
Mediation Organization Commitment Role on the Influence of Organizational Culture and the Role of Leadership on Teacher Performance at Public Center of Excellence Vocational Schools in Serang Banten Regency

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Abstract: *One of the emphasis of national education is on developing students' potential holistically and improving the quality of human resources as a whole. The very rapid development of technology and culture currently has a significant impact on vocational schools in preparing students with skills that suit the demands of the world of work. The aim of this research is to identify and analyze the influence of organizational culture and leadership on teacher performance in Central State Vocational Schools of Excellence in Serang Banten Regency with the role of mediation organization commitment. The research methodology used in this research is through a quantitative research approach with a saturated sample of 125 people using statistical model analysis SPSS Statistic version 29 and SmartPLS version 4.1.0.4. The research results show that organizational culture has a positive and significant influence on teacher performance, the role of leadership has a positive and significant influence on teacher performance, and organization commitment positive and significant effect on teacher performance, and can mediate organizational culture and the role of leadership on teacher performance. With these findings, the author suggests through managerial implications using the plan, do, check, and action (PDCA) concept in data-based planning, including involving teachers in the decision-making process, by giving them the opportunity to participate in goal setting, planning and*



evaluation, teachers feel valued and more connected to organizational goals, so that teachers feel more motivated to contribute and have better teacher performance, which will ultimately improve the quality of education, especially the quality of graduates.

Keywords: *Llorganization Commitment, Organizational Culture, Leadership, Teacher Performance.*

1. INTRODUCTION

Vocational education is an educational approach that emphasizes mastering practical skills needed in the world of work. Vocational education plays an important role in preparing the younger generation to face the demands of the modern world of work, and is one of the pillars in a country's economic development. One form of vocational education includes vocational high schools, which is a form of secondary education in Indonesia and the implementation of vocational schools must pay attention to the needs of the world of work and ensure the relevance of vocational programs to industrial needs and technological developments. In the last few decades technological and cultural developments have experienced very rapid and significant developments, we have witnessed an explosion in global accessibility and connectivity, which has had a tremendous impact on culture, communication and human activities in general. One of the vocational education programs is the Vocational School Center of Excellence, where this program is designed to provide high quality vocational education with a focus on developing skills and knowledge that are in line with industry needs. Center of Excellence Vocational Schools are also usually equipped with adequate facilities and supporting facilities to support practical learning, as well as collaboration with industry in facilitating internships and work placements for students. In this way, this program becomes an effective bridge between education and the world of work, so that graduates are ready to go directly into the world of work with skills that are relevant to their needs.

However, the quality of competency of vocational high school graduates has not been able to fully accommodate the demands of the world of work, one of the indicators of which is the low absorption of graduates which has an impact on the high open unemployment rate of vocational school graduates, which is a phenomenon of the quality of competency of vocational school students which is not yet optimal. Based on National BPS data regarding the open unemployment rate based on education level, it shows that the largest contributor to open unemployment rate in 2022 will be vocational school graduates with 9.42%.

The level of graduate absorption is still minimal, namely 61.51%, the remaining 38.49% have not been absorbed and are still waiting. Many factors influence the quality of competency of vocational school graduates, where one indicator that determines success is the extent to which the competency of graduates of a school can compete and meet the needs of the world of work, as well as how much absorption the graduates have in the world of work.

Apart from data on the absorption of vocational high school graduates, the quality of education is also often linked to the level of achievement or quality of competence which is demonstrated by the ability of students to get marks in exams and the ability of graduates to



obtain and carry out work, as well as evaluation of school quality in the form of school quality reports which are carried out through national assessments.

Then seen from the teacher's perspective, the role of a teacher is vital in producing quality students, of course comparable to the quality of the teacher's performance in teaching in the classroom.

Improving the quality of student or graduate competency depends on the learning process at school, whether or not the quality of student competency depends on the learning process carried out by a teacher in the classroom. The quality of classroom learning implementation of course depends on learning components including the initial abilities of students, availability of infrastructure, school climate and conditions, school culture or character, a teacher's performance through teacher competency and learning quality, as well as the role of school management, in this case the leadership role of the head school.

