


# Unraveling the Pathways to Teacher Performance: The Mediating Role of Job Satisfaction and Commitment

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Article Info	ABSTRACT
<b>Keywords:</b> Transformational leadership, Competence, Job satisfaction, Commitment organizational. Teacher performance.	Indonesia is currently facing challenges related to the quality of education, reflected in the low performance quality achieved by teaching staff. This phenomenon is also evident at Madrasah Aliyah in Gowa Regency, where teacher performance is sub-optimal and teacher competence scores are low. This study aims to analyze and understand the influence of Transformational Leadership and Teacher Competence on Teacher Performance in Madrasah Aliyah (Islamic Senior High Schools) in Gowa Regency, by examining the mediating roles of Job Satisfaction and Organizational Commitment. This quantitative research employed a data collection method utilizing questionnaires distributed to 132 teaching staff and was analyzed using the Structural Equation Modeling Partial Least Squares (SEM-PLS) technique. The results consistently demonstrate that both Transformational Leadership and Teacher Competence exert a positive and significant influence on Teacher Performance, both directly and indirectly through mediation. It was found that Job Satisfaction and Organizational Commitment significantly function as partial mediating variables across all relationship pathways. The strongest indirect effect was observed in the path from Teacher Competence to Teacher Performance as mediated by Organizational Commitment, suggesting that optimal strengthening of teacher competence primarily drives performance through an increased loyalty and emotional attachment to the Madrasah. Overall, this study affirms that Teacher Performance in Madrasah Aliyah in Gowa Regency is highly dependent on the reinforcement of Competence, supported by effective Transformational Leadership, and maintained through high Job Satisfaction and Organizational Commitment.
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## INTRODUCTION

Indonesia is currently experiencing a demographic dividend period, spanning from 2012 to 2035, during which the productive-age population more than doubles the non-productive-age population. This phenomenon presents a significant potential to accelerate economic development due to the resulting abundance of human resources (HR) (Suardana & Satriawan, 2025). Consequently, educational institutions hold a central and key role in the development and empowerment of a nation's human capital. Education is essential for providing the knowledge and skills necessary to support career advancement and improve the overall quality of life (Adriani & Yustini, 2021).

Recognizing the vital role of education, the government has implemented various strategies, including allocating 20% of the State Budget (APBN) to education since 2009 (Fihana, 2024). This measure aims to strengthen educational institutions' capacity to enhance competitiveness, technological mastery, and the competency of the Indonesian workforce (Septiani, 2025). This sustained investment is expected to optimize the demographic potential and achieve sustainable growth. Performance, as a measurement of the results and quality achieved by individuals (educational staff), serves as a strong parameter of an organization's overall capability (Qalati et al., 2022).

Despite these investment efforts, current issues persist regarding the quality of education, reflected in the low performance quality achieved by teaching staff. According to a CNBC Indonesia report, Indonesia ranks 67th out of 209 countries globally in terms of education quality (Aprilia, 2023). Furthermore, Indonesia's Human Capital Index (HCI) score (0.54 points) remains below the average of its ASEAN counterparts, such as Singapore (0.88 points) and Malaysia (0.61 points).

Another indicator of the inadequate educational quality is evident in the PISA (Program International Student Assessment) survey data by the OECD. Indonesia's PISA scores from 2006 to 2022 show a significant declining trend. Although there was a brief increase between 2012 and 2015, Indonesia's overall scores remain below the average score of several ASEAN countries (which is 400), indicating that the quality of human resources and teacher performance still requires significant improvement (Organization for Economic Co-operation Development, 2023).

This is further substantiated by the results of the Teacher Competency Exam (Ujian Kompetensi Guru - UKG), where the national average UKG score in 2019 (58.53) was significantly below the minimum score of 77 set by the government (Nahari et al., 2020). This figure suggests that the average competency of teaching staff does not yet meet current demands and needs, ultimately affecting their performance. Additionally, periodic curriculum changes have negatively impacted teachers by increasing their workload, both in terms of administration and lesson preparation (Lagawid, 2024).

Given the various educational quality issues stemming from low teacher performance, a focus on enhancing the quality and performance of teaching staff becomes essential. Individual performance improvement is influenced by various factors, including Transformational Leadership, demonstrated by the quality of guidance and support provided by the leader (Ikram et al., 2023). Transformational leadership, which involves creating vision and mission and inspiring motivation, positively impacts performance improvement (Bass, 1999).

