indicate that pedagogical competence, achievement motivation, and organizational commitment have a positive and significant effect on the performance of teachers at private MTS under the KKM of Semarang City. Pedagogical competence directly contributes to improving teacher performance, supported by various studies emphasizing the importance of curriculum mastery, instructional methods, and the ability to create interactive learning environments. Achievement motivation also proves to encourage teachers to be more innovative, disciplined, and results-oriented, thereby enhancing the quality of instruction. In addition, strong organizational commitment reinforces teachers' dedication, loyalty, and responsibility in carrying out their duties, contributing to overall performance improvement.

Furthermore, the mediation analysis reveals that organizational commitment strengthens the influence of pedagogical competence and achievement motivation on teacher performance. The Sobel test confirms that both indirect relationships are significant, indicating that the higher the organizational commitment, the stronger the effects of pedagogical competence and achievement motivation in enhancing teacher performance. This finding underscores that loyalty, emotional attachment, and a sense of belonging to the

school are essential factors that amplify the impact of pedagogical skills and achievement-driven behavior on teacher performance. Overall, organizational commitment serves as a reinforcing intermediary that strengthens the relationships among the variables and acts as a key element in improving teacher performance.

## 6. Managerial Implications

The findings of this study indicate that both pedagogical competence and achievement motivation have a positive influence on organizational commitment, yet their direct effects on teacher performance are relatively small. Consequently, organizational commitment is proven to be a crucial factor that strengthens the relationship between these variables and the performance of private MTS teachers under the KKM of Semarang City. The high pedagogical competence index (4.40) reflects an already strong condition, with curriculum development emerging as the strongest indicator that must be maintained, while the teaching implementation indicator identified as the weakest requires additional coaching and training. Achievement motivation is also categorized as high, with responsibility being the strongest indicator that should be preserved, whereas feedback needs improvement to further enhance motivation and overall performance.

Overall, these findings emphasize that improving teacher performance can be effectively achieved by strengthening pedagogical competence and achievement motivation, with organizational commitment serving as a mediating factor. This, in turn, will positively contribute to the advancement and sustainability of educational institutions.

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