There were differences of opinion regarding the influence of organizational culture and the role of leadership on teacher performance Prabhawa et al. (2020), Meliala et al. (2022), Tahniah et al. (2021), Ismail et al. (2022), Made et al. (2019), and Manurung et al. (2022) argue that organizational culture has a positive and significant influence on teacher performance. Different from Ulfa et al. (2022), Ghanney et al. (2017), Indajang et al. (2020), Komardi et al. (2019), and Andriprianto and Maridjo (2022) states that organizational culture has no effect on employee performance. Then, looking at the leadership role, there are several studies which state namely in research Hamzah and Sarwoko (2020), Indajang et al. (2020), Muliartini et al. (2019), Made et al. (2019), and (Masirun, 2022) that the performance of teachers or employees is influenced by the leadership role positively and significantly. In contrast to the opinions Laghari et al. (2022), Sopaheluwakan et al. (2020), Umar et al. (2022), Komardi et al. (2019), with Panjaitan and Chandra (2018) stated that the leadership role does not have a positive impact on teacher performance.

2. RELATED WORKS

2.1 Teacher Performance

This has a direct impact on achieving the desired goals of a particular company or agency (Mukhsin et al., 2021). In addition, employee performance is determined by the quality and quantity of their work, which is measured based on predetermined standards, and includes the overall impact of their activities in the organization (Kambara and Soerono, 2022). According to Susanto (2016), an educator's performance can be measured by his ability to fulfill his responsibilities and carry out his work effectively (Sanusi, 2023). Apart from that, teacher performance is a skill proven by teachers in carrying out their work in teaching (Susanto, 2016). According to Smith, performance is the result of the output of a process (Sedarmayanti, 2021). Then LePine argues that the definition of performance is formal, which states that performance is the value of a series of behaviors determined by an employee,



which can have a positive or negative impact on achieving organizational goals (Wesson, 2011). As defined by Lubis et al. (2018) in Indajang (2020), performance is the result of a procedure that is evaluated over a certain duration of time and is based on predetermined criteria, rules or agreements. Performance, according to Mathis and Jackson (2012), is defined as tasks completed or not completed by employees. Successful completion of tasks assigned to individuals is related specifically to the organization's main goals, client fulfillment, and financial commitments (Wibowo, 2016:123).

2.3 Organizational Culture

According to Schein (2010) as quoted by Sanusi (2023), organizational culture includes collective experiences that develop over a long period of time. This philosophy becomes firmly embedded in the structure of a community, group or organization, and subsequently influences attitudes, beliefs, ideals, opinions and actions expressed through work or work (Mukhsin, 2017). The essence of an organization and its members lies in its organizational culture. These intangible social influences have the power to motivate individuals in organizations to carry out their work duties. Without realizing it, every individual in the organization absorbs and internalizes the prevailing culture (Kambara and Prahyawan, 2020). Organizational cultural values can be transformed into organizational culture, starting from values that inform other people about what should be accepted and rejected, dominant aspects recognized by the school in the form of school rules, and the way people interact with people within or outside the organization in the form of the philosophy adopted by the organization (Wahdati, 2018). Then Kreitner (2014) in Indajang (2020) stated that a set of values, beliefs and norms that have existed for a long time defines organizational culture.

2.3 Principal Leadership

The importance of leadership has received significant research attention in organizational behavior. According to Su'ud (2000) and Thoha (2007) as referred to in Mukhsin (2017), leaders play an important role in formulating and implementing organizational strategies. Leadership is a process of influencing or controlling where someone guides the thoughts, feelings or actions of others (Lai et al., 2019:260). Leaders must be able to direct the organization's strategy and activities in accordance with the vision and mission. They must be able to make decisions that are consistent with the direction set and provide guidance to team or organization members in achieving the set goals (Robbins, 2012).

2.4 Organization Commitment

The concept of organizational commitment as the level of employee desire and willingness to remain in the organization. They divide it into three components are affective commitment, continuance commitment, and normative commitment (Allen and Meyer, 1991), there are three main dimensions of organizational commitment are affective commitment, normative commitment, and continuance commitment. The factors that influence organizational



commitment according to Dyne and Graham (2005) in Yusuf et al. (2020), are: a)Personal, b)Situational, and c)Positional.

