

Research Article

Organizational Commitment and Perceived Transformational Leadership Style in Relation to Teachers' Organizational Citizenship Behavior

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Abstract: Significant changes occurring today are characterized by technological disruption, demographic shifts, globalization, and economic instability. The combination of these factors creates complex challenges for human resources (HR) in adapting and enhancing their capabilities. The purpose of this study was to examine the relationship between organizational commitment and perceptions of transformational leadership style with Organizational Citizenship Behavior of teachers in Surabaya. The research subjects were 397 teachers in Surabaya, East Java. The sampling technique used was purposive sampling. Data was collected through scale filling using Google Forms. The measurement instruments in this study were the Organizational Citizenship Behavior Scale, the Organizational Commitment Scale, and the Transformational Leadership Style Perception Scale. The data analysis used multiple linear regression analysis. The results showed that there was a significant positive relationship between organizational commitment and perceptions of transformational leadership style with Organizational Citizenship Behavior. The higher the organizational commitment and perceptions of transformational leadership style, the higher the Organizational Citizenship Behavior among teachers. There was a significant relationship between organizational commitment and Organizational Citizenship Behavior, and there was also a significant positive relationship between perceptions of transformational leadership style and Organizational Citizenship Behavior. The higher the perceptions of transformational leadership style, the higher the Organizational Citizenship Behavior among teachers.

Keywords: Google Forms, Organizational Citizenship Behavior, Organizational Commitment, Perceptions of Transformational Leadership Style, Teacher.

Received: November 19, 2025;
Revised: November 29, 2025;
Accepted: December 27, 2025;
Published: December 31, 2025;
Curr. Ver.: December 31, 2025;



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1. Introduction

The current era of globalization is characterized by worldwide transformations in societal structures that transcend territorial boundaries. These changes occur across various spheres of life, including economics, politics, culture, science and technology, and ideology. Globalization has exerted significant influence on nearly all aspects of human life, producing both positive and negative impacts (Islami et al., 2022). One of the most prominent effects of globalization is evident in the field of education (Fauzi, 2020). Education has become a key sector in developing superior, competitive, and adaptable human resources capable of navigating global challenges.

The globalization era is also known as the era of knowledge, where information and competence form the foundation of all aspects of life. Within this context, teachers hold a strategic role in delivering high-quality and professional education (Handayani, 2021). Teachers are increasingly required to confront complex challenges, including more demanding subject materials, higher standards of learning, and the necessity to foster higher-order thinking skills. Consequently, educators must not only be professionally competent but also creative and possess enhanced decision-making intelligence (Hayati & Chanifudin, 2020).

However, these challenges are often accompanied by internal issues within educational organizations. One prominent issue is the low level of Organizational Citizenship Behavior (OCB) among teachers. OCB refers to voluntary individual behavior that is not directly linked to formal reward systems but contributes to the effectiveness and efficiency of organizational functioning (Organ, Podsakoff, & MacKenzie, 2006). Teachers demonstrating high OCB not only perform their formal duties but also display commitment and concern that exceed job requirements, such as assisting colleagues or participating in school activities beyond official working hours (Sholikha & Izzati, 2021).

Conversely, low levels of OCB among teachers may negatively affect educational quality. Reports of government-contracted teachers (PPPK) frequently being absent from work or showing limited participation in school activities indicate low OCB (Danafia, 2023). Several cases have even highlighted incidents of teachers abandoning their teaching responsibilities, resulting in declines in educational quality (Huda, 2023). Low OCB can hinder organizational performance, reduce productivity, and obstruct the achievement of educational goals (Kartikaningdyah & Utami, 2017).

Research on OCB has been widely conducted in various organizational contexts. Saxena and Saxena (2015) state that OCB is influenced by organizational commitment; the more employees identify with their work and organization, the higher their efficiency and sense of belonging. Fitria et al. (2016) found that organizational commitment contributes 17.8% to OCB. Other studies similarly emphasize the positive relationship between perceptions of transformational leadership and the development of OCB among employees (Alamsari & Laksmiwati, 2021; Ganggut, 2018; Fitria et al., 2016; Jaya, 2018).

In addition, teachers' perceptions of transformational leadership styles also influence OCB. Oğuz (2010) demonstrated a positive relationship between the two, supported by findings from Riaz and Haider (2010) that transformational leadership enhances job satisfaction. This leadership style focuses on fostering individual development and encouraging performance that exceeds established standards (Bass, 1999).

