



# The Effect of Pedagogical Competence and Achievement Motivation on Teacher Performance with Organizational Commitment as a Mediating Variable at State Junior High School Sub-Rayon 02 in Jepara Regency

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### Abstract

This study aims to analyze the effect of pedagogical competence and achievement motivation on teacher performance, with organizational commitment as a mediating variable at SMP Negeri Sub Rayon 02, Jepara Regency. Using a quantitative approach and path analysis based on survey data from teachers, the results show that pedagogical competence and achievement motivation have a significant direct effect on teacher performance. In addition, achievement motivation also has a positive and significant effect on organizational commitment, which in turn improves teacher performance confirming the role of organizational commitment as an effective mediator in this relationship. However, pedagogical competence does not have a significant effect on organizational commitment, so there is no mediating effect in this pathway. The  $R^2$  value of 0.754 on teacher performance indicates that the model has high explanatory power. These findings have important implications for teacher development policies, whereby improving performance is not only achieved through technical (pedagogical) training, but also requires strengthening psychological aspects such as achievement motivation and the formation of organizational commitment through transformational leadership, performance-based rewards, and a supportive work climate.

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### INTRODUCTION

The development of human resource management science in today's era of rapid digitalization has created interesting challenges for the development of human resource management (HRM) science, as it is well known that the rapid impact of economic globalization

and management has driven a very rapid increase in human resources (HR). Performance appraisal is an important tool to ensure that every employee can work effectively and productively in accordance with the demands of the organization. Performance appraisal also plays a role in identifying obstacles and formulating the

necessary improvement measures to achieve the organization's goals in a sustainable manner.

An educational organization, especially within the scope of schools, human resources (HR) that play a role in achieving educational goals include teachers. Teachers are a component of human resources in the teaching and learning process, who also play a role in efforts to advance potential human resources in the field of development, namely students. One of the factors that supports the success of schools is teacher performance.

According to the latest Regulation of the Minister of Education, Culture, Research, and Technology, teacher performance can be understood as the results of teachers' work, manifested through their knowledge, skills, values, and attitudes in carrying out their duties and functions professionally. Teacher performance includes the ability to plan, implement, and evaluate the learning process as well as carry out additional tasks relevant to the functions of the school or madrasah.

In addition, Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009 defines teacher performance appraisal as an assessment of each item of a teacher's main duties in the context of career development, rank, and position. This assessment focuses on the teacher's ability to apply the competencies and skills required in the learning process, guidance, and additional tasks. Furthermore, according to Permendiknas No. 41 of 2007, teacher performance is defined as teaching achievements that arise from the implementation of teachers' duties and responsibilities in the field of education, which includes fulfilling their workload and demonstrating competence in carrying out their educational responsibilities.

One of the main factors that influence teacher performance is teacher competency. Teacher competency is the ability or capacity of teachers to manage learning. According to the Director General of GTK Decree Number 2626/B/HK.04.01/2023 concerning Teacher Competency Models, there are four main aspects, namely pedagogical, personality, social, and

professional. Pedagogical Competence includes the ability of teachers to manage student-centered learning to achieve learning objectives effectively, including creating a safe and comfortable learning environment and conducting student-focused assessments and reporting.

Personal Competence is the ability of teachers to uphold professional ethics with moral, emotional, and spiritual maturity, as well as being oriented towards the interests of students and self-development through reflection. Social Competence includes the ability of teachers to communicate and interact effectively with various parties involved in education. Professional Competence relates to a deep mastery of learning materials that are relevant to the needs of students.

The development of these competencies is based on teachers' self-reflection and integrated into a teacher performance management system that is easier, more meaningful, and of higher quality by 2025. Teachers can choose competency development indicators according to their self-improvement needs based on this reflection. In addition, the latest teacher certification policy requires all teachers to have a Teacher Professional Education (PPG) certificate to ensure their competencies meet national standards. The PPG program, which is designed to be more flexible and technology-based, is a step towards improving the quality of teachers evenly throughout Indonesia.

A very important competency that can affect teacher performance, especially in teaching, is pedagogical competency. This competency is to determine the quality of a good teacher in terms of their mastery of their field and their ability to manage academic learning content and develop their potential (Rahman, 2014). According to Nellitawati (2019), the role of teachers as educators requires them to master subject matter, educational theory, learning technology, and learning psychology in order to teach effectively. These abilities are important requirements for teachers to carry out their duties professionally.

