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Achievement Motivation as a Mediator: Linking Clinical Supervision, Digital Literacy and Professional Competence to Teacher Performance

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Abstract

This study investigates the determinants of teacher performance, focusing on clinical supervision, professional competence, and digital literacy, with achievement motivation serving as the primary mediating factor. In the context of developing areas, pinpointing these determinants is crucial for the advancement of educational institutions. A quantitative survey approach was employed, involving 350 junior high school educators in Lebak Regency, Indonesia, selected through proportional random sampling to ensure representative data. A validated questionnaire was used for data collection and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The findings demonstrated robust reliability within the measurement model (CR 0.86 - 0.94) and affirmed convergent validity (AVE > 0.50). The structural model exhibited a satisfactory fit (SRMR = 0.067) and strong predictive relevance (Q2 = 0.482). Statistical outcomes reveal clinical supervision as the dominant predictor ($\beta = 0.279$, $p < 0.01$), followed by professional competence ($\beta = 0.230$, $p < 0.01$) and digital literacy ($\beta = 0.187$, $p < 0.01$). Notably, achievement motivation serves as a crucial mediator linking these exogenous variables to teacher performance, contributing to 23.7% of the indirect effect. The model accounts for 67.3% (R2 = 0.673) of the variance in teacher performance. Consequently, stakeholders are urged to prioritize improved supervision, extensive digital training, and continuous professional development to stimulate teachers' intrinsic drive and effectiveness, thereby raising regional education quality.

Keywords: Achievement Motivation, Clinical Supervision, Digital Literacy, Professional Competence, Teacher Performance.

Introduction

Creating competitive human resources during the globalization era depends significantly on education's function. Within this ecosystem, educators act as a crucial component, responsible not merely for delivering the curriculum but also for shaping students' character and skills (1). Education quality is fundamentally grounded in teacher performance, as it directly impacts classroom engagement, student learning achievements, and the overall effectiveness of the institution. Teachers hold a high-stakes position at the forefront of student success and educational reform. Conceptually, the performance of a teacher involves the capacity to plan, execute, and assess instruction aligned with curricular objectives (2). It is evaluated not merely by content delivery but also by the ability to inspire and guide students toward holistic growth. Thus, performance assessment is a multidimensional undertaking that extends beyond academic metrics, as the efficacy of teachers in managing learning activities is a strong determinant of educational quality (3).

Research consistently demonstrates that teacher performance is instrumental in shaping both cognitive and affective student outcomes (4). Moreover, existing literature highlights that performance is driven by a mix of individual traits, such as competence and motivation, alongside contextual factors like organizational support (5). Grasping this intricate dynamic is essential for formulating effective professional development programs and fostering supportive school climates. This necessitates integrative research models that evaluate multiple predictors simultaneously, including the mediating function of motivation (6). However, various reports in Indonesia indicate that teacher performance is still being optimized, as reflected in the moderate results of literacy, numeracy, and learning quality assessments in several regions, including Lebak Regency.

Several factors influence teacher performance, and

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one critical external factor is clinical supervision. Clinical supervision refers to a systematic, collaborative process of guiding teachers through observation, feedback, and reflection. Unlike traditional supervisory approaches that tend to be evaluative and hierarchical, clinical supervision emphasizes professional dialogue and developmental support. The process usually involves pre-observation meetings, classroom visits, and post-observation conferences where supervisors provide constructive feedback and encourage teachers to engage in reflective practice. Previous studies have emphasized the importance of clinical supervision in providing systematic feedback to teachers, contributing significantly to improving instructional competence and classroom management. Empirical evidence confirms that academic supervision effectively enhances teacher performance (7, 8), a finding that remains relevant even in the context of the digital era (9). These findings demonstrate that clinical supervision is not merely a formality but a substantive mechanism that supports professional growth. By fostering reflection and motivation, clinical supervision may also stimulate teachers' intrinsic drive, as leadership and supervision are linked to teacher motivation (10). In addition to supervision, there is empirical evidence in the Indonesian educational context that professional support such as teacher certification also plays a significant role in improving work motivation and teacher performance as a whole (11). Effective feedback mechanisms within clinical supervision serve as a primary catalyst for narrowing the gap between current teaching practices and desired instructional outcomes (12).