Amid the era of globalization, which brings significant transformations across various sectors—including education—it is crucial for educational leaders to adapt to emerging challenges. Globalization affects both the delivery and reception of education and requires teachers to demonstrate high levels of OCB. Although not directly tied to formal reward systems, such behavior enhances organizational functions effectively and efficiently.

2. Literature Review

Organizational Citizenship Behavior (OCB)

According to Organ, Podsakoff, & MacKenzie (2006), Organizational Citizenship Behavior (OCB) is a constructive contribution of organizational members, although it does not directly impact individual productivity, but is appreciated by the organization. Organizational Citizenship Behavior (OCB) is also defined by Jex & Britt (2008) as a form of informal behavior that is displayed by individuals in addition to formal behavior as a form of their contribution to the progress of the organization.

The behavior known as Organizational Citizenship Behavior (OCB) refers to employee actions that go beyond the scope of established formal tasks (Robbins & Judge, 2008). Borman (2004) defines Organizational Citizenship Behavior (OCB) as behavior that supports the broader organizational, social, and psychological context, thus Organizational Citizenship Behavior (OCB) is not only related to individual tasks, but also acts as a catalyst in creating a productive work environment.

Organizational Commitment

According to Allen & Meyer (2016), organizational commitment can be defined as a psychological state that reflects an individual's emotional attachment to the organization, a consideration of the potential consequences of leaving the organization, and a sense of moral obligation to remain a member of the organization. Organizational commitment is a state in

which an individual feels emotionally attached to the organization, is willing to make a maximum contribution to achieving organizational goals, and fully accepts the values and vision espoused by the organization (Steers and Porter, 2003).

According to Hrebiniak & Alutto (1972), organizational commitment is a consequence of the exchange process that occurs between the individual and the organization. The longer an individual is involved in an organization, the greater the investment made by both parties, in terms of time, energy, and emotions. This investment then forms a strong bond, making the individual reluctant to leave the organization. According to Hall, Schneider, & Nygren (1970), organizational commitment is a process focused on integrating individual goals with organizational goals. The goal is to create a match between the employee's personal aspirations and the organization's goals.

According to Kreitner & Kinicki (2010), employees who are highly committed to an educational institution are expected to demonstrate greater dedication to achieving the institution's goals. Furthermore, they also tend to have a stronger desire to remain part of the institution in the long term.

Perceptions of Transformational Leadership Style

Transformational leadership can be defined as an individual's ability to optimize organizational resources through interactions with team members, with the goal of achieving a higher and more meaningful vision (Danim, 2004). According to Bass et al. (2006), transformational leadership is a leader's ability to inspire followers so that they feel trust, loyalty, and admiration for their leader. Subordinates motivated by transformational leaders are willing to contribute beyond expectations and work together to achieve organizational goals.

According to Burn (1978), the relationship between the concepts of transformational and transactional leadership and the theory of needs hierarchy can be understood as understanding that subordinates' lower-order needs, such as physiological needs, safety needs, and esteem needs, can be effectively met through a transactional leadership style. Robbins & Judge (2008) define transformational leaders as individuals who are able to motivate followers to transcend personal interests for the greater good of the organization. Transformational leadership has a powerful influence on changing followers' attitudes and behaviors.

Leadership is a person's ability to influence or organize a group towards achieving a goal (Robbins, 2013). According to Avolio and Bruce (1997), transformational leadership has the ability to trigger fundamental transformations in organizations, including changes in the values, goals, and needs of employees. According to Insan (2017), conceptually, transformational leadership is defined as a leader's ability to change the work environment, work motivation, work patterns, and work values perceived by subordinates so that they are able to optimize performance to achieve organizational goals. According to Krishnan (2005), the fundamental premise of transformational leadership lies in the leader's ability to motivate followers to exceed expectations and achieve higher organizational goals.

3. Methods

The research method used a quantitative approach. The population in this study was all teachers working in the city of Surabaya, totaling 30,847 teachers. This data was obtained from the official website of the Ministry of Education and Culture (Kemendikbud). The sample in this study were teachers in Surabaya who were actively teaching at the early childhood education (PAUD), kindergarten, elementary school, junior high school, senior high school, or vocational high school levels, and came from both private and public schools. The sample size was determined using the Krejcie Table, which recommends a minimum sample size of 379 people. However, in this study, the researchers successfully obtained 397 respondents.

