

The Effect of Organizational Commitment Implementation in Mediating School Environmental Governance and Organizational Culture on Teacher Performance at Private Vocational High Schools in Cilegon City

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ABSTRACT

Teacher performance is one of the key factors in improving the quality of education. However, teacher performance at private vocational high schools in Cilegon City is still influenced by the implementation of school environmental governance, organizational culture, and organizational commitment; therefore, research is needed to obtain empirical evidence regarding the relationships among these variables. This study aims to analyze the influence of school environmental governance on teacher performance, organizational culture on teacher performance, school environmental governance on organizational commitment, organizational culture on organizational commitment, organizational commitment on teacher performance, as well as the mediating role of organizational commitment in the influence of school environmental governance and organizational culture on teacher performance. This study employs a quantitative approach using a survey method. The study population consisted of 127 teachers at three private vocational high schools in Cilegon City, with a saturation sampling technique used so that the entire population served as the sample. Data were collected using a five-point Likert-scale questionnaire and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) via SmartPLS 4. The results indicate that school environmental governance has a positive and significant effect on teacher performance ($t = 1.933$; $p = 0.030$), organizational culture on teacher performance ($t = 5.724$; $p = 0.000$), school environmental governance on

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organizational commitment ($t = 9.183$; $p = 0.000$), organizational culture on organizational commitment ($t = 11.673$; $p = 0.000$), and organizational commitment on teacher performance ($t = 2.577$; $p = 0.010$). Organizational commitment also mediates the effects of school environmental governance ($t = 2.390$; $p = 0.010$) and organizational culture ($t = 2.578$; $p = 0.010$) on teacher performance. This study concludes that all hypotheses were accepted. School environmental governance, organizational culture, and organizational commitment have a positive and significant effect on teacher performance, while organizational commitment was found to mediate the effects of school environmental governance and organizational culture on teacher performance at private vocational high schools in Cilegon City.

INTRODUCTION

International research indicates that teacher quality is a key factor determining school effectiveness and student learning success. Teachers who have strong organizational support and high professional commitment tend to demonstrate optimal performance in the learning process. Collie (2021) notes that education is a strategic sector in human resource development because it shapes the nation's competencies, character, and competitiveness.

Teacher performance is a key factor in determining the success of the learning process and the quality of education. Research by Shohib et al. (2024) indicates that teacher performance significantly determines the quality of education; consequently, improving teacher performance has become a primary focus for various educational institutions. The success of education is largely determined by the quality of teachers as the primary implementers of the learning process in schools. Teachers do not merely serve as conveyors of subject matter but also as learning facilitators, mentors, evaluators, and agents of change within the educational environment. Therefore, improving teacher performance is a critical issue in advancing the quality of national education.

The Indonesian government has established teacher competency standards through Law No. 14 of 2005 on Teachers and Lecturers and Regulation of the Minister of National Education No. 16 of 2007 on Academic Qualification Standards and Teacher Competencies, which stipulate that teachers must possess pedagogical, professional, social, and personal competencies that are integrated into their performance. (Minister of National Education, 2007).

Improving teacher performance has become increasingly important in line with changes in the national education system during the era of digital transformation and the implementation of the Merdeka Curriculum. Teachers are expected to possess adaptive and

innovative abilities, as well as the capacity to create effective and collaborative learning environments. However, various national reports indicate that the quality of teacher performance in Indonesia still faces serious challenges, particularly in the areas of work discipline, instructional innovation, organizational commitment, and school work culture. This situation is reinforced by national education policy reports stating that the improvement of teacher competencies has not been optimally sustained due to weak support from school organizations and educational governance (Solihin et al., 2021).

The shift toward a digital-based education system requires teachers to possess skills in technological adaptation, collaborative learning, and organizational readiness in order to maintain the quality of learning in this era of modern educational transformation. Trust & Whalen (2021). Various studies indicate that the school work environment and organizational culture are key factors influencing teacher performance. Sudibjo & Nasution (2020) found that the work environment, work motivation, and organizational culture contribute to improved teacher performance; therefore, schools need to create a work environment that is conducive to and supports the learning process.