Research by Qurrota Ayun, et al. (2025) shows that pedagogical competence contributes

79.4% to the performance of elementary school teachers in Teluk Ambon District. Dallia Hadhirotul Qudsyyati (2021) found that pedagogical competence influences the performance of kindergarten/RA teachers in Indramayu by 68.6%. In a study by Welana et al. (2024), pedagogical competence was found to have a significant effect on teacher performance of 42.5%, meaning that almost half of the variation in teacher performance can be explained by pedagogical competence. It can therefore be concluded that teachers with good pedagogical competence perform better than those with low competence.

Research by Asrul Amir (2019) and Rusmiyah (2020) found that pedagogical competence has a significant effect on teacher performance. Various studies show that pedagogical competence has a positive and significant effect on teacher performance. The magnitude of the influence varies, ranging from 33% to almost 80%, which confirms that pedagogical competence is a major factor in improving teacher performance and learning quality. Teachers with good pedagogical competence show better performance in carrying out their duties.

In addition to competence, teacher performance is also influenced by achievement motivation, which is the internal drive within teachers to achieve the best results. Achievement motivation is a physiological and psychological condition (the need to achieve) within teachers that drives them to perform certain activities in order to achieve a specific goal of achieving as much as possible (Djaali 2014). Furthermore, Haryanti (2017) states that achievement motivation is the motivation that drives a person to do better than what they have done or achieved before or what others have done or achieved.

Research by Sonya Amelia et al. (2024) shows that achievement motivation has a significant effect on the performance of teachers at Lubuk Basung Vocational School, contributing 12%. Although its influence is not as great as pedagogical competence, achievement motivation still plays an important role in improving performance. Additionally, research

by Nur Octavia et al. (2022) found that achievement motivation has a positive influence on the performance of teachers at SMA Negeri 10 Samarinda. The results also show that innovative behavior and transformational leadership styles strengthen the influence of achievement motivation on performance. Meanwhile, research by Ari Dwianto (2020) shows that achievement motivation is influenced by internal factors such as discipline and self-efficacy, as well as external factors such as support from the principal and opportunities for professional development. In addition to pedagogical skills and teacher motivation, organizational commitment can also influence teacher performance. Research by Halimatus Sadiyah (2024) shows that organizational commitment has a 52.8% influence on the performance of teachers at SDIT Nurul Fikri Depok. Research by Asnawi (2018) also found that organizational commitment has a 46.5% influence on the performance of high school teachers, and when combined with professional competence, this figure increases to 63.6%.

Research by M. Yamin, et al. (2020), Wijaya & Murwaningsari (2020), and Armawati et al. (2020) shows that organizational commitment has a positive and significant influence on teacher performance. Teachers who have high commitment to the organization tend to be more dedicated, responsible, and motivated so that their performance is more optimal. Organizational commitment also plays a role through mediating variables such as job satisfaction in improving teacher performance.

In line with the Resource-Based View (RBV) theory, which asserts that an organization's competitive advantage depends on the management of internal resources that are valuable, rare, difficult to imitate, and irreplaceable (Barney, 1991). In the context of education, pedagogical competence, achievement motivation, and teacher commitment are part of human capital, which includes knowledge, skills, experience, and psychological qualities (Schultz, 1961; Jardon & Martos, 2012). These three elements play a strategic role in improving teacher performance

because they are intangible assets that can create value for schools. Thus, human capital theory provides a rational basis for establishing the variables of pedagogical competence, achievement motivation, and organizational commitment in this study.

This research is important because it was conducted at SMP Negeri Sub Rayon 02 in Jepara Regency, which has unique geographical, cultural, and social conditions. Teachers' pedagogical competence is needed to manage learning that is appropriate to the local context, while also enriching the literature on teacher performance in areas that have not been widely researched. Therefore, this research is titled: "The Influence of Pedagogical Competence and Achievement Motivation on Teacher Performance with Organizational Commitment as a Mediating Variable at State Junior High School Sub-Rayon 02, Jepara Regency".