This research scale used the Organizational Citizenship Behavior scale, developed by the researcher based on Prihatsanti's (2010) definition, which encompasses five dimensions: Conscientiousness (1 item), Altruism (4 items), Civic Virtue (2 items), Sportsmanship (3 items), and Courtesy (1 item). The next measurement used the Organizational Commitment Questionnaire (OCQ) scale based on the theory proposed by Mowday et al. (1979), which consists of three aspects: Trust (4 items), Willingness (2 items), and Desire (4 items). The final scale used by the researcher was a 40-item transformational leadership perception scale compiled by Farhanindya (2020) based on aspects proposed by Munandar (2014): Attributed Charisma (7 items), Inspirational Leadership Motivation (8 items), Intellectual Stimulation (8

items), Individualized Consideration (8 items), and Idealized Influence (8 items). This scale uses a Likert scale model with five alternative answer choices: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

The data analysis technique used in this study was multiple linear regression analysis using Parametric Correlation. Data calculations were performed using SPSS (Statistical Packages for Social Science) Version 27 for Windows.

4. Results

Validity Test

Table 1. Summary of Validity Tests for the Organizational Citizenship Behavior Scale.

Initial Number of Items	Analysis Round	Number of Items	Dropped Number of Items Remaining	Description
14	I	1,10,11	11	<i>Index corrected item total correlation move from 0,242 to 0,734</i>
11	II	-	11	<i>Index corrected item total correlation move from 0,378 to 0,791</i>

Source: SPSS Version 27 Output

Table 2. Distribution of Organizational Citizenship Behavior Scale Items.

No	Aspect	Indicator	Item Number	
			Valid	Dropped
1	<i>Altruism</i>	Voluntary helping behavior Helping behavior to prevent work-related problems	12,2	
2	<i>Courtesy</i>	Willingness or desire to accept (tolerance) any discomfort that arises Politeness and respect demonstrated in every behavior	3,5 4	1
3	<i>Sportsmanship</i>	Individual loyalty to the organization Someone who does not like to protest	6,8 7	
4	<i>Civic Virtue</i>	Commitment to the organization as a whole Contribution to political issues within an organization in a given area of responsibility.	14 13	
5	<i>Conscientiousness</i>	Individual self-motivation to perform tasks better Individual self-motivation to perform tasks beyond established standards	9	2
Total Item			11	3

Based on the results of item discrimination involving 69 respondents, the first round showed a corrected item-total correlation index score ranging from 0.242 to 0.734, with 11 valid items and 3 invalid items out of a total of 14 items on the organizational citizenship behavior scale. Meanwhile, the second round of item discrimination showed a corrected item-total correlation index score ranging from 0.378 to 0.791, with 11 valid items and 0 invalid items out of a total of 11 items on the organizational citizenship behavior scale.

Reliability Test

Table 3. Results of the Organizational Citizenship Behavior Scale Reliability Test.

Number of Items Scale	Round Analysis	Number of Valid Items	Number of Failed Items	Reliability
14	I	11	3	0,811
11	II	11	-	0,828

Source: SPSS Version 27 Output

The reliability test results for the Organizational Citizenship Behavior scale using SPSS 27 for Windows using the Cronbach's alpha method showed 0.811 in the first round with 14 scale items tested. The second round of analysis with 11 valid items showed a Cronbach's alpha value of 0.828. This means the Organizational Citizenship Behavior scale is proven reliable.

Normality Test

Table 4. Normality Test.

Variable	<i>Kolmogorov-Smirnov</i>		Description
	Z	p	
<i>Organizational Citizenship Behavior</i>	0,036	0,200	Normal

Source: SPSS Version 27 Output

Based on the results of data processing with SPSS 27, the sig. value obtained is 0.200, which is greater than 0.05, so it can be concluded that the data is normally distributed.

Linearity Test

Table 5. Linearity Test.

Variabel	F	p	Keterangan
<i>Organizational Commitment (X1) – Organizational Citizenship Behavior (Y)</i>	1,420	0,064	Linear
<i>Perception of Transformational Leadership Style (X2) – Organizational Citizenship Behavior (Y)</i>	2,146	0,059	Linear

Source: SPSS Version 27 Output

The results of the linearity test of the relationship between the Organizational Commitment Variable (Variable X1) and the Organizational Citizenship Behavior Variable (Variable Y) obtained an F value of 1.420 with a significance of 0.064 > 0.05, so it can be interpreted that there is a linear relationship between Organizational Commitment and Organizational Citizenship Behavior. Furthermore, the results of the linearity test of the relationship between the Transformational Leadership Style Perception Variable (Variable X2) and the Organizational Citizenship Behavior Variable (Variable Y) obtained an F value of 2.146 with a significance of 0.059 > 0.05, so it can be interpreted that there is a linear relationship between the Transformational Leadership Style Perception Variable and Organizational Citizenship Behavior.