Teacher performance is influenced by various internal and external organizational factors. Internal factors include work motivation, job satisfaction, and organizational commitment, while external factors encompass organizational culture, the principal's leadership, and school environment governance. Effective school environment governance can create a work system that is orderly, transparent, collaborative, and conducive, thereby supporting the effectiveness of learning. On the other hand, a strong organizational culture can foster positive work behavior, loyalty, and teachers' sense of responsibility toward the school organization. Findings by Raharja et al. (2022) indicate that organizational culture has a significant influence on teacher performance. A strong organizational culture fosters professional work behavior, enhances collaboration, and strengthens teachers' engagement in achieving school goals. Therefore, the relationship between school environment governance, organizational culture, and organizational commitment is crucial to examine in improving teacher performance at private vocational high schools.

The phenomenon of low teacher performance in private schools is still observed in various regions, including the city of Cilegon. Private schools face more complex challenges than public schools due to limited resources, competition in educational quality, and varying levels of organizational commitment. Based on the results of a preliminary survey at three private vocational high schools in the city of Cilegon—namely SMK Madinatul Hadid, SMK Fatahilah 1, and SMK Fatahilah 2—several indicators of issues related to teacher performance, organizational culture, and school governance were identified. These conditions are evident in teachers' attendance discipline, involvement in school activities, adaptation to digital learning systems, and low levels of school organizational coordination.

The preliminary survey results indicate that the state of school environment governance, organizational culture, organizational commitment, and teacher performance at private vocational high schools in Cilegon City remains inconsistent. Madinatul Hadid Vocational

High School achieved relatively higher indicator scores compared to Fatahilah 1 Vocational High School and Fatahilah 2 Vocational High School. Several indicators at all three schools remain in the “Good” category and have not yet reached the “Very Good” category across the board. This situation indicates that the implementation of school environment governance and organizational culture has not yet been fully optimized to enhance teachers’ organizational commitment.

Survey data also show that indicators of teacher involvement in school programs and the consistency of organizational culture still have relatively lower scores at some schools. This suggests challenges in building teachers’ loyalty, emotional attachment, and collective awareness of the school’s organizational goals. This situation is believed to impact the quality of teachers’ performance in carrying out their professional duties optimally.

From the perspective of organizational management theory, organizational culture is a system of values, norms, and beliefs that influences the behavior of organizational members. Robbins and Judge state that a strong organizational culture can enhance individual motivation and performance through the internalization of organizational values. Meyer and Allen’s theory of organizational commitment explains that individuals with high affective commitment demonstrate loyalty and emotional attachment to the organization, which leads to improved performance. Meyer et al. (2021) explain that affective commitment has a significant relationship with employee performance, organizational citizenship behavior, and work productivity in educational organizations.

School environment governance also has a significant influence on teachers’ work behavior. School environment governance encompasses the management of facilities and infrastructure, organizational communication, monitoring systems, transparency of information, and interpersonal relationships within the school environment. An unproductive school environment can reduce teachers’ motivation and productivity. Conversely, effective governance creates a comfortable work environment, improves organizational coordination, and strengthens teachers’ engagement in achieving school goals. This indicates that school environment governance is not only related to administrative aspects but also directly influences teachers’ organizational behavior.

Numerous studies on organizational culture, school governance, organizational commitment, and teacher performance have been conducted at both the national and international levels. Research by Wahyuni and Suryani (2022) shows that organizational culture has a positive effect on teacher performance through increased organizational commitment. Additionally, research by Nasution et al. (2024) found that participatory school governance enhances teacher effectiveness in private schools in Indonesia. A strong organizational culture can foster positive work behavior, increase teacher engagement, and strengthen teachers’ loyalty to educational institutions, thereby contributing to improved school organizational performance (Shahzad et al., 2022). These findings suggest that organizational variables are closely linked to improvements in the quality of teacher performance.