Another crucial factor is Teacher Competence or internal expertise, reflecting their capability to utilize knowledge and skills in carrying out their duties (Sulaiman & Ismail, 2020; Wahyudi et al., 2022). Furthermore, performance enhancement is also affected by Job Satisfaction, where an individual maximizes their contribution due to high motivation derived from the fulfillment of needs and expectations (Gibson et al., 2009). The final factor is Organizational Commitment, where individuals with strong emotional attachment and trust integrate themselves to achieve organizational goals (Robbins, 2022).

Although theory supports a positive relationship among these variables, empirical studies often present contradictory findings (research gap). Some studies indicate that Transformational Leadership and Competence have no linkage or impact on performance (Nyakundi, 2020). Similarly,

for Job Satisfaction and Organizational Commitment, results exist stating that these two variables do not significantly affect performance (Fauzief & Yanuar, 2021). This contradiction also occurs regarding the mediating roles of Job Satisfaction and Organizational Commitment (Hafid et al., 2022; Utami & Riana, 2023; Yodani & Rimadiaz, 2022).

The phenomenon of sub-optimal teacher performance challenges and dynamic changes also exists at the research object, namely Madrasah Aliyah (MA) in Gowa Regency. The Teacher Performance Assessment (Penilaian Kinerja Guru - PKG) results for the 2019–2023 period show a significant downward trend in scores achieved in the "very good" and "good" categories, while the "sufficient" and "poor" categories have increased. This is compounded by the fact that only 16% of teachers in MA Gowa Regency possess educator certification, and the average UKG score is low (52.11). Indications of low job satisfaction and commitment are also seen in the trend of declining numbers of teaching staff (turnover) from 2019–2023. Therefore, the MA Supervisors in Gowa Regency are encouraging the use of the Transformational Leadership style to inspire and mobilize performance improvement.

Based on the description of national educational quality issues caused by low teacher performance, reinforced by the phenomena occurring at Madrasah Aliyah in Gowa Regency, and the presence of contradictions in previous empirical studies, this research is urgent to implement. The researcher is interested in conducting a further and in-depth study titled: "The Influence of Transformational Leadership and Competence on Teacher Performance through Job Satisfaction and Organizational Commitment in Madrasah Aliyah in Gowa Regency." The objective is to comprehensively test the relationships between variables, fill the research gap, and provide strategic recommendations for improving teacher performance in the region.

## METHOD

This study was conducted using a quantitative approach, which allows for the empirical testing of the preliminary hypotheses developed (Ferdinand, 2014). The population for this research consisted of all teaching staff at Madrasah Aliyah in Gowa Regency, totaling 449 educators. The sample was determined using a non-probability sampling approach, specifically purposive sampling (Sekaran, 2003). Accordingly, the selected subjects met the criteria as teaching staff with the status of Civil Servants (ASN) at *Madrasah Aliyah* in Gowa Regency, totaling 132 individuals. Data were collected using questionnaires and subsequently analyzed with the Structural Equation Model, employing the Partial Least Squares Path Modeling (PLS-SEM) technique (Hamid & Anwar, 2019). The analysis process comprised two stages: the first stage involved evaluating the measurement model (outer model), and the second stage involved evaluating the structural model (inner model).

## RESULTS AND DISCUSSION

### Demographic characteristics of respondents

The profile of the research respondents Madrasah Aliyah teachers in Gowa Regency indicates characteristics of a mature and experienced teaching staff, which serves as a positive foundational capital for performance enhancement. The dominance of female teachers (69%) is believed to positively impact the improvement of teacher performance and student achievement, largely attributed to their advantage in building better relationships with students. The majority of teachers

fall within the productive age bracket, particularly 31-35 years (31.82%), which suggests high effectiveness and initiative for developing professional competence and performance.

The level of education is notably high, with 79.55% of respondents holding a Strata 1 (S1) degree (Bachelor's degree), which supports the implementation of effective teaching strategies. A majority of teachers possess a working period of over 10 years (51%), demonstrating adequate experience that positively correlates with competence development and effectiveness. Civil service status is predominantly held by ASN PPPK staff (62.9%) State Civil Apparatus (ASN) Government Employees with Work Agreements (PPPK). Overall, these data reflect a human resource pool that is well-educated, experienced, and at the peak of productivity.