Multicollinearity Test**Table 6.** Multicollinearity Test of Organizational Commitment Variables with Perceptions of Transformational Leadership Style.

Variable	Collinearity Statistics		Description
	Tolerance	VIF	
Organizational Commitment with Perceptions of Transformational Leadership Style	0,825	1,213	no multicollinearity in the regression model

Source: SPSS Version 27 Output

The multicollinearity test results for the Organizational Commitment and Perception of Transformational Leadership Style variables yielded a tolerance value of 0.825 > 0.10 and a VIF value of 1.213 < 10.00, thus concluding that there is no multicollinearity in the regression model.

Heteroscedasticity Test**Table 7.** Heteroscedasticity Test.

Variable	p	Description
Organizational Commitment (X1)	0,649	no heteroscedasticity
Perception of Transformational Leadership Style (X2)	0,631	no heteroscedasticity

Source: SPSS Version 27 Output

The results of the heteroscedasticity test on the Organizational Commitment and Perception of Transformational Leadership Style variables obtained a significance of 0.649 (>0.05) for the Organizational Commitment variable and a significance of 0.631 (>0.05) for the Perception of Transformational Leadership Style variable. This means that there is no heteroscedasticity in these two variables.

Hypothesis Test**Hypothesis Test 1****Table 8.** Hypothesis Test.

F	p	Description
267,827	0,000	Highly Significant Correlation ($p < 0.05$); Hypothesis accepted

Source: SPSS Version 27 Output

The first hypothesis in this study states that there is a relationship between Organizational Commitment and Perception of Transformational Leadership Style with Organizational Citizenship Behavior in teachers in Surabaya. Based on the test results, it can be seen that the significance value of 0.000 < 0.05 and the correlation coefficient of 267.827 means there is a significant relationship which means the level of relationship between the two variables is strong. The value is positive, meaning that if Organizational Commitment and Perception of Transformational Leadership Style increase, Organizational Citizenship Behavior increases. Conversely, if Organizational Commitment and Perception of Transformational Leadership Style decrease, Organizational Citizenship Behavior decreases. These results illustrate that Organizational Commitment and Perception of Transformational Leadership Style are positively correlated with Organizational Citizenship Behavior of teachers in Surabaya. Based on these results, the research hypothesis is accepted.

Hypothesis Test 2**Table 9.** Hypothesis Test.

F	p	Description
15,139	0,000	Highly Significant Correlation ($p < 0.05$); Hypothesis accepted

Source: SPSS Version 27 Output

The second hypothesis in this study is that there is a relationship between Organizational Commitment and Organizational Citizenship Behavior among teachers in Surabaya. Based on the test results, it can be seen that the significance value of 0.000 < 0.05 indicates a significant relationship with a correlation coefficient of 267.827, which means the level of relationship between the two variables is strong. The value is positive, meaning that

the higher the Organizational Commitment, the higher the Organizational Citizenship Behavior. Conversely, the lower the Organizational Commitment, the lower the Organizational Citizenship Behavior. These results illustrate that Organizational Commitment is positively correlated with Organizational Citizenship Behavior among teachers in Surabaya. Based on these results, the research hypothesis is accepted.

Hypothesis Test 3

Table 10. Hypothesis Test.

F	p	Description
9,558	0,000	Highly Significant Correlation ($p < 0.05$); Hypothesis accepted

Source: SPSS Version 27 Output

The third hypothesis in this study is that there is a relationship between the Perception of Transformational Leadership Style and Organizational Citizenship Behavior among teachers in Surabaya. Based on the test results, it can be seen that the significance value of $0.000 < 0.05$ means there is a significant relationship with a correlation coefficient of 9.558 which means the level of relationship between the two variables is strong. The value is positive, meaning that if the Perception of Transformational Leadership Style increases, then Organizational Citizenship Behavior increases. Conversely, if the Perception of Transformational Leadership Style decreases, then Organizational Citizenship Behavior decreases. These results illustrate that the Perception of Transformational Leadership Style is positively correlated with Organizational Citizenship Behavior among teachers in Surabaya. Based on these results, the hypothesis of this study is accepted.