## METHOD

This research design uses a quantitative approach based on positivism to obtain numerical data that can be analyzed statistically to test the relationship between variables objectively (Sugiyono, 2019). In line with Arikunto (2019), this method requires the use of numbers from data collection to interpretation. The study applied a quantitative survey design with a cross-sectional approach to measure variables simultaneously, enabling analysis of the influence of pedagogical competence and achievement motivation on teacher performance, including the mediating role of organizational commitment. With this quantitative survey design, researchers can systematically test the relationship between variables, both the direct influence of achievement motivation on teacher performance and the indirect influence through organizational commitment as a mediating variable.

This study applies probability sampling, a sampling method that ensures that every individual in the population has an equal chance of being selected as part of the sample. Several common variants of probability sampling techniques include simple random sampling,

stratified random sampling with appropriate proportions, stratified random sampling without balanced proportions, and cluster sampling based on region (Sugiyono, 2010: 120).

The sample itself is a part or representative of the population that is the object of the study (Suharsimi Arikunto, 2010: 109). The data in this study were collected to answer the research questions and test the hypotheses, including primary data obtained through questionnaires from teachers at State Junior High School Sub-Rayon 02 in Jepara Regency, as well as secondary data in the form of school documents and relevant previous studies. The main data collection used questionnaires compiled based on variable indicators, supported by literature studies, because this method is efficient, measurable, and allows for valid statistical analysis. All data were collected cross-sectionally to accurately analyze pedagogical competence, achievement motivation, organizational commitment, and teacher performance.

Path analysis is an advanced statistical technique of multiple regression to test the direct and indirect effects between variables (Sarwono, 2011; Kusnendi, 2008). This method is appropriate for research with mediating variables, such as organizational commitment, because it can show how independent variables affect dependents directly and through mediators. This study uses path analysis with a Partial Least Squares (PLS)-based SEM approach to assess the strength of the influence path and the suitability of the theoretical model. The conceptual framework in this study can be described as follows:

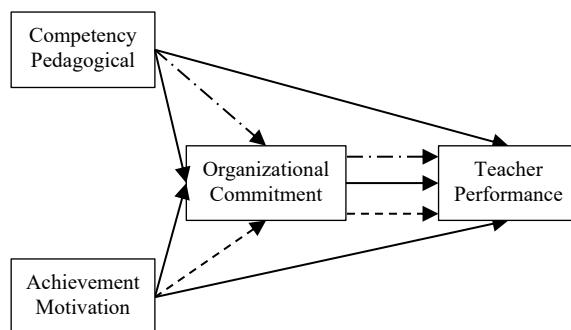


Figure 1. Conceptual Framework

## RESULTS AND DISCUSSIONS

### RESULT

#### Validity Test

Based on the results of the validity test conducted using the SPSS program on 30 respondents, all question items in each research variable were declared valid, because they had a correlation coefficient value ( $r$  count) greater than  $r$  table of 0.361. The pedagogical competence variable ( $X_1$ ) consisting of 16 items, achievement motivation ( $X_2$ ) with 12 items, organizational commitment ( $Z$ ) with 9 items, and teacher performance ( $Y$ ) with 12 items all met the validity criteria. Thus, all research instruments used were declared feasible and able to measure each variable appropriately, so they can be used in the next stage of data collection and analysis.

#### Reliability Test

Table 1. Results of the Reliability Test of Research Instruments

No	Variable	Cronbach	Criteria	Descripti on
		Alph (a)	Cronbach Alpha (a)	
1	Pedagogical Competence	0.911	0.70	Reliable
2	Achievement Motivation	0.884	0.70	Reliable
3	Organizational Commitment	0.854	0.70	Reliable
4	Teacher Performance	0.910	0.70	Reliable

The results of the reliability test showed a Cronbach's Alpha value  $> 0.7$ , which means that the instrument for the variables of pedagogical competence, achievement motivation, organizational commitment and teacher performance has a good level of reliability.

#### R Square ( $R^2$ )

Table 2. R-Square ( $R^2$ ) Test Results

Dependent Variable	R-square	Adjusted R-square
Teacher Performance	0.754	0.75
Organizational Commitment	0.57	0.565

The R-Square ( $R^2$ ) test results describe the proportion of variance in the dependent variable that can be explained by the independent variables in the model. An  $R^2$  value of 0.754 for the Teacher Performance variable indicates that 75.4% of the variation in teacher performance can be explained by the independent variables, while the remaining 24.6% is influenced by external factors outside the model. Meanwhile, an  $R^2$  value of 0.570 for the Organizational Commitment variable indicates that 57% of the variation in organizational commitment can be explained by independent variables, while 43% is influenced by external factors. These findings show that the research model has a high explanatory power for Teacher Performance and a moderate explanatory power for Organizational Commitment.