### Measurement Outer Model Evaluation

The results of the Outer Model (Measurement Model) analysis demonstrate that the research instruments possess excellent measurement quality in terms of both validity and reliability.

**Table 1.** Measurement Outer Model Evaluation

Variable	Convergent Validity		Discriminant Validity	Reliability		Result
	Outer Loadings	AVE	Fornell-Larcker Criterion	Composite Reliability	Cronbach's Alpha	
Transformational Leadership (X1)	0.835 – 0.887	0.742	N/A (valid from AVE)	0.972	0.969	Valid & reliable
Competence (X2)	0.775 – 0.889	0.660	N/A (valid from AVE)	0.976	0.973	Valid & reliable
Satisfaction (Z1)	0.773- 0.916	0.703	N/A (valid from AVE)	0.965	0.964	Valid & reliable
Organizational Commitment (Z2)	0.739 - 0.855	0.614	N/A (valid from AVE)	0.935	0.922	Valid & reliable
Kinerja Guru (Y)	0.775 – 0.892	0.668	N/A (valid from AVE)	0.968	0.964	Valid & reliable

Based on table 1 Convergent Validity is established as all Outer Loadings exceed 0.7 and AVE values are consistently above the 0.5 threshold. The instruments demonstrate high internal consistency with Composite Reliability and Cronbach's Alpha values significantly above 0.7. These findings confirm that all constructs (Transformational Leadership, Competence, Job Satisfaction, Organizational Commitment, and Teacher Performance) are Valid & Reliable. Therefore, the data is highly suitable for subsequent Structural Equation Modeling (SEM-PLS) analysis.

### Influence Transformational Leadership on Job Satosfaction, Organizational Commitment, and Performance

The research results consistently demonstrate that Transformational Leadership exerts a positive and significant influence on Job Satisfaction, Organizational Commitment, and Teacher Performance at Madrasah Aliyah in Gowa Regency. This finding proves that the more effective the principal's leadership style, the higher the level of satisfaction, commitment, and performance among the teachers. Theoretically, transformational leadership which encompasses charisma,

inspirational motivation, intellectual stimulation, and individualized consideration collectively fosters a positive and productive work environment.

This consistent support encourages the development of teacher potential, making them feel motivated and valued, and strengthening their commitment to their duties (Draj & Saed, 2023). In the specific context of Gowa's Madrasah Aliyah, the principal's role as a transformational leader is highly crucial due to the institution's dual mission of general and religious education, necessitating a leader capable of both inspiring strong religious values (idealized charisma) and promoting academic professionalism. Here, the positive influence on Job Satisfaction is established through the mechanism of inspiration and support, where the leader provides clear direction and attention to goal attainment, ensuring teachers feel recognized and valued (Novitasari, 2020).

The teachers' positive assessment of the principal's charisma and inspirational motivation in Gowa, aligning with literature that links charismatic leadership to increased motivation and job satisfaction (Herman et al., 2021; Rasidinurahmad et al., 2022), confirms the principals' success in internalizing the institution's combined religious and professional vision.

The influence of Transformational Leadership on Organizational Commitment occurs because the leader successfully builds strong affective commitment (emotional bond) by inspiring teachers to adhere passionately to the *Madrasah's* mission (Wang et al., 2022). This strong commitment is further reinforced through individual empowerment (Bycio et al., 1995; Lutfi & Siswanto, 2018) and the charismatic influence of the principal in fostering enthusiasm, which is particularly vital in a community-based educational setting like a *Madrasah* (Kaban, 2024; Patarru et al., 2020).

This heightened level of organizational commitment becomes a fundamental base for overall Teacher Performance. Furthermore, in the direct relationship with Teacher Performance, Transformational Leadership is proven to contribute positively because it successfully appeals to the subordinates' intrinsic values, thereby boosting commitment, creativity, and the willingness to work harder (Orabi, 2016; Yusuf & Kurniady, 2020). Although the charisma dimension exhibits the greatest impact on performance, the finding of the lowest average score on the intellectual stimulation dimension in Gowa's *Madrasah Aliyah* suggests that principals should be more proactive in encouraging critical thinking, fostering innovation in both Islamic and general teaching methodologies, and engaging in deeper academic problem-solving.