3. METHODOLOGY

In a research, a method is needed to solve the problems in the research. Research is an activity carried out systematically to process and conclude data using certain methods to find answers to the problems faced. In order for the implementation of research to run systematically, the method used must be in accordance with the object being studied and in accordance with the research objectives to be achieved. Things that must be considered in research are that the method used must be adjusted to the object of research and the objectives to be achieved so that the research will run systematically. In this research the author uses quantitative descriptive research, where this research method is a research approach that aims to describe or illustrate certain phenomena or variables in the population through collecting and analyzing numerical data (Sekaran and Bougie, 2016). This research approach focuses on collecting and analyzing data that is quantitative or based on numbers to answer research questions. This data is then analyzed quantitatively to find patterns, relationships or significant differences. Quantitative research methods are methods based on the philosophy of positivism, used in researching samples and research populations. Quantitative research is research that presents data in the form of numbers as the results of its research. Descriptive research methods are a method of researching the status of a group of people, an object, a condition, a thought, or a current event. Descriptive methods are used to create a systematic, factual, and accurate picture or description of existing phenomena. Quantitative descriptive research is research that describes variables as they are supported by data in the form of numbers generated from the actual situation (Sugiyono, 2003).

This research relies on a type of quantitative data that involves testing theoretical measurement variables and analyzing them using statistical procedures and numerical analysis, through a quantitative research approach with sampling techniques, namely probability sampling with simple random sampling. Simple random sampling technique is a simple sampling technique that is carried out randomly without considering the strata in the population (Eisingerich and Rubera, 2010). With a research population at Public Center of Excellence Vocational Schools in Serang Banten Regency as many as 308 people and a sample of 125 people.

Using statistical analysis models structural equation modeling (SEM) by SmartPLS version 4.1.0.4. SEM is a combination of two separate statistical methods, namely factor analysis developed in psychology and psychometrics and simultaneous equation models developed in econometrics (Ghozali, 2021). The research model used aims to analyze the role of mediation organization commitment (Z) on the influence of organizational culture (X₁) and leadership

roles (X_2) on teacher performance (Y) at Central State Vocational Schools of Excellence in Serang Banten Regency.

4. RESULTS AND DISCUSSION

Hypothesis Test

Table 1. Direct Relationship Hypothesis Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Budaya Organisasi -> Kinerja Guru	0,242	0,249	0,076	3,184	0,001
Budaya Organisasi -> Organization Commitment	0,380	0,384	0,088	4,293	0,000
Organization Commitment -> Kinerja Guru	0,180	0,174	0,086	2,088	0,018
Peran Kepemimpinan -> Kinerja Guru	0,582	0,573	0,093	6,225	0,000
Peran Kepemimpinan -> Organization Commitment	0,361	0,351	0,105	3,437	0,000

Source: Data Processing SmartPLS Version 4.1.0.4 (2024)

Table 2. Indirect Relationship Hypothesis Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Peran Kepemimpinan -> Organization Commitment -> Kinerja Guru	0,065	0,059	0,034	1,898	0,029
Budaya Organisasi -> Organization Commitment -> Kinerja Guru	0,068	0,068	0,041	1,681	0,046

Source: Data Processing SmartPLS Version 4.1.0.4 (2024)

Based on hypothesis testing of the direct relationship between variables, it was found that $P_{value} < 0.05$, and $T_{statistic} < 1.96$, so it can be said that the direct relationship between variables is significant and the hypothesis is accepted, namely:

- 1) Organizational culture can directly influence teacher performance positively and significantly, the higher the organizational culture, the higher the teacher performance.
- 2) Organizational culture can have a direct influence on organization commitment positively and significantly, the higher the organizational culture, the higher it will be organization commitment.
- 3) Organization commitment can have a direct influence on teacher performance positively and significantly, the higher it is organization commitment the higher the teacher's performance will be.
- 4) The role of leadership can directly influence teacher performance positively and significantly. The higher and more effective the leadership role, the higher the teacher's performance.
- 5) Leadership roles can have a direct influence on organization commitment with positive and significant, high and effective leadership roles it will increase height organization commitment.