In addition to supervision, digital literacy has emerged as an essential skill in the 21st century. This is no longer an additional skill but a core requirement to participate fully in the modern educational environment. It extends beyond the basic operation of technology to include the capacity to find, evaluate, integrate, and create information using digital tools, which is essential in the Industrial Revolution 4.0 (5). This pedagogical shift demands that teachers not only use technology but also integrate it seamlessly into the curriculum to foster students' critical thinking. Teachers with strong digital competence are more capable of designing engaging learning experiences and adapting to online or hybrid learning environments (13). Moreover, the integration of digital competence into initial teacher education is critical for ensuring that educators can move beyond basic ICT use toward complex pedagogical innovation (14). This competence is critical for designing modern, engaging learning experiences. However, the effective use of these tools is often dependent on supportive school leadership and a clear strategy for ICT integration (15). Yet, in many rural or developing regions, teachers still face limited access to infrastructure and training, which constrains their ability to integrate technology effectively (5).

Another critical determinant is professional competence, which is a cornerstone of teacher effectiveness, encompassing pedagogical, personal, social, and professional skills. This broad set of skills forms the foundation upon which all teaching quality is built. Professional competence is defined as the comprehensive mastery of subject matter, pedagogical knowledge, and the ability to design relevant learning materials (16). Teacher competence should be viewed as a multidimensional continuum that integrates cognitive dispositions with performance-based classroom behaviors (17). Teachers who possess deep content knowledge and pedagogical skills are more likely to demonstrate confidence and flexibility in the classroom. Teachers with high professional competence not only improve classroom learning outcomes but also demonstrate stronger commitment and motivation (7). This competence is a fundamental predictor of teacher performance; however, its effectiveness can be influenced by contextual factors. Research indicates that principals' administrative competence and the school climate play a role, as these factors can support a teacher's ability to apply their competence effectively (18, 19).

Furthermore, achievement motivation acts as a psychological driver that connects external support with actual teacher performance. Achievement motivation functions as a critical psychological driver, representing the intrinsic desire to pursue excellence, overcome challenges, and take responsibility for outcomes. This psychological construct differentiates between individuals who merely 'do the job' and those who are driven to achieve outstanding results. This

internal drive is often what translates competencies and supervision into high-quality, consistent performance. Studies indicate that achievement motivation contributes significantly, confirming a strong and positive relationship between work motivation and teacher performance (20). It is identified as a key factor in enhancing employee performance, particularly among educators (21). Furthermore, motivation has been identified as an important mediating factor in determining teacher performance (6). Therefore, understanding how to foster this motivation becomes just as critical as developing the technical competencies themselves.

Although each factor has been widely studied, limited research has analyzed the combined effect of clinical supervision, digital literacy, and professional competence on teacher performance, particularly by considering achievement motivation as an intervening variable. Moreover, most existing studies focus on urban or well-resourced contexts, while less attention is given to rural areas such as Lebak Regency, where infrastructure and digital access are still limited. This research aims to fill the gap by examining the pathways through which clinical supervision, digital literacy, and professional competence affect teacher performance, particularly when mediated by achievement motivation (17). The purpose of this study is to present empirical evidence regarding the interplay of these factors in enhancing teacher performance in junior high schools across Lebak Regency. The results are anticipated to contribute theoretically to the field of educational management while also providing practical guidance for policymakers, school administrators, and teachers in formulating effective strategies to improve educational quality (22).

The room for further enhancement in teacher performance in Indonesia is particularly evident in rural areas like Lebak Regency, where infrastructure and digital access are still undergoing continuous development (5, 19). This research is significant as it addresses the theoretical gap by integrating achievement motivation as a primary mediator between clinical supervision, digital literacy, and professional competence. Empirically, the findings provide a strategic framework for regional education authorities in developing regions to enhance teaching quality by focusing on both technical skills and intrinsic psychological drivers (14). This study provides significant theoretical contributions by integrating achievement motivation as a mediating variable in the relationship between clinical supervision, digital literacy, and professional competence a combination rarely explored in rural educational settings. Empirically, it addresses the performance gap in developing regions like Lebak Regency, offering a tailored framework for local policymakers to enhance teaching quality despite infrastructure limitations.

Methodology

Research Design

This study utilized a quantitative survey methodology to examine the direct and mediated impacts of clinical supervision, digital literacy, and professional competence on teacher performance, positioning achievement motivation as the mediator. The analysis employed Structural Equation Modeling-Partial Least Squares (SEM-PLS), chosen for its robustness in handling complex relationships between latent constructs, particularly in mediation models (23).