This targeted improvement is crucial to ensure that teacher performance is not only driven by emotional motivation but is also consistently supported by pedagogical innovation and intellectual growth. Overall, transformational leadership is confirmed as an effective strategy for enhancing teacher performance and building a robust foundation for the sustained success of this religious educational institution (Lu et al., 2020; Sirait et al., 2021).

### **Influence Competence on Job Satisfaction, Organizational Commitment, and Performance**

The research results consistently demonstrate that Teacher Competence exerts a positive and significant influence on Job Satisfaction, Organizational Commitment, and Teacher Performance at Madrasah Aliyah in Gowa Regency. These findings confirm that the higher the competence possessed by the teachers, the higher the levels of satisfaction, commitment, and performance they achieve. Theoretically, competence encompasses the necessary knowledge, skills, and behavior for effective educational tasks (Kamal, 2019).

The self-confidence and efficacy derived from mature competence serve as a strong psychological foundation that drives positive work outcomes, which is highly relevant within the dual educational environment (general and religious) characteristic of a Madrasah. An objective review of Madrasah Aliyah in Gowa Regency indicates that the average teacher possesses a good level of competence, covering four main aspects: personality, pedagogical, professional, and social skills. Teachers who feel competent in delivering material and managing the classroom are naturally more satisfied with their jobs (Wahyono & Widodo, 2022).

High competence, particularly in the personality aspect (building positive relationships) and professionalism (mastery of subject matter, essential for integrating general and religious knowledge in the Madrasah), reinforces the perception of their professional value, thereby increasing Job Satisfaction (Kunter et al., 2013; Lerang et al., 2021). Conversely, deficiencies in pedagogical competence can pose challenges in maintaining student interest and lead to reduced job satisfaction (Umar et al., 2021).

This high level of competence also significantly affects Organizational Commitment. Teachers in the Madrasah who possess relevant skills feel more capable of making a significant contribution to the institutional goals, thereby strengthening their emotional bond (affective commitment) to the institution (Suantara et al., 2020). This heightened self-confidence leads to strong commitment because their abilities are valued (Amin, 2022), supported by good Social Competence which allows teachers to build harmonious and supportive relationships in the workplace, further reinforcing their loyalty (Wuersch et al., 2022).

In the direct relationship with Teacher Performance, competence plays a crucial role. Teachers at Madrasah Aliyah Gowa who exhibit excellence in Professional Competence (in-depth understanding of material) and Pedagogical Competence (teaching skills) directly improve the quality of instruction, which is a key performance indicator in educational institutions (Fleer, 2008; Jufrida et al., 2019). Teachers with mature competence are capable of delivering quality instruction, fostering collaboration among teaching staff, and responding better to educational challenges (Prambudi & Gunawan, 2020).

Therefore, this research strongly affirms that the development of Teacher Competence at Madrasah Aliyah in Gowa Regency is an essential strategic step. By reinforcing teacher competence across various aspects, the Madrasah can create a learning environment that is inclusive, effective, and oriented towards sustainable outcomes for both student development and overall school achievement (Chorosova et al., 2022; Durdukoca, 2021). These findings are supported by other studies that consistently confirm the positive and significant link between teacher competence and their performance (Riance, 2019; Wahyudi et al., 2022), underscoring the importance of planned and continuous professional development programs to ensure Madrasah teachers are not only generally competent but also effectively capable of integrating religious and academic aspects.

#### **Influence Job Satisfaction, Organizational Commitment on Performance**

The research results consistently demonstrate that both Teacher Job Satisfaction and Teacher Organizational Commitment exert a positive and significant influence on Teacher Performance at Madrasah Aliyah in Gowa Regency. These findings confirm that the improvement in these two intervening factors directly correlates with an increase in teacher performance.

Generally, this positive relationship is rooted in the psychological state where employees who are emotionally attached to the organization and satisfied with their work tend to exhibit high motivation and deliver superior work effort (Bland et al., 2023; Ridwan et al., 2020). Organizational Commitment, particularly affective commitment, proves to be exceptionally crucial. Teachers at Gowa's Madrasah Aliyah showed a good level of commitment, with Affective Commitment (emotional bond) receiving the highest score. This emotional bond acts as a strong predictor that enhances teacher performance by boosting their drive, loyalty, and dedication to their duties.