Descriptive Statistics

Table 11. Comparison of Empirical Mean and Hypothetical Mean.

Variabel	ME	MH
<i>Organizational Citizenship Behavior</i>	32,75	33
Organizational Commitment	29,08	30
Perceptions of Transformational Leadership Style	122,48	117

Source: SPSS Version 27 Output

The table above shows that the hypothetical mean score for organizational citizenship behavior is 33 and the empirical mean score for organizational citizenship behavior is 32.75 ($MH > ME$), indicating that teachers' organizational citizenship behavior is low. The hypothetical mean score for organizational commitment is 30, and the empirical mean score for organizational commitment is 29.08 ($MH > ME$), indicating that teachers' organizational commitment is low. The hypothetical mean score for perceived transformational leadership style is 117, and the empirical mean score for perceived transformational leadership style is 122.48 ($MH < ME$), indicating that teachers' perceptions of transformational leadership style are high.

DISCUSSION

Organizational Commitment and Perceptions of Transformational Leadership Style

The first hypothesis in this study, stating that Organizational Commitment and Perceptions of Transformational Leadership Style are positively and significantly correlated with the organizational citizenship behavior of teachers in Surabaya, was accepted. The results of this study indicate that organizational commitment and perceptions of transformational leadership style are related to teachers' organizational citizenship behavior. This research aligns with research by Anggaristi and Kalimatus (2024), which showed that organizational commitment and transformational leadership style are related to organizational citizenship behavior. Leaders with a transformational leadership style and subordinates with organizational commitment influence subordinates' organizational citizenship behavior (Mustofa et al., 2023). As stated by Perdana and Putra (2019), heads of divisions with a transformational leadership style are able to improve subordinates' organizational citizenship behavior. Transformational leaders increase subordinate motivation.

Ganggut (2018) notes that, unlike harsh and punitive leaders, who make subordinates unhappy and reluctant to take on additional tasks, they also discourage subordinates from taking on additional tasks. Under transformational leadership, Prameswari and Mulyana (2022) found that subordinates help the organization achieve its goals and improve its effectiveness and long-term function due to their organizational citizenship behavior. Individuals with a high level of organizational commitment tend to remain with the organization, carry out their

duties and obligations with dedication, and demonstrate behavior that goes beyond formal obligations.

This is due to the alignment between individual and organizational values, which encourages individuals to work wholeheartedly. Leadership and organizational commitment are crucial in a company (Anggaristi and Alimatus, 2024). Individuals with a high level of organizational commitment consistently demonstrate strong intrinsic motivation to actively contribute to achieving organizational goals. Transformational leadership is a leadership style that focuses on developing individual and organizational potential. A transformational leader is able to motivate and inspire team members to achieve higher goals. In the context of education, principals who implement a transformational leadership style will possess distinctive characteristics, such as charisma, the ability to inspire, concern for teacher welfare, and intelligence in problem-solving. Through this leadership style, the principal can instill noble values and improve teacher morale, thus indirectly contributing to improving the quality of education provided to students.

Organizational Commitment Correlated With The Organizational Citizenship Behavior

The second hypothesis in this study, which stated that organizational commitment is positively and significantly correlated with the organizational citizenship behavior of teachers in Surabaya, was accepted. Organizational commitment was proven to be related to teachers' organizational citizenship behavior. This finding aligns with the research of Alamsari and Laksmiwati (2021), which found that organizational commitment is related to organizational citizenship behavior. As teachers' organizational citizenship behavior increases, their organizational commitment also increases. Luthans (2013) stated that organizational commitment reflects the loyalty of organizational members and their willingness to express their full attention to the organization's success. Anggaristi and Alimatus (2024) demonstrated a relationship between organizational commitment and organizational citizenship behavior. Devece et al. (2015) stated that commitment motivates organizational members to demonstrate their best behavior within an organization, voluntarily performing tasks beyond their normal scope. Individual organizational commitment can be enhanced by providing education about responsibilities and work systems within the organization, to improve time management, communication, and teamwork skills (Ahmadya et al., 2024). This, in turn, strengthens organizational citizenship behavior in individuals.