#### Effect Size ( $f^2$ )

The results of the effect size ( $f^2$ ) analysis show that achievement motivation has the greatest influence on organizational commitment (0.428). A moderate effect was observed on pedagogical competence on teacher performance (0.217) and organizational commitment on teacher performance (0.183). A small effect was observed on achievement motivation on teacher performance (0.105), while pedagogical competence had almost no effect on organizational commitment (0.017).

#### Signifikansi (Pengujian Hipotesis)

The significance test for relationships in PLS-SEM aims to assess whether the relationship between latent variables in the model is statistically significant. This test is generally performed using the bootstrapping method, which is the process of resampling data to obtain path coefficients and standard errors. A relationship is considered significant if the  $p$ -value is  $<0.05$ , indicating statistical support for the relationship between the latent variables, thus accepting the research hypothesis. The following presents the results of bootstrapping the research model for testing direct and indirect effects in a shorter format.

Table 3. Results of Path Coefficient Bootstrapping Direct Effect

Path Coefficient	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values	Conclusion
Pedagogical Competence → Organizational Commitment	0.130	0.134	0.079	1.644	0.050	Rejected
Achievement Motivation → Organizational Commitment	0.653	0.653	0.068	9.552	0.000	Accepted
Pedagogical Competence → Teacher Performance	0.354	0.352	0.052	6.826	0.000	Accepted
Achievement Motivation → Teacher Performance	0.292	0.293	0.077	3.808	0.000	Accepted
Organizational Commitment → Teacher Performance	0.323	0.325	0.072	4.514	0.000	Accepted

Source: Data Processing Results, 2025

Table 4. Results of Path Coefficient Bootstrapping Indirect Effect

Path Coefficient	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values	Conclusion
Pedagogical Competence → → Organizational Commitment → Teacher Performance	0.042	0.045	0.031	1.362	0.087	Rejected
Achievement Motivation → Organizational Commitment → Teacher Performance	0.211	0.211	0.048	4.350	0.000	Accepted

Source: Data Processing Results, 2025

## DISCUSSIONS

### The Effect of Pedagogical Competence on Organizational Commitment

The results of the study on the direct effect of pedagogical competence on organizational commitment show that the path coefficient value is 0.130 with a t-statistic value of 1.644 and a p-value of 0.050. These results indicate that statistically, the effect of pedagogical competence on organizational commitment in this study is not proven, because the t-statistic value is still below the commonly used threshold (2.00) for significance and the p-value is right at the significance threshold.

Substantively, these findings show that an increase in teachers' pedagogical competence is not necessarily followed by an increase in their commitment to the school organization. Even

though a teacher has a good understanding of students, is able to develop lesson plans, conduct dialogic learning, utilize technology, and evaluate learning (Mulyasa, 2007), this does not automatically foster a stronger psychological bond with the organization. These indicators are psychological and emotional in nature, so they are not solely determined by the teacher's professional abilities in the learning process.

In other words, pedagogical competence is a technical-professional aspect, while organizational commitment involves affective, normative, and continuance commitment aspects. Therefore, these two variables may not be directly and strongly related. The research findings also indicate that factors other than pedagogical competence may have a greater influence on the formation of organizational

commitment. These factors may include principal leadership, work climate, school culture, rewards and welfare, interpersonal relationships among teachers, as well as career clarity and workload. If these factors are not supportive, then increasing teachers' pedagogical competence will not necessarily increase their commitment to the school.

Thus, the results of this study imply that pedagogical competency improvement programs need to be integrated with various strategies specifically aimed at strengthening organizational commitment, such as increasing work motivation, fostering closeness between teachers and leaders, providing fair rewards, and creating a harmonious work environment. Such synergistic efforts are more likely to produce significant changes than relying solely on improving pedagogical competence. Overall, this analysis shows that although pedagogical competence is an important aspect of teacher professionalism, its influence on organizational commitment in the context of this study is still not strong, so a more comprehensive approach is needed to increase teacher commitment in order to support the quality of education at SMP Negeri Sub Rayon 02 in Jepara Regency.