Several international studies have shown inconsistent results regarding the role of organizational commitment as a mediating variable between organizational culture and teacher performance; therefore, further empirical testing is needed in different educational contexts, particularly in private vocational schools (Lee & Kim, 2023). Previous research still has several limitations. First, most studies only examined the direct influence of organizational culture or the work environment on teacher performance without including organizational commitment as a mediating variable. Second, previous studies were predominantly conducted in public schools rather than private schools. Third, research examining the simultaneous relationship between school environmental governance, organizational culture, organizational commitment, and teacher performance in the context of private vocational high schools in Cilegon City remains very limited. This situation indicates a research gap that requires further study to develop a more comprehensive empirical model.

Previous studies generally focused only on the partial relationship between two variables, such as the effect of organizational culture on teacher performance or the effect of the work environment on job satisfaction. Previous research has also not extensively integrated the mediating role of organizational commitment in explaining the influence of school environmental governance and organizational culture on teacher performance. Furthermore, some studies have used public schools as their subjects, so the results may not necessarily apply to the characteristics of private schools, particularly private vocational high schools (SMK), which have distinct organizational dynamics and managerial challenges. Therefore, this study aims to expand the research model by incorporating organizational commitment as an intervening variable in the context of private vocational high schools in Cilegon City.

This study offers new contributions to the development of educational management and school organizational behavior. Its theoretical contribution lies in the development of a model of the relationship between school governance, organizational culture, organizational commitment, and teacher performance within a single integrated conceptual framework. This study also reinforces Meyer and Allen's theory regarding the role of organizational commitment as a mediator of individual work behavior in educational organizations. Furthermore, this study offers practical insights for school principals and educational foundations in designing strategies to enhance teacher performance based on strengthening organizational culture and school governance.

This study is also important because vocational high schools (SMK) play a strategic role in preparing a skilled workforce to meet industry needs. Teacher performance at SMKs significantly determines the quality of graduates and students' readiness to enter the workforce. If school governance and organizational culture are not effectively implemented, the quality of vocational education will decline. Therefore, enhancing teachers' organizational commitment is a key factor in supporting the effectiveness of vocational education in Cilegon City as a national industrial hub.

The urgency of this research is further underscored by changes in national education policy, which require private schools to continuously improve the quality of their educational services. Schools are not only required to meet administrative standards but also to foster a healthy organizational culture and implement a professional governance system. In this context, research on the role of organizational commitment in mediating the effects of school governance and organizational culture on teacher performance is relevant for providing empirical solutions to educational quality issues in private vocational high schools in Cilegon City. Vocational education requires teachers with high professional adaptability and organizational commitment, as the quality of learning in vocational high schools is directly linked to graduates' workforce readiness and employability in the industrial sector (Wheelahan, 2022).

Based on previous research findings, there are discrepancies in research results, limitations in variables, differences in research subjects, and suboptimal use of organizational commitment as a mediating variable in explaining the influence of the school governance environment and organizational culture on teacher performance. Therefore, it is necessary to identify research gaps to highlight the position and novelty of the proposed study.

The research gap in this study lies in the limited number of studies that simultaneously examine the effects of school environmental governance and organizational culture on teacher performance through organizational commitment as a mediating variable, particularly in the context of private vocational high schools in Cilegon City. Furthermore, previous studies have shown inconsistent results regarding the relationship between organizational culture, organizational commitment, and teacher performance; thus, further research is needed to develop a more comprehensive empirical model relevant to the conditions of private schools.