Population and Sample

The study population consisted of 2,801 teachers from both public and private junior high schools within Lebak Regency, Indonesia. To ensure the data accurately represented this group, a sample of 350 teachers was selected using a proportional random sampling technique, allowing for balanced representation from various sub-districts. The inclusion criteria for this study required participants to be active teachers, including both civil servants and private school educators, with a minimum of two years of teaching experience. This research focused exclusively on teaching professionals to maintain a sharp focus on instructional performance metrics.

Instrumentation and Validation

Data acquisition was performed using a structured survey instrument designed to evaluate five specific constructs: clinical supervision, digital literacy, professional competence, achievement motivation, and teacher performance (7). The items used to measure these constructs were adapted from validated scales found in prior literature. Participants responded using a five-point Likert scale, ranging from 1 (strongly

disagree) to 5 (strongly agree) (10). Before hypothesis testing, the measurement model underwent evaluation to ensure validity and reliability. Convergent validity was established as the Average Variance Extracted (AVE) scores exceeded the 0.50 threshold, while discriminant validity was checked using the Fornell-Larcker criterion. Additionally, reliability analysis showed Composite Reliability (CR) values between 0.86 and 0.94, with Cronbach's alpha surpassing 0.80, indicating that the instrument possessed high internal consistency aligned with established protocols (7).

Data Analysis Strategy

The dataset was processed using Smart PLS software version 4.0 (Smart PLS GmbH, Oststeinbek, Germany) to test the proposed model. The analytical procedure comprised two distinct stages: first, verifying the integrity of the measurement model (outer model), and second, evaluating the structural model (inner model). The initial phase focused on establishing construct validity through factor loadings and internal consistency checks. Subsequently, the structural model assessment examined path coefficients, determination coefficients (R2), predictive relevance (Q2), and model fit via the Standardized Root Mean Square Residual (SRMR). To ensure statistical robustness, significance testing for all direct and indirect pathways employed a bootstrapping technique with 5,000 subsamples at a 95% confidence interval (23, 24). The choice of SEM-PLS is further justified by its superior ability to handle complex mediation models while providing high predictive power for social science constructs (25).

Results

Descriptive Data Analysis

This study involved 350 respondents from Junior High Schools (SMP) in Lebak Regency who completed questionnaires to examine the direct and indirect effects of the variables clinical supervision (X1), digital literacy (X2), and professional competence (X3) on teacher performance (Y), while also testing the role of achievement motivation (X4) as a mediator. Data collection was conducted systematically and analyzed using descriptive statistics, a technique that emphasizes systematic collection, processing, and presentation of data without making generalizations or inferential claims (26). Descriptive statistical analysis was performed for all research variables involving 350 respondents (N=350). The results, summarized in Table 1, present the mean, standard deviation, minimum, and maximum scores for each construct. Overall, the average scores for all variables fall within the high category, with data distribution deemed normal and suitable for SEM-PLS analysis.

Table 1: Descriptive Statistics of Research Variables

Variable	Items	N	Min	Max	Mean	Std. Dev
Teacher Performance (Y)	29	350	70	140	117.85	12.794
Clinical Supervision (X_1)	35	350	96	175	152.71	16.654
Digital Literacy (X_2)	34	350	88	170	139.29	17.167
Professional Competence (X_3)	25	350	66	125	103.69	13.040
Achievement Motivation (Z)	34	350	90	170	141.66	16.438

Statistical Data Analysis

In this study, the model tested used Structural Equation Modeling (SEM) based on Partial Least Squares (PLS) to analyze the relationship between several variables that influence teacher performance. This research model consists of three exogenous variables (clinical supervision, digital literacy, and professional competence) that are assumed to influence teacher performance, both directly and indirectly through achievement motivation as an intervening variable. These variables are interconnected, with arrows indicating the direction of influence between constructs. Figure 1 illustrates the research model and the relationships among the measured constructs.