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

The path coefficient value of 0.653 indicates that the effect of achievement motivation on organizational commitment is strong (Cohen, 1988). Each one-unit increase in achievement motivation will increase organizational commitment by 0.653 units. The t-statistic value of 9.552 (well above 1.96) and p-value = 0.000 (< 0.05) reinforce that this effect is statistically significant. Thus, hypothesis H<sub>2</sub> is proven, and achievement motivation is one of the dominant factors shaping teachers' organizational commitment.

This finding has important psychological and organizational implications: teachers who have an internal drive to achieve, such as completing tasks well, seeking development opportunities, and enjoying challenges, tend to have strong emotional and moral ties to the school. This is in line with McClelland's (1961)

Need for Achievement theory, which states that high achievers have work energy, tenacity, and a desire to achieve personal excellence, which then impacts organizational loyalty. From the perspective of Meyer & Allen (1997), highly motivated teachers primarily strengthen affective commitment, as success and recognition at school become sources of personal and professional satisfaction.

These findings are supported by a number of empirical studies: Luthans (2011) emphasizes the role of achievement motivation in increasing affective commitment through job satisfaction; Suparno (2019) finds that highly motivated teachers show greater dedication and responsibility; Rivai & Sagala (2014) state that competitive spirit and personal responsibility facilitate adjustment to organizational goals; Rahmawati (2021) reports a 0.68% increase in commitment for every 1% increase in achievement motivation; and Ma'sud (2014) highlights the importance of feedback and self-improvement in building perceptions of meaningful work as the foundation of affective commitment.

The managerial implications are that schools can strengthen organizational commitment through: (a) a fair and transparent performance-based reward system; (b) professional development opportunities (workshops, training, certification); (c) the creation of a collaborative and performance-oriented work culture; and (d) regular feedback from leaders to maintain competitive spirit and personal responsibility. These steps not only encourage individual motivation but also foster collective commitment that supports the improvement of educational service quality, emphasizing that a work climate that supports achievement and professional recognition is the key to organizational loyalty and engagement in the education sector.

### **The Effect of Pedagogical Competence on Teacher Performance**

The path coefficient value of 0.354 indicates a fairly strong positive effect between pedagogical competence and teacher performance, meaning that every one-unit

increase in pedagogical competence will increase teacher performance by 0.354 units. With a t-statistic of 6.826 ( $>1.96$ ) and a p-value = 0.000 ( $<0.05$ ), this relationship is statistically significant. Thus, hypothesis H<sub>3</sub> is accepted: the higher the teacher's pedagogical competence, the better their performance. This finding confirms that pedagogical competence is the main foundation for improving the quality of teacher performance.

Teachers with high pedagogical competence are able to understand the characteristics of students in depth, manage classes effectively and humanely, utilize learning technology appropriately, and conduct objective and continuous learning evaluations. These abilities directly improve learning effectiveness, student learning outcomes, and the achievement of teacher performance targets. At SMP Negeri Sub Rayon 02 Jepara, teachers who are able to integrate pedagogical theory with real-world practice perform better than their colleagues who rely solely on experience without a strong theoretical foundation.

These findings are supported by a number of empirical and theoretical studies: Mulyasa (2007) states that pedagogical competence is a core competence that determines the quality of the learning environment; Depdiknas (2009) emphasizes that teacher performance reflects professionalism, which is directly influenced by pedagogical ability; Sudjana (2010) mentions that pedagogical mastery enables the transfer of knowledge in accordance with students' psychological development; Rohman (2018) found that pedagogical competence contributes 35% to teacher performance, which is almost identical to the coefficient of 0.354 in this study.

In addition, Wahyuni & Hidayat (2020) reported a 30% increase in performance in terms of innovation and professionalism among teachers who were adaptive in designing learning strategies, while Nurhasanah (2021) added that pedagogical competence encourages reflective behavior and adaptive abilities, two keys to the professional performance of 21st-century teachers. Thus, this study not only reinforces previous findings but also provides new empirical

evidence in the context of junior high school education in Jepara.

#### **The Effect of Achievement Motivation on Teacher Performance (H4)**

The results show that achievement motivation has a positive and significant effect on teacher performance, with a path coefficient value of 0.292, t-statistic of 3.808, and p-value of 0.000. These findings confirm that the higher the teacher's achievement motivation, the better their performance in teaching, innovating, and carrying out professional tasks. Achievement motivation encourages teachers to complete tasks optimally, be responsible, seek feedback, and demonstrate a healthy competitive spirit (McClelland, 1961).