The novelty of this study lies in the development of an empirical model that integrates school environmental governance and organizational culture with teacher performance through organizational commitment as a mediating variable in the context of private vocational high schools in Cilegon City. Previous studies have tended to examine direct relationships between variables in isolation and have been conducted primarily in public schools or non-educational institutions. This study presents a more comprehensive approach by examining the simultaneous relationships among school governance, organizational culture, organizational commitment, and teacher performance within a single integrated research model. This study focuses on private vocational high schools, which have different organizational characteristics compared to public schools, particularly in terms of foundation management, work culture, and school governance systems. Another novelty lies in the use of organizational commitment as a mediating mechanism to explain how school environment governance and organizational culture can enhance teacher performance more effectively.

Based on empirical phenomena, theory, and previous research findings, it can be concluded that teacher performance in private vocational high schools is still influenced by various organizational factors, particularly school governance, organizational culture, and organizational commitment. However, previous research findings still show inconsistencies

and limitations in research models, particularly in the context of private vocational schools. Therefore, research on the role of organizational commitment in mediating the effects of school environment governance and organizational culture on teacher performance at private vocational high schools in Cilegon City is crucial.

METHOD

This study employs a quantitative research method using a survey approach. The quantitative method was chosen because this study aims to objectively test the relationships among variables through the processing of numerical data and statistical analysis. The quantitative approach was also used to test the hypothesis regarding the influence of school environment governance and organizational culture on teacher performance, with organizational commitment serving as the mediating variable at private vocational high schools in Cilegon City.

A survey method was used in this study because data collection was conducted by distributing questionnaires to the study respondents, namely teachers at private vocational high schools in Cilegon City. This study is classified as explanatory research because it aims to explain the causal relationship between the independent variables, the mediating variable, and the dependent variable. The independent variables in this study are school environmental governance (X1) and organizational culture (X2); the mediating variable is organizational commitment (Y); and the dependent variable is teacher performance (Z).

Data collection was conducted using a questionnaire instrument in the form of a five-point Likert scale, namely strongly agree, agree, somewhat agree, disagree, and strongly disagree. The data obtained were then analyzed using inferential statistical analysis techniques to test the direct and indirect effects among the research variables.

The population in this study consists of all teachers at three private vocational high schools in Cilegon City: SMK Madinatul Hadid, SMK Fatahilah 1 Cilegon, and SMK Fatahilah 2 Cilegon.

This population was selected because teachers are the primary human resources in the educational process and are directly related to the research variables, namely school environmental governance, organizational culture, organizational commitment, and teacher performance.

Table 3.3 Research Population

No	School Name	Number of Teachers
1	Madinatul Hadid Vocational High School	40 Teachers
2	Fatahilah 1 Vocational High School, Cilegon	67 Teachers
3	Fatahilah 2 Vocational High School, Cilegon	20 Teachers

	Total Population	127 Teachers
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Source: School administrative data for 2026.

Table 3.3 shows that the study population consisted of 127 teachers from three private vocational high schools in Cilegon: 40 teachers from SMK Madinatul Hadid, 67 teachers from SMK Fatahilah 1 Cilegon, and 20 teachers from SMK Fatahilah 2 Cilegon. All teachers in the study population were selected because they have a direct relationship with the research variables, namely school environmental governance, organizational culture, organizational commitment, and teacher performance.

Based on the teachers' educational levels, it was found that the majority of teachers at private vocational high schools in Cilegon City hold a Bachelor's degree (S1). SMK Fatahilah 1 Cilegon has the highest number of teachers with a Bachelor's degree, totaling 64, and 3 teachers with a Master's degree (S2). Madinatul Hadid Vocational High School has 35 teachers with a Bachelor's degree and 5 with a Master's degree, while Fatahilah 2 Vocational High School in Cilegon has 19 teachers with a Bachelor's degree and 1 with a Master's degree. These data indicate that the academic qualifications of teachers at all three schools are predominantly held by Bachelor's degree graduates, in accordance with the competency standards for educators in supporting the quality of learning at the schools.