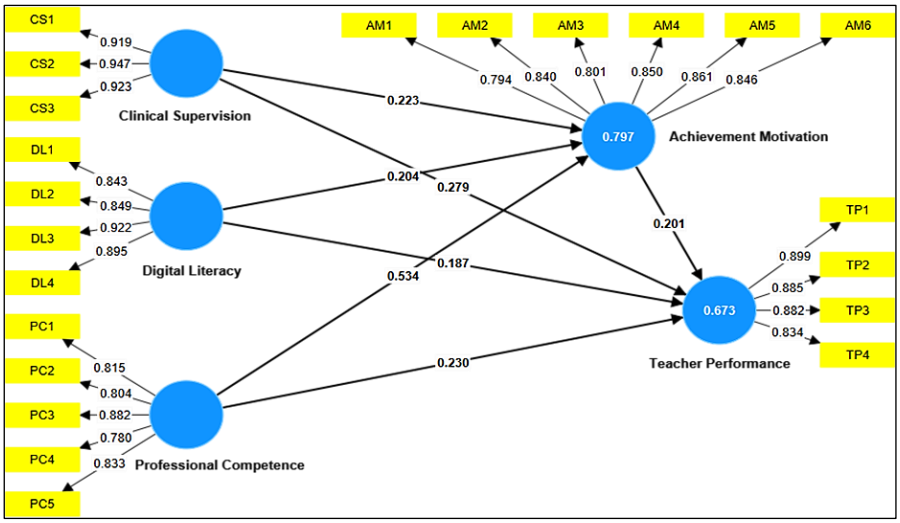

Figure 1: Inner Model Test (Note: CS = Clinical Supervision; DL = Digital Literacy; PC = Professional Competence; AM = Achievement Motivation; TP = Teacher Performance)

Structural Model Test (Inner Model)

After verifying the validity and reliability of the measurement model, attention was directed toward testing the structural model. This step is intended to evaluate possible causal links among latent variables that cannot be directly observed. The testing was conducted through the bootstrapping procedure within the PLS framework, as shown in the figure. By applying this method, the relationships among latent constructs can be statistically analyzed, offering a more comprehensive view of how the variables interact and influence one another, especially in mediation models (25).

The analysis of achievement motivation yielded an R-square of 0.797, meaning the model explains 79.7% of this variable's variation. This high level of explained variance confirms the structural model's effectiveness and indicates the constructs have strong explanatory strength. The F-square test measures the contribution or effect strength of a latent variable on other variables it targets. F-square values obtained from the analysis using SmartPLS 4.0 are shown in Table 2.

Table 2: F-Square Value

	Teacher Performance	Achievement Motivation
Teacher Performance		
Professional Competence	0.030	0.345
Digital Literacy	0.028	0.056
Achievement Motivation	0.025	
Clinical Supervision	0.096	0.108

Table 2 presents the F-Square values obtained from the SmartPLS 4.0 analysis, indicating varied effect sizes. Regarding Teacher Performance, Clinical Supervision exerts the most notable influence (0.096), while Professional Competence (0.030), Digital Literacy (0.028), and Achievement Motivation (0.025) show relatively small effects. In terms of Achievement Motivation, Professional Competence makes the strongest contribution (0.345), followed by Clinical Supervision (0.108). Conversely, the contribution of Digital Literacy to Achievement Motivation is relatively minor (0.056). Overall, the data indicate that Professional Competence and Clinical Supervision play dominant roles in driving Achievement Motivation, while other variables exhibit limited but positive contributions to the structural model (18).

Direct Effect Test

Hypothesis testing in this research was carried out using Partial Least Squares (PLS) with the bootstrapping procedure. A 95% confidence level ($\alpha = 0.05$) was applied, and the T-statistic values were compared against the critical value of the T-table (1.96). Hypotheses were considered supported when the T-statistic exceeded the T-table value, while those with smaller values were

rejected. Similarly, if the p-value was below 0.05, the hypothesis was accepted; otherwise, it was rejected. The results of the hypothesis test can be seen in Table 3.

Table 3: Path Coefficient Value

Hypothesis	*T statistics*	*P values*	Decision
H1: Clinical Supervision has an effect on Teacher Performance	5.389	0.000	Accepted
H2: Digital Literacy influences Teacher Performance	3.057	0.002	Accepted
H3: Professional Competence influences Teacher Performance	2.726	0.006	Accepted
H4: Achievement Motivation influences Teacher Performance	2.687	0.007	Accepted

Hypothesis Testing Results

The outcomes of the hypothesis testing, displaying the T-statistic and p-value for each tested hypothesis, are detailed in Table 3. The explanation is as follows:

Hypothesis 1: Clinical Supervision. The statistical output confirms a robust positive relationship between clinical supervision and teacher performance. With a T-statistic of 5.389 and a p-value of 0.000, the result is highly significant ($p < 0.05$). Therefore, the data supports H1, demonstrating that effective supervision directly enhances teacher performance in the studied region.