Theoretically, these results are in line with McClelland's Achievement Motivation Theory (1961), which explains that individuals with a high need for achievement (nAch) will set high work standards and strive to achieve the best results. These findings are also supported by research by Luthans (2011), Hasibuan (2016), and Sukmawati (2019), who found that achievement motivation increases productivity, professional responsibility, learning innovation, and the quality of teachers' teaching. The consistency of previous research results reinforces that achievement motivation is an important psychological determinant in improving teacher performance.

Empirically, achievement motivation has been proven to encourage teachers to be results-oriented, engage in self-reflection and evaluation, innovate in learning strategies, and improve discipline and work ethic (Putra & Rahmawati, 2021; Supriyadi, 2020). This mechanism is evident in work behaviors such as high commitment, professional consistency, improved learning quality, and a more positive work climate. Thus, achievement motivation plays an important role in ensuring that teachers are able to meet competency standards and curriculum requirements on an ongoing basis.

These findings have managerial implications for schools, including the need for a performance-based reward system, constructive feedback, the development of a competitive-

collaborative work culture, motivational training, and the implementation of professional reflection. If these strategies are applied consistently, achievement motivation can become a driving force for improving teacher performance, professionalism, and overall education quality.

### **The Effect of Organizational Commitment on Teacher Performance**

The results show that organizational commitment has a positive and significant effect on teacher performance with a path coefficient value of 0.323, t-statistic of 4.514 ( $>1.96$ ), and p-value of 0.000 ( $<0.05$ ). This finding confirms that the higher the organizational commitment of teachers including a sense of belonging, loyalty, and attachment to the values and goals of the school the higher their performance in carrying out their professional duties. Organizational commitment becomes the psychological energy that drives teachers to work wholeheartedly, maintain responsibility, and show concern for the success of the school.

Theoretically, these results are consistent with Meyer & Allen's (1997) organizational commitment model, which includes affective, continuance, and normative commitment. These three dimensions explain how emotional attachment, rational awareness of consequences, and a sense of moral obligation can increase teachers' motivation, discipline, and professionalism. Meyer & Herscovitch (2001) emphasize that individuals with high commitment exhibit consistent work behavior, while Rivai & Sagala (2014) find that psychological and moral ties to the school encourage a strong work ethic.

These findings are also supported by various empirical studies. Sopiah (2008) proved that organizational commitment has a significant effect on the performance of high school teachers in East Java with a coefficient of 0.30, which is close to the results of this study. Sari & Arifin (2019) stated that teachers with high commitment tend to innovate, maintain discipline, and demonstrate integrity. Wibowo (2021) adds that affective commitment can foster a sense of pride and professional responsibility, which directly

improves the quality of teacher performance. Thus, the position of organizational commitment as a determining factor in teacher performance is increasingly strong empirically and theoretically.

Practically, organizational commitment works through psychological mechanisms that enhance value alignment, positive social relationships, and institutional identity. Therefore, principals need to strengthen teacher commitment through the development of a positive work culture, transformational leadership, teacher participation in decision-making, and a fair appreciation system. By strengthening organizational commitment, schools can increase teacher loyalty, dedication, and work motivation. In conclusion, organizational commitment is a fundamental factor that contributes significantly to creating productive, professional teachers who are oriented toward improving the quality of education.

### **The Effect of Pedagogical Competence on Teacher Performance Through Organizational Commitment**

The results show that Pedagogical Competence has a significant direct effect on Teacher Performance, but does not have an indirect effect through Organizational Commitment. With a t-statistic  $< 1.96$  and p-value  $> 0.05$ , according to Hair et al. (2014) criteria, Organizational Commitment does not qualify as an effective mediator. This means that an increase in pedagogical competence does not automatically improve performance through commitment, but works more strongly through a direct channel.

Pedagogical competence includes teachers' ability to design learning, understand student characteristics, manage classrooms, use technology, and evaluate learning outcomes (Mulyasa, 2007). This ability has been proven to directly encourage performance improvement because it is a professional skill that affects the effectiveness of daily teaching. However, this competence is not sufficient to increase organizational commitment, so it does not form a significant mediation pathway.