Then in the hypothesis test the indirect relationship is obtained $P_{\text{value}} < 0.05$, and but $T_{\text{statistic}} < 1.96$, but nevertheless $T_{\text{statistic}}$ or the hypothesis can still be accepted, because in social research you can use $\alpha = 10\%$, $T_{\text{statistic}} > T_{\text{table}} = 1.65$, maka $T_{\text{statistic}} > T_{\text{table}}$, that is:

1) Organization commitment can mediate or indirectly influence the role of leadership on teacher performance positively and significantly, in other words that organization commitment can increase the influence of the leadership role on teacher performance.

2) Organization commitment can mediate or indirectly influence organizational culture on teacher performance positively and significantly, in other words that organization commitment can increase the influence of organizational culture on teacher performance.

This research provides empirical evidence that the development of a strong organizational culture can contribute positively to improving teacher performance. The higher and stronger the implementation of organizational culture, the higher and stronger the teacher's performance will be, which will ultimately improve the overall quality of education. This is proven by the results of the hypothesis test on the inner model, namely $T_{\text{statistic}} = 3.184$ and $P_{\text{value}} = 0.001$. In line with this research, there are several studies that state the same thing and support the first hypothesis (H_1), namely the research of Prabhawa et al. (2020), Meliala et al. (2022), Tahniah et al. (2021), Ismail et al. (2021), 2022), Made (2019), and Manurung et al. (2022) which stated that organizational culture has a positive and significant influence on teacher performance. Contrary to research which states namely in research by Ulfa et al. (2022), Ghaney et al. (2017), Indajang et al. (2020), Komardi et al. (2019), and Frangky et al. (2019) that organizational culture does not have a positive effect and even has a negative contribution to teacher performance.

This research provides empirical evidence that the leadership role has a strong positive influence on teacher performance. The better the quality of leadership implemented, the higher the performance demonstrated by teachers, which will ultimately improve the overall quality of education. This is proven by the results of the hypothesis test on the inner model, namely $T_{\text{statistic}} = 6.225$ and $P_{\text{value}} = 0.000$. In line with this research, there are several studies that state the same and support the second hypothesis (H_2), namely research by Hamzah and Sarwoko (2020), Indajang et al. (2020), Muliartini et al. (2019), Made (2019), and Masirun (2022) stated that there is a positive influence and contribution, as well as a significant role of leadership on teacher performance. Contrary to research which states namely in the research of Laghari et al. (2022), Sopaheluwakan et al. (2020), Umar et al. (2022), Komardi et al. (2019), and Panjaitan et al. (2018) that the role of leadership does not have a positive effect and even has a negative contribution to teacher performance.

This research provides empirical evidence that organizational culture has a strong positive influence that can improve organization commitment, the development of a strong and positive organizational culture can increase the commitment of organizational members, in this case teachers, which will ultimately improve the overall quality of education. This is proven by the results of the hypothesis test on the inner model, namely $T_{\text{statistic}} = 4.293$ and $P_{\text{value}} = 0.000$. In line with this research, there are several studies that state the same thing and support the third hypothesis (H_3), namely research by Guler and Ozgenel (2023), Goc and



Ozcetin (2018), Pratama et al. (2020), Omela (2019), and Sirait et al. (2022) who state that the more positive and strong the organizational culture, the higher the teacher's organizational commitment. These findings indicate that organizational culture plays an important role in shaping the level of attachment and loyalty of organizational members to organizational goals.