Hypothesis 2: Digital Literacy. As detailed in Table 3, digital literacy emerged as a significant predictor (T-statistic = 3.057; p = 0.002). Since the T-value surpasses the 1.96 threshold, the finding is statistically significant. This validates H2, providing empirical proof that digital skills are crucial for modern teaching effectiveness (5).

Hypothesis 3: Professional Competence

The analysis indicates that professional competence exerts a substantial direct impact on performance (T-statistic = 2.726; p = 0.006). Based on these metrics, H3 is accepted. This confirms that a teacher's professional capability is a fundamental driver of their performance in Lebak Regency junior high schools (7).

Hypothesis 4: Achievement Motivation. Testing regarding achievement motivation yielded a T-statistic of 2.687 (p = 0.007). Given that the p-value is well below the 0.05 alpha level, the relationship is deemed significant. Thus, H4 is supported, underscoring the vital role of intrinsic drive-in elevating teacher outcomes.

Indirect Effect Test

The indirect effect test aims to examine whether achievement motivation functions as an intervening variable between the independent and dependent variables. The specific findings regarding these indirect relationships are presented in Table 4 (25).

Table 4: Indirect Effect

Hypothesis	T statistics	P values	Decision
H5: Clinical Supervision has an indirect effect through achievement motivation on teacher performance.	2.524	0.012	Accepted
H6: Digital Literacy has an indirect effect through achievement motivation on teacher performance.	2.372	0.018	Accepted
H7: Professional Competence has an indirect effect through achievement motivation on teacher performance.	2.478	0.013	Accepted

Hypothesis 5: Mediation by Achievement Motivation (Clinical Supervision). The mediation analysis reveals a T-statistic of 2.524 (p = 0.012) for this pathway. This significant result confirms that clinical supervision influences teacher performance not only directly but also by fostering achievement motivation. Consequently, H5 is supported. The data suggests that supervision practices act as a catalyst for motivation, which subsequently drives better performance (9).

Hypothesis 6: Mediation by Achievement Motivation (Digital Literacy). Regarding the indirect path from digital literacy, the analysis produced a T-statistic of 2.372 with a p-value of 0.018. Since the value exceeds the critical limit ($p < 0.05$), the mediation effect is confirmed. This outcome validates H6, indicating that digital literacy boosts performance by enhancing a teacher's motivation to achieve (19, 24).

Hypothesis 7: Mediation by Achievement Motivation (Professional Competence). Finally, the indirect effect of professional competence showed a T-statistic of 2.478 (p = 0.013). This statistically significant figure supports H7 (27). It implies that professional competence creates a self-efficacy loop: competent teachers become more motivated, which in turn leads to superior performance outcomes in Lebak Regency.

Discussion

Discussion of Hypothesis 1: The Direct Effect of Clinical Supervision on the Performance of Junior High School Teachers in Lebak Regency

The empirical evidence from this study demonstrates that clinical supervision acts as a significant predictor of teacher performance in Lebak Regency (T-statistic = 5.389, p < 0.05). This finding substantiates the premise that effective clinical supervision directly bolsters a teacher's capability to execute professional tasks efficiently. This effect likely occurs because clinical supervision, when implemented correctly, moves beyond mere administrative checking and becomes a collaborative process. It provides teachers with objective, systematic feedback, fostering a culture of 'reflective practice' where teachers continuously analyze and improve their own instructional methods. This aligns with research emphasizing that principal supervision is a key factor in improving teacher performance (3). This finding is particularly critical for a rural context like Lebak Regency. With diverse opportunities for external seminars or workshops, this on-site, collaborative coaching from the principal becomes the most vital and accessible form of professional development available to teachers (9). Thus, clinical supervision transcends ordinary administrative oversight, functioning instead as a coaching process that substantially contributes to improving teacher performance (28).