Educators who demonstrate strong organizational commitment tend to operate more effectively, engage in productive collaboration, and contribute positively to the achievement of educational goals (Allen & Meyer, 1990; Eisenberger et al., 2001). Conceptually, commitment reflects a high level of loyalty and active involvement in achieving collective success. This empirical study strongly supports research by Hidayah & Tobing (2018) and other studies showing that high commitment positively correlates with motivation and the quality of teaching (Galanakis & Tsitouri, 2022).

Job Satisfaction also plays a crucial role in improving teacher performance. Enhancing job satisfaction, especially through aspects like challenging job nature, fair compensation, good relationships with supervision and colleagues, and promotion opportunities, can directly influence the improvement of teacher performance. At Madrasah Aliyah Gowa, the majority of teachers reported satisfaction, particularly concerning good relationships with colleagues, which facilitates effective collaboration and provides psychological support (Hasselquist et al., 2017). This finding aligns with other research which suggests that satisfaction contributes to rule adherence and favorable work achievement, while dissatisfaction can lead to overall dysfunction and performance decline (Gibson et al., 2009).

While overall satisfaction is good, indications of dissatisfaction in the aspect of compensation and benefits suggest that fulfilling compensation fairness and recognition for contributions must be improved to prevent a decrease in teacher motivation and performance (Rivkin et al., 2005). Overall, organizational commitment and job satisfaction are strong predictors of Teacher Performance. Teachers who feel emotionally connected to the Madrasah and are satisfied with their working conditions are more motivated to deliver lesson material effectively and meaningfully to students. Studies consistently obtained results that job satisfaction positively and significantly influences performance (Memon et al., 2023; Mubarok et al., 2022). Thus, maintaining a high level of Organizational Commitment (especially affective commitment) and addressing the needs for teacher Job Satisfaction are essential strategies to support the improvement of educational quality and performance at Madrasah Aliyah in Gowa Regency.

### **Influence Transformational Leadership on Performance with Job Satisfaction and Organizational Commitment**

The research results indicate that Job Satisfaction and Organizational Commitment are both proven to function as positive and significant mediating variables, individually and simultaneously, in the relationship between Transformational Leadership and Teacher Performance at Madrasah Aliyah in Gowa Regency. This finding affirms that the effective practice of transformational leadership by the principal optimally enhances teacher performance, not only through a direct

influence but, crucially, by first elevating the teachers' psychological states namely their job satisfaction and organizational commitment.

The hypothesis regarding this dual mediating role is therefore accepted. Mechanism of Mediation via Job Satisfaction Transformational Leadership influences Teacher Performance via Job Satisfaction because this leadership style encompassing charisma, inspirational motivation, and individualized consideration plays a vital role in creating a supportive and motivating work environment (Bass, 1999).

At Madrasah Aliyah Gowa, the emotional support and recognition provided by the principal through transformational leadership significantly boost teachers' satisfaction with their working conditions. Teachers who are satisfied with their work tend to be more motivated, contributing their maximum effort to educational activities, which, in turn, enhances Teacher Performance. The mediation via Job Satisfaction is supported by studies from (Hasselquist et al., 2017; Mariyatha, 2023).

Transformational Leadership also impacts Teacher Performance through strong Organizational Commitment. Transformational leaders, by inspiring and communicating the Madrasah's vision, successfully build a robust emotional bond (affective commitment) with the teachers (Wang et al., 2022). This high commitment acts as an essential loyalty and motivational factor, leading teachers who are emotionally and morally attached to the Madrasah to be more driven to work hard and deliver extra effort beyond normal expectations (Bass & Avolio, 1994). This enhances teacher effectiveness, collaboration, and alignment with the Madrasah's educational goals, ultimately improving their performance. The mediating role of organizational commitment is affirmed by (Hussain et al., 2019).

Overall, this research confirms that the success of Transformational Leadership in enhancing Teacher Performance at Madrasah Aliyah in Gowa Regency highly depends on the principal's ability to cultivate Teacher Job Satisfaction and Organizational Commitment. By focusing on developing charisma, inspirational motivation, and individualized consideration, the principal establishes a strong psychological pathway (i.e., satisfaction and commitment) that ensures leadership efforts are effectively translated into optimal and sustainable teacher performance. This strategy is key to enhancing the quality of education within the Madrasah environment.