The sampling technique used in this study was saturated sampling. Saturated sampling is a method in which the entire population is used as the research sample, meaning all members of the population serve as research respondents.

The use of saturated sampling in this study was based on the fact that the researcher could reach the entire population of 127 teachers. Additionally, this technique was chosen so that the research results could more accurately depict the actual conditions regarding school environment management, organizational culture, organizational commitment, and teacher performance at private vocational high schools in Cilegon.

Table 3.4 Research Sample

No	School Name	Number of Teachers
1	Madinatul Hadid Vocational High School	40 Teachers
2	Fatahilah 1 Vocational High School, Cilegon	67 Teachers
3	Fatahilah 2 Vocational High School, Cilegon	20 Teachers
	Total Population	127 Teachers

Source: School administrative data for 2026.

Thus, the sample size in this study consists of 127 teachers from three private vocational high schools in the city of Cilegon.

RESULTS AND DISCUSSION

In this study, hypothesis testing used a *one-tailed* test because all hypotheses were formulated as *directional hypotheses*, i.e., testing for a positive relationship between variables. At a 5% significance level, a hypothesis is accepted if the t-statistic is greater than 1.645 and the p-value is less than 0.05. Conversely, if the t-statistic is ≤ 1.645 and the p-value is ≥ 0.05 , the hypothesis is rejected. Therefore, hypothesis testing serves as the basis for determining whether exogenous variables have a significant effect on endogenous variables in accordance with the hypotheses proposed in this study.

Table 4.23 Hypothesis Test Results

Relationships Among Variables	T-Statistics (O/STDEV)	P-Values	Criteria	Description
School Environmental Management → Teacher Performance	1.933	0.03	Hypothesis Accepted	Has a positive and significant effect on Teacher Performance.
Organizational Culture → Teacher Performance	5.724	0.00	Hypothesis Accepted	Has a positive and significant effect on Teacher Performance.
School Environment Governance → Organizational Commitment	9.183	0.00	Hypothesis Accepted	Has a positive and significant effect on organizational commitment.
Organizational Culture → Organizational Commitment	11.673	0.00	Hypothesis Accepted	Has a positive and significant effect on Organizational Commitment.
Organizational Commitment → Teacher Performance	2.577	0.01	Hypothesis Accepted	Has a positive and significant effect on Teacher Performance.

Source: Data analysis results from SmartPLS 4, 2026.

Table Notes:

Based on Table 4.22, the hypothesis testing results show that all relationships between variables have t-statistics greater than 1.645 and p-values less than 0.05. Based on the criteria of Hair et al. (2022), all hypotheses in this study are accepted because they have a significant effect. These results indicate that the variables School Environmental Governance and Organizational Culture have a direct effect on both Teacher Performance and Organizational Commitment, and that Organizational Commitment also has a direct effect on Teacher Performance.

Among all the relationships tested, the effect of Organizational Culture on Organizational Commitment had the highest t-statistic value, namely 11.673, indicating the strongest relationship in the research model. Conversely, the effect of School Environmental Governance on Teacher Performance had a t-statistic value of 1.933, which was the lowest value but still above the minimum threshold of 1.645, and was therefore deemed significant. Therefore, the test results support all research hypotheses and indicate that improvements in school environmental governance, organizational culture, and organizational commitment contribute to enhanced teacher performance at private vocational high schools in Cilegon City.

Conclusions from the SEM-PLS Analysis

Based on the results of the Structural Equation Modeling-Partial Least Squares (SEM-PLS) analysis, it can be concluded that the research model generally meets most of the evaluation criteria for the measurement model (outer model) and the structural model (inner model). In the outer model evaluation, the results of the convergent validity test showed that 21 out of 22 indicators had outer loadings above 0.70, thus meeting the validity criteria, while one indicator, KO5, had an outer loading of 0.67 and therefore did not meet the recommended minimum threshold. The results of the cross-loading test showed that each indicator had the highest loading value on the construct it measured, while the Fornell-Larcker Criterion test indicated that two constructs met the criteria for discriminant validity and the other two constructs did not fully meet the criteria. Nevertheless, the results of the HTMT test showed that all values were below the 1.00 threshold, so the model's discriminant validity can still be considered adequate. Furthermore, the reliability test results showed that all constructs had Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE) values that met the criteria recommended by Hair et al. (2022), so the measurement model was deemed reliable and suitable for use in further analysis.