This research provides empirical evidence that the role of leadership has a strong positive influence that can improve organization commitment. Effective leadership is a key factor in increasing teacher organizational commitment, which will ultimately improve the overall quality of education. This is proven by the results of the hypothesis test on the inner model, namely $T_{\text{statistic}}=3.437$ and $P_{\text{value}}=0.001$. In line with this research, there are several studies that state the same thing and support the fourth hypothesis (H_4), namely research by Donkor et al. (2021), Praharti et al. (2023), Rumiati et al. (2022), Atika et al. (2022). 2022, and H R. Pratama et al. (2022) which states that there is a positive and meaningful correlation between leadership and organizational commitment. In other words, effective leadership plays a positive role in increasing the level of organizational commitment in the school environment. This research provides empirical evidence that organizational commitment has a strong positive influence on improving teacher performance. Where organizational commitment is an important factor in improving teacher performance, which will ultimately improve the overall quality of education. This is proven by the results of the hypothesis test on the inner model, namely $T_{\text{statistic}}=2.088$ and $P_{\text{value}}=0.037$. In line with this research, there are several studies that state the same and support the fifth hypothesis (H_5), namely research by Waeyenberg et al. (2022), Anwar et al. (2021), Pratama et al. (2022), Safrina et al. (2023), and Normianti et al. (2019) which stated that organizational commitment plays an important role in shaping and improving the quality of teacher performance.

Based on the results of testing the indirect relationship and the sixth hypothesis (H_6), it shows that organizational commitment is quite capable of mediating the relationship between organizational culture and teacher performance, statistically it has a positive and significant relationship. This is proven by the results of the hypothesis test on the inner model, namely $T_{\text{statistic}}=1.681$ and $P_{\text{value}}=0.046$. Thus, this research is in line with previous research, where in this research organizational commitment has a positive and significant mediating influence on the relationship between organizational culture and teacher performance. Where previous research is research by Omela et al. (2021), Sirait et al. (2022), Gultom (2022), Herlambang and Fuadi (2018), Soelistya et al. (2023), and Pramono (2021), which states that organizational commitment mediates positively and significantly on organizational culture and teacher performance.

Based on the results of testing the indirect relationship and the sixth hypothesis (H_7), it shows that organizational commitment is quite capable of mediating the relationship between the leadership role and teacher performance, statistically it has a positive and significant



relationship. This is proven by the results of the hypothesis test on the inner model, namely $T_{\text{statistic}}=1.898$ and $P_{\text{value}}=0.029$. These results indicate that organizational commitment is able to mediate the relationship between leadership roles and teacher performance positively and significantly. Thus, this research is in line with previous research, where in this research organizational commitment has a positive and significant mediating influence on the relationship between leadership roles and teacher performance. Where previous research is research by Donkor et al. (2021), Limon (2022), Hidayat (2022), Yulianti (2022), and Pamungkas (2023), which states that organizational commitment mediates positively and significantly on the role of leadership and teacher performance.

5. CONCLUSION AND SUGGESTION

This research identifies, analyzes and evaluates factors that contribute to improving teacher performance which has implications for improving the quality of graduates, with a focus on the influence of organizational culture and the role of leadership on teacher performance with mediation organization commitment. Based on statistical tests related to these variables, it can be concluded that:

- a. Organizational culture has a positive and significant influence on teacher performance.
- b. The leadership role has a positive and significant influence on teacher performance.
- c. Organizational culture has a positive and significant influence on organization commitment.
- d. Leadership roles have a positive and significant influence on organization commitment.
- e. Organization commitment has a positive and significant influence on teacher performance.
- f. Organization commitment has a positive and significant mediating influence in the relationship between organizational culture and teacher performance.
- g. Organization commitment has a positive and significant mediating effect in the relationship between leadership roles and teacher performance.

Based on the results of research regarding the influence of Organizational Culture (X_1) and Leadership Role (X_2) on Teacher Performance (Y) with the mediating role of Organization Commitment (Z), several general suggestions and recommendations can be implemented by school management and education policy makers to improve overall teacher performance:

- a. Strengthening organizational culture can be done by evaluating and developing a relevant culture and involving all staff in this process to increase a sense of ownership, workshops and team-building activities.
- b. Leadership quality must be improved through comprehensive leadership training for school principals and other leaders as well as encouraging a culture of coaching and mentoring.
- c. Organizational commitment can be increased by paying attention to teacher well-being through programs that support work-life balance and mental health and provide clear career development pathways, teacher well-being initiatives that include work-life balance programs and reward systems, and increasing teacher involvement in decision making.



d. Program evaluation and adaptation must be carried out on an ongoing basis to ensure its effectiveness based on feedback from teachers, through Data Based Planning.

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