Discussion of Hypothesis 2: The Direct Effect of Digital Literacy on the Performance of Junior High School Teachers in Lebak Regency

The data analysis reveals that digital literacy has a marked positive impact on teacher performance (T-statistic = 3.057, p < 0.05). This implies that educators possessing higher digital proficiency are better equipped to meet professional demands. Specifically, digital literacy is no longer just about operating tools, but about pedagogical integration: the ability to find, evaluate, and synthesize digital resources to create differentiated and engaging learning experiences. This is especially relevant in the Lebak context, which the introduction identified as having limitations in evolving digital infrastructure (5). The finding suggests that even foundational improvements in digital literacy can yield significant performance gains. It implies a critical need for targeted training that is realistic to the infrastructure limitations of the region, focusing on practical, high-impact digital skills-such as mobile-based applications-rather than relying solely on high-end technology. The results from this research are consistent with earlier findings that emphasize the crucial role of digital literacy in teacher performance (29). The significant impact found in this study mirrors global trends where teacher self-efficacy in ICT use directly determines their readiness to adopt digital learning (30). Furthermore, the synergy between digital proficiency and achievement motivation has been shown to be a critical determinant of superior instructional outcomes in regional school contexts (31). This study expands this understanding by confirming the direct influence of digital literacy on teacher performance in junior high schools in Lebak Regency, providing relevant empirical evidence for the local Indonesian context (16).

Discussion of Hypothesis 3: The Direct Influence of Professional Competence on the Performance of Junior High School Teachers in Lebak Regency

The findings of the analysis confirm that professional competence has a significant direct effect on the performance of junior high school teachers in Lebak Regency (T-statistic = 2.726, p < 0.05). This implies that strengthening teachers' professional competence substantially enhances their performance in school settings. This relationship is fundamental; high competence in both subject matter and pedagogy equips teachers with greater self-efficacy and confidence, enabling them to manage classrooms effectively and adapt instruction to student needs. In a region like Lebak, ensuring a high level of initial professional competence (from pre-service education) is vital,

as ongoing, in-service professional development opportunities may be more centralized or difficult to access. This aligns with studies which identify competence as a fundamental aspect of teacher effectiveness and performance (6). Limitations of this study include the assessment of professional competence, which is based on teacher self-assessment and perception, making it susceptible to subjective bias. Furthermore, this study used a cross-sectional approach. External factors such as school environmental conditions and organizational culture within Lebak were also not fully controlled for, so the results should be interpreted with caution (7).

Discussion of Hypothesis 4: The Direct Influence of Achievement Motivation on the Performance of Junior High School Teachers in Lebak Regency

The findings of this study reveal that achievement motivation plays an important role in improving teacher performance in junior high schools in Lebak Regency ($T = 2.687$, $p < 0.05$). Teachers with strong achievement motivation tend to show better performance. This shows that achievement motivation encourages teachers to put forth greater effort, be more innovative, and take responsibility in carrying out their educational duties. This finding underscores the importance of the intrinsic drive for excellence. This intrinsic drive may be especially crucial for teachers in dynamic educational landscapes like Lebak, as it equips them to persist and innovate despite potential resource availability variations or geographical challenges. Teachers driven by a high need for achievement are more likely to persist through challenges and proactively seek opportunities for professional growth. This finding is strongly supported by literature highlighting the direct and positive relationship between work motivation and teacher performance (9), and how motivation contributes to overall employee performance (18).

Discussion of Hypothesis 5: Indirect Effect of Clinical Supervision via Achievement Motivation on the Performance of Junior High School Teachers in Lebak Regency

The analysis demonstrates that clinical supervision has a significant indirect impact on teacher performance, with achievement motivation acting as a mediating variable (T-statistic = 2.524, $p < 0.05$). These findings suggest that clinical supervision not only boosts teacher performance directly but also improves it indirectly by fostering achievement motivation. The mechanism for this is likely rooted in psychological factors; when supervision is perceived as supportive and developmental rather than punitive, it validates a teacher's sense of competence. For teachers in Lebak, the principal's supportive role is paramount. This supervision may serve as a primary buffer against limited professional interaction, directly fueling the motivation needed to maintain high performance standards (32). This is consistent with studies that link leadership and supervision to teacher motivation. Better supervision can enhance motivation, which in turn improves teacher performance in junior high schools across Lebak Regency.