The results of the inner model evaluation indicate that the model possesses excellent explanatory and predictive capabilities. The R-Square values of 0.926 for the Organizational Commitment variable and 0.870 for the Teacher Performance variable fall into the "substantial" category, while all Q² Predict values are above 0.35, indicating that the model's predictive ability falls into the "large" category. The results of the hypothesis testing show that all direct relationships between variables have positive and significant effects, namely the effects of School Environmental Governance and Organizational Culture on Organizational

Commitment and Teacher Performance, as well as the effect of Organizational Commitment on Teacher Performance. Furthermore, the results of the mediation test confirm that Organizational Commitment significantly mediates the effects of School Environmental Governance and Organizational Culture on Teacher Performance. Thus, the SEM-PLS model developed in this study demonstrates good fit, strong predictive power, and is capable of comprehensively explaining the relationships among the variables while providing empirical support for all proposed research hypotheses.

DISCUSSION

Direct Effect Hypotheses

1 The Effect of School Environmental Governance on Teacher Performance (H1)

The results of the hypothesis testing indicate that School Environment Governance has a positive and significant effect on Teacher Performance at private vocational high schools in Cilegon City. This is evidenced by a t-statistic value of 1.933, which is greater than 1.645, and a p-value of 0.03, which is less than 0.05; therefore, H1 is accepted. This finding indicates that the better the implementation of school environmental governance—such as policy formulation, the provision of facilities and infrastructure, facility management, and the involvement of the school community in creating a conducive learning environment—the better the teachers' performance in carrying out their professional duties. Thus, effective school environmental governance is a key factor in improving the quality of teacher performance.

2 The Effect of Organizational Culture on Teacher Performance (H2)

The results of the hypothesis testing indicate that organizational culture has a positive and significant effect on teacher performance, with a t-statistic of 5.724 and a p-value of 0.00; therefore, H2 is accepted. These results indicate that a strong organizational culture—reflected through an understanding of the school's vision and mission, discipline, responsibility, cooperation, and effective communication—can improve the quality of teachers' performance. The stronger the organizational culture implemented in the school, the higher the teachers' motivation and commitment in carrying out their duties, thereby leading to improved learning quality and the achievement of the school's goals.

3 The Effect of School Environmental Governance on Organizational Commitment (H3)

The results of the hypothesis testing show that School Environmental Governance has a positive and significant effect on Organizational Commitment, with a t-statistic of 9.183 and a p-value of 0.00; therefore, the third hypothesis (H3) is accepted. These results indicate that the implementation of good school environmental governance can enhance teachers' sense of belonging, loyalty, and commitment to the school organization. An effectively managed school environment provides teachers with a sense of comfort and support in carrying out their work, thereby fostering a stronger commitment to the organization.

4 The Effect of Organizational Culture on Organizational Commitment (H4)

The results of the hypothesis testing show that organizational culture has a positive and significant effect on organizational commitment, as evidenced by a t-statistic of 11.673 and a p-value of 0.00. Therefore, the fourth hypothesis (H4) is accepted. The highest t-statistic compared to the other relationships indicates that organizational culture is the most dominant factor in shaping teachers' organizational commitment. The stronger the organizational culture implemented in the school, the higher the teachers' sense of pride, loyalty, attachment, and willingness to contribute their best to the organization.