#### **Influence Competence on Performance with Job Satisfaction and Organizational Commitment**

The research results consistently indicate that Teacher Competence exerts a positive and significant influence on Teacher Performance through the dual mediation of Job Satisfaction and Organizational Commitment at Madrasah Aliyah in Gowa Regency. This finding confirms that optimal Teacher Performance is achieved when high teacher competence successfully fosters positive psychological conditions specifically, satisfaction and emotional attachment within the Madrasah.

Mediation via Organizational Commitment was found to be the strongest indirect influence pathway. Teachers possessing high competence particularly in the professional and pedagogical aspects tend to have a high level of self-confidence (Amin, 2022). This self-confidence leads to a strong commitment to the Madrasah because their abilities are valued and utilized, which serves as a primary driver for teachers to achieve optimal performance (Rachman, 2022).

This strong commitment, especially affective commitment, allows teachers to actualize their competence more effectively and meaningfully in the teaching process, a finding supported by studies from (Janah et al., 2023; Sirait et al., 2021). The second mediating pathway is through Job Satisfaction. Competent teachers feel more satisfied with their work (Mustaqim et al., 2023) because they perceive themselves as capable of executing tasks effectively and making significant contributions.

High Job Satisfaction, as reflected by the good relationships with colleagues at Madrasah Aliyah Gowa, functions as a mediator that boosts motivation and engagement, which ultimately enhances Teacher Performance. Mediation via job satisfaction is supported by research from (Pangaribuan & Sihombing, 2022; Suristya & Adi, 2021). Overall, this study affirms that Teacher Competence cannot operate in isolation to enhance Teacher Performance its effectiveness is maximized through the mediating effect of Organizational Commitment and Job Satisfaction. Therefore, investment in teacher competence development must be accompanied by simultaneous efforts to ensure teachers are satisfied with their work and maintain a strong loyalty and emotional bond towards Madrasah Aliyah Gowa.

## CONCLUSION

Based on the results of the direct and indirect influence testing in this study, it can be concluded that Transformational Leadership and Competence overall have a positive and significant influence on Teacher Performance at Madrasah Aliyah in Gowa Regency. This positive and significant influence applies to all tested relationships, encompassing both the direct relationships from the exogenous variables (Transformational Leadership and Competence) to the endogenous variable (Teacher Performance), and the relationships mediated by Job Satisfaction and Organizational Commitment. In other words, an improvement in Transformational Leadership and Competence will directly enhance Teacher Performance, and also indirectly through the subsequent improvement in their Job Satisfaction and Organizational Commitment. Therefore, Job Satisfaction and Organizational Commitment are proven to function as significant partial mediating variables, affirming that to achieve optimal Teacher Performance at Madrasah Aliyah in Gowa Regency, improvement efforts must focus on strengthening Teacher Competence, coupled with the implementation of effective Transformational Leadership, and supported by sustained efforts to maintain Organizational Commitment and Job Satisfaction. Based on the findings affirming that Teacher Performance in Madrasah Aliyah Gowa is highly contingent upon Competence, Transformational Leadership, and high levels of Organizational Commitment and Job Satisfaction, three core strategic foci are recommended for institutional improvement. First, strengthening Teacher Competence must be a top institutional priority, given its discovery as the strongest indirect driver of performance via Organizational Commitment; this requires increased investment in continuous professional development programs, particularly focusing on Pedagogical and Professional Competence to ensure teachers are not only generally competent but also effective in integrating academic and religious aspects. Second, the implementation of Transformational Leadership should be refined by actively addressing the lowest-scoring dimension, Intellectual Stimulation, through deliberate efforts to foster critical thinking, teaching innovation, and in-depth academic problem-solving among teachers. Third, while high affective commitment and positive

colleague relations are established, management must strategically address the prevailing indication of dissatisfaction concerning compensation and benefits to sustain high morale and prevent performance decline. Furthermore, recognizing the study's limitations, future research is advised to adopt a mixed-methods approach to qualitatively explore the root causes of low Intellectual Stimulation scores and compensation dissatisfaction. Expanding the study's scope to wider geographical regions or incorporating additional mediating variables, such as Work Motivation or Organizational Citizenship Behavior (OCB), is also recommended to further enhance the comprehensiveness and generalizability of the model explaining teacher performance in religious educational contexts.

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