Discussion of Hypothesis 6: The Indirect Effect of Digital Literacy via Achievement Motivation on the Performance of Junior High School Teachers in Lebak Regency

The empirical findings reveal that digital literacy has a significant indirect influence on junior high school teachers' performance in Lebak Regency, with achievement motivation serving as a mediating variable (T-statistic = 2.372, $p < 0.05$). This outcome demonstrates that digital literacy not only directly enhances teacher performance but also contributes indirectly by improving achievement motivation. This suggests that as teachers gain mastery over digital tools (4), they unlock new pedagogical possibilities. In the Lebak context, where teachers might feel they are facing digital access disparities, successfully mastering new tools (even basic ones) can create a profound sense of self-efficacy and connection to the wider professional community. This bridging of the 'digital access gap' is a powerful intrinsic motivator, boosting professional satisfaction and thereby further reinforcing their overall performance.

Discussion of Hypothesis 7: Indirect Effect of Professional Competence via Achievement Motivation on Junior High School Teacher Performance in Lebak Regency

The statistical analysis demonstrates that professional competence has a significant indirect effect on the performance of junior high school teachers in Lebak Regency, mediated by achievement motivation (T-statistic = 2.478, $p < 0.05$). These findings align with previous studies that highlight the importance of achievement motivation as a mediator in the relationship between teacher competence and performance. This forms a critical self-efficacy loop: teachers who feel (and are) competent in their subject matter are more likely to enjoy the act of teaching, experience success in the classroom, and thus receive intrinsic rewards. This success fuels their motivation to maintain high performance standards (27). This intrinsic reward loop is vital for teacher retention and effectiveness in a region like Lebak, where external incentives are more varied, placing a higher premium on the professional satisfaction derived from competence itself (33, 34). Research confirms that competence and work motivation are integral factors that simultaneously affect human resource performance (35). Other studies also confirm that organizational culture, motivation, and competence are interrelated in assessing teacher performance (7).

Despite its findings, this research acknowledges several methodological limitations. The reliance on teacher self-assessment to measure professional competence may introduce social desirability bias, where respondents might provide answers that reflect expected professional standards rather than their actual daily practice. Furthermore, the study utilized a cross-sectional design, which captures data at a single point in time and thus limits the ability to draw definitive long-term causal inferences between supervision and performance. The results may also be influenced by unmeasured external factors, such as specific school organizational cultures or local socioeconomic conditions in Lebak Regency, which were not fully controlled within this structural model.

Conclusion

This research affirms that clinical supervision, digital literacy, and professional competence significantly influence teacher performance in junior high schools in Lebak Regency. Among these, clinical supervision stands out as the strongest predictor, followed by professional competence and digital literacy. A key contribution of this study is the empirical validation of achievement motivation as a vital mediator that amplifies the impact of these variables, accounting for 23.7% of the indirect effects. The structural model showed strong explanatory power (R^2 = 0.673) and good model fit, confirming the proposed hypotheses. The implications of these findings suggest that strategies to enhance education quality in rural areas must be holistic. Rather than focusing solely on technical skills, policymakers and school leaders must prioritize collaborative clinical supervision to foster teachers' intrinsic motivation. While this study provides valuable insights, it is limited by its cross-sectional design and reliance on self-reported data. Future research directions should consider longitudinal approaches and explore additional variables, such as school organizational culture, to further refine the model of teacher effectiveness in developing or rural regions.

Abbreviations

AM: Achievement Motivation, AVE: Average Variance Extracted, CR: Composite Reliability, CS: Clinical Supervision, DL: Digital Literacy, ICT: Information and Communication Technology, PC: Professional Competence, PLS: Partial Least Squares, Q^2: Predictive Relevance, R^2: Coefficient of Determination.

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Author Contributions

Abdul Karim: conceptualization, methodology, software, formal analysis, investigation, resources, data curation, writing-original draft preparation, visualization, Sudadio: validation, writing-review and editing, supervision, Dase Erwin Juansah: Validation, writing-review and editing, and supervision. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

The authors declared that there is no conflict of interest.

Declaration of Artificial Intelligence (AI) Assistance

The authors acknowledge the use of AI-assisted technology solely for linguistic refinement and grammatical correction of this manuscript. No AI tools were used to generate scientific content or analyze data. The authors assume full accountability for the manuscript's accuracy and integrity.

Ethics Approval

This study was conducted in accordance with the ethical standards of the institutional research committee. All participants provided written informed consent prior to their participation, acknowledging their voluntary involvement and the confidentiality of their data. Formal administrative and ethical clearance was granted by the Education Office of Lebak Regency (Dinas Pendidikan Kabupaten Lebak) through research permit procedures.

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