5 The Effect of Organizational Commitment on Teacher Performance (H5)

The results of the hypothesis testing indicate that Organizational Commitment has a positive and significant effect on Teacher Performance, with a t-statistic of 2.577 and a p-value of 0.01; therefore, the fifth hypothesis (H5) is accepted. This finding indicates that teachers who have a high level of commitment to their school tend to perform better in carrying out their duties, whether in lesson planning, teaching, assessment, or professional development. Organizational commitment is one of the key factors that motivates teachers to work to their full potential in order to achieve the organization's goals.

Hypotheses on Indirect (Mediating) Effects

1 The Role of Organizational Commitment in Mediating the Effect of School Environmental Governance on Teacher Performance (H6)

The results of the mediation test indicate that organizational commitment significantly mediates the effect of school environmental governance on teacher performance, with a t-statistic of 2.390 and a p-value of 0.01. Therefore, the sixth hypothesis (H6) is accepted. These results indicate that good school environmental governance not only improves teacher performance directly but also through increased organizational commitment. In other words, the better the school environmental governance, the higher the teachers' commitment to the organization, which ultimately leads to improved teacher performance.

2 The Role of Organizational Commitment in Mediating the Effect of Organizational Culture on Teacher Performance (H7)

The mediation test results show that organizational commitment significantly mediates the effect of organizational culture on teacher performance, as evidenced by a t-statistic of 2.578 and a p-value of 0.01. Therefore, the seventh hypothesis (H7) is accepted. These findings indicate that a strong organizational culture not only directly influences improvements in teacher performance but also strengthens organizational commitment, which in turn contributes to improved teacher performance. This suggests that organizational commitment acts as a mediating mechanism linking the influence of organizational culture to improvements in teacher performance at private vocational high schools in Cilegon City.

CONCLUSION

1. The implementation of school environmental governance has a positive and significant effect on teacher performance at private vocational high schools in Cilegon City. The test results show a t-statistic of 1.933 with a p-value of 0.03, so the first hypothesis is accepted. This finding is reinforced by the positive influence of school environmental governance on improved teacher performance.
2. The implementation of organizational culture has a positive and significant effect on teacher performance at private vocational high schools in Cilegon City. The test results show a t-statistic of 5.724 with a p-value of 0.00, so the second hypothesis is accepted. This finding is supported by the positive influence of organizational culture on improving teacher performance.
3. The implementation of school environmental governance has a positive and significant effect on teachers' organizational commitment at private vocational high schools in Cilegon City. The test results show a t-statistic of 9.183 with a p-value of 0.00, so the third hypothesis is accepted. This finding is supported by the increase in organizational commitment resulting from the implementation of good school environmental governance.
4. The implementation of organizational culture has a positive and significant effect on teachers' organizational commitment at private vocational high schools in Cilegon City. The test results show a t-statistic value of 11.673 with a p-value of 0.00, so the fourth hypothesis is accepted. This finding is reinforced by the influence of organizational culture, which is capable of enhancing teachers' organizational commitment.
5. Organizational commitment has a positive and significant effect on teacher performance at private vocational high schools in Cilegon City. The test results show a t-statistic of 2.577 with a p-value of 0.01, so the fifth hypothesis is accepted. This finding is supported by the positive influence of organizational commitment in improving teacher performance.
6. Organizational commitment mediates the effect of school environmental governance implementation on teacher performance at private vocational high schools in Cilegon City. The mediation test results showed a t-statistic of 2.390 with a p-value of 0.01, so the sixth hypothesis was accepted. This finding is supported by the role of organizational commitment as a mediating variable that strengthens the effect of school environmental governance on teacher performance.
7. Organizational Commitment mediates the effect of Organizational Culture Implementation on Teacher Performance at private vocational high schools in Cilegon City. The results of the mediation test showed a t-statistic of 2.578 with a p-value of 0.01, thus accepting the seventh hypothesis. This finding is supported by the role of Organizational Commitment as a mediating variable that strengthens the effect of Organizational Culture on Teacher Performance.

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