Psychological organizational commitment influenced by school environmental factors cannot serve as a link between competence and performance (Meyer & Allen in Rivai, 2014). This can be explained because pedagogical competence is individual and technical in nature, while organizational commitment is affective and contextual. In addition, the direct influence of competence on performance is far more dominant, thereby weakening the indirect pathway.

These findings are in line with previous studies, such as Mulyasa (2013), Suharto & Rasyid (2018), and Nurdin & Andayani (2020), which show that pedagogical competence has a more direct effect on performance than through affective variables such as organizational commitment. The contextual conditions of schools in Jepara also indicate that the demands of professionalism make competence a major factor in improving teacher performance.

Based on these findings, schools need to focus on strengthening pedagogical competence through training in learning models, educational technology, and competency-based assessment. In addition, because organizational commitment is not effective as a mediator, further research is recommended to explore alternative mediators such as work motivation, job satisfaction, principal leadership, or organizational climate. Although not a significant mediator, organizational commitment remains important for creating a work environment that supports long-term performance.

### **The Effect of Achievement Motivation on Teacher Performance Through Organizational Commitment**

The results show that Achievement Motivation has a significant indirect effect on Teacher Performance through Organizational Commitment, as evidenced by a t-statistic of 4.350 ( $> 1.96$ ) and a p-value of 0.000. This finding confirms that organizational commitment acts as an effective mediator that transforms internal achievement drive into productive and high-quality work behavior. Teachers with high achievement motivation are more likely to develop emotional attachment to the school,

thereby improving their performance through strong commitment to the organization.

Theoretically, according to McClelland (1961), achievement motivation drives individuals to achieve high standards, enjoy challenges, and constantly seek self-improvement. This drive naturally strengthens organizational commitment because teachers see the school's success as a reflection of their personal success. This is in line with affective commitment in the Meyer & Allen (1997) model, where individuals driven by the need for achievement are more likely to feel emotionally connected to the values and goals of the organization.

The role of commitment in improving teacher performance is reinforced by Robbins & Judge's (2015) organizational behavior theory, which states that high motivation will increase satisfaction, involvement, and commitment, which ultimately has a positive effect on performance. Luthans (2011) also explains that individuals with high achievement motivation show greater loyalty to the organization, so they are more consistent in displaying superior performance. Thus, organizational commitment acts as a psychological pathway that channels motivational energy into effective work behavior.

The findings of this study are consistent with the research by Rahayu & Sulastri (2019), which found that organizational commitment significantly mediates the influence of work motivation on teacher performance in Yogyakarta. Furthermore, these results are in line with the concept of mediation in the structural model according to Ghazali (2016), which confirms that significant mediation indicates the existence of a valid psychological mechanism in the relationship between latent variables. Thus, the path of Achievement Motivation → Organizational Commitment → Teacher Performance illustrates a strong and consistent affective mechanism, both theoretically and empirically.

The implication is that schools need to strengthen teachers' motivation to achieve through a fair reward system, recognition of

achievements, career development, and a performance-based organizational culture. When motivation is strengthened, organizational commitment increases and teacher performance is driven towards greater optimization. Overall, these findings emphasize the importance of psychological and affective approaches in educational human resource management, and reinforce previous theories and research that organizational commitment is a strong link between motivation and performance.

## CONCLUSION

Based on the findings and discussion of the study, it can be concluded that pedagogical competence and achievement motivation have a significant effect on teacher performance at SMP Negeri Sub Rayon 02 Jepara Regency, both directly and indirectly through organizational commitment as a mediating variable. Teachers' pedagogical competence was found to improve performance directly, while achievement motivation not only improved performance directly but also strengthened teachers' commitment to the school, which in turn further improved their performance. Organizational commitment was found to be an important factor mediating the relationship between achievement motivation and teacher performance. Teachers with high motivation tended to be more committed to the school, thereby significantly improving their performance. However, organizational commitment does not mediate the relationship between pedagogical competence and teacher performance. The novelty of this study lies in testing organizational commitment as a mediating variable that shows the important role of achievement motivation in improving teacher performance through commitment. The practical implications of these findings emphasize the importance of human resource development strategies that not only improve pedagogical competence but also strengthen teacher motivation and commitment so that performance can be optimally improved. Further research is recommended to expand the geographical context and add other variables, such as job satisfaction, principal support, or organizational

culture, to enrich the understanding of factors that influence teacher performance.

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