Continuance commitment can prevent employees from leaving the organization (Hastuti and Wibowo, 2020), and can lead to higher levels of loyalty. Individuals demonstrate more active participation, a positive attitude toward tasks, and support for organizational effectiveness when their organizational commitment is high (Sihombing & Sitanggang, 2019). Conversely, individuals who lack organizational citizenship behavior can be detrimental to the organization (Suwandewi & Sintaasih, 2016). Teachers with strong commitment tend to remain in an organization due to the alignment of personal values and goals with the organization. They feel a strong emotional bond and an intrinsic desire to contribute to the organization's success. Conversely, teachers with high continuance commitment are more motivated by external considerations, such as the high opportunity costs of leaving the organization. They feel the need to remain in the organization for various rational reasons, not solely for personal desires.

Perceptions Of Transformational Leadership Style Correlated With Organizational Citizenship Behavior

The third hypothesis in this study, which stated that perceptions of transformational leadership style are positively and significantly correlated with organizational citizenship behavior among teachers in Surabaya, was accepted. Teachers with high perceptions of transformational leadership style tend to demonstrate better organizational citizenship behavior. Anggaristi and Alimatus (2024) state that an employee will exhibit organizational citizenship behavior if they have good leadership in their work. Transformational leadership creates a situation where followers or subordinates of a transformational leader feel trust, admiration, loyalty, and respect for the leader, and they are motivated to exceed their assigned targets (Perdana and Yanladila, 2019). Respect for a leader arises when the leader respects and values their subordinates first. This can only be done by transformational leaders, thus fostering a sense of trust (Naimah et al., 2022). Trust in the leader fosters organizational citizenship behavior in subordinates. Transformational leadership will have a positive impact if the leader is creative, innovative, and flexible within the organization. Leaders must be able to inspire followers to prioritize the interests of the team over their personal interests

(Khairuddin, 2020). The importance of better understanding the influence of transformational leadership on organizational citizenship behavior in the field of education is emphasized by Rahmansyah (2021).

Transformational leadership plays a crucial role in achieving organizational goals. Sarwadhmana (2021) notes that effective leadership can motivate team members to improve their performance. Transformational leadership is a leadership style that emphasizes a leader's ability to inspire and change followers through powerful ideas and emotions. This leadership style is often referred to as inspirational leadership. Transformational leaders act as role models who inspire and motivate their followers. Through communicating a clear vision, using powerful symbols, and simplifying messages, transformational leaders are able to inspire passion, enthusiasm, and optimism in their followers (Bass in Wardani & Jimmy, 2012).

Furthermore, by providing individual attention and encouraging the development of each individual's potential, transformational leaders are able to create strong emotional bonds with their followers, so they feel compelled to make greater contributions to the organization. When teachers perceive their leader as possessing a transformational leadership style, they tend to have positive perceptions of that leadership. This positive perception then triggers the emergence of organizational citizenship behavior. Teachers who feel inspired by their leader's vision are more motivated to contribute. The individual attention provided by leaders also makes teachers feel valued and treated fairly, leading to greater loyalty and commitment. Furthermore, the intellectual stimulation provided by leaders encourages teachers to continuously learn and develop themselves, thereby improving the quality of their work. Teachers with strong organizational citizenship behavior are not bound solely by their formal duties.

They will demonstrate a sense of concern for their extracurricular tasks and other institutional duties (Sholikha and Izzati 2022). This study indicates that organizational commitment has an effective contribution of 37.80%. This figure indicates that organizational commitment makes a significant contribution to organizational citizenship behavior. In other words, approximately 37.80% of the variation in organizational citizenship behavior can be effectively attributed to organizational commitment when all variables in the model are considered. This underscores the importance of developing and maintaining commitment within the organization to enhance organizational citizenship behavior among teachers.

5. Discussion

Teachers can be more actively involved in various school activities, both academic and non-academic, to increase their contribution and job satisfaction. Furthermore, providing input and innovative ideas for school improvement is highly appreciated. Helping fellow coworkers is also a tangible form of commitment to the school. School Principals School principals need to be inspiring, transformational leaders to encourage teachers to be more proactive and feel a sense of ownership of the school. This can be achieved through open communication, recognition of achievement, and support for teacher professional development. Further researchers can delve deeper into the role of moderating variables such as organizational culture and individual teacher characteristics, as well as mediating variables such as job satisfaction. Future researchers are also advised to expand the sample size, both in terms of region and school type, to provide a more comprehensive picture.

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