

The Influence of Transformational Leadership, School Culture and Organizational Commitment to the Organizational Citizenship Behavior (OCB) of DKI Jakarta Teachers

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ABSTRACT

This study aims to find factors that can increase the Organizational Citizenship Behavior (OCB) of DKI Jakarta teachers through research on the influence of transformational leadership, school culture and organizational commitment to OCB. This research method is descriptive correlation using a quantitative approach. The population in this study were vocational teachers based on data from the DKI Jakarta Education Office totaling 1846 people. The sampling technique used proportional random sampling with $\alpha = 5\%$ and the number of samples based on the Slovin formula was 328 people. The determination of the schools to be used as research locations was carried out by means of a lottery totaling 15 schools from 5 regions in DKI Jakarta. The data analysis technique used begins with descriptive analysis, to describe the characteristics of each research variable. Then using Structural Equation Modeling with Amos Software version 22. The findings of this study are: 1) There is a direct effect of transformational leadership (X1) on organizational commitment (X3) of 0.450. 2) There is a direct influence of school culture (X2) on organizational commitment (X3) of 0.279. 3) There is a direct effect of transformational leadership (X1) on Organizational Citizenship Behavior (OCB) (Y) of 0.485. 4) There is a direct influence of school culture (X2) on Organizational Citizenship Behavior (OCB) (Y) of 0.371. 5) There is a direct effect of organizational commitment (X3) on Organizational Citizenship Behavior (OCB)

(Y) of 0.470. 6) There is a direct effect of transformational leadership (X1) on school culture (X2) of 0.130. 7) There is an indirect effect of transformational leadership on Organizational Citizenship Behavior (OCB) (Y) mediated by organizational commitment (X3) of 0.212. 8) There is an indirect effect of school culture (X2) on Organizational Citizenship Behavior (OCB) (Y) mediated by organizational commitment of 131.

Keywords: Transformational Leadership, School Culture, Organizational Commitment, Organizational Citizenship Behavior (OCB)

INTRODUCTION

Organizational Citizenship Behavior (OCB) is an extra-role behavior possessed by a teacher that goes beyond the normal provisions in this case according to the job description without taking into account the additional rewards obtained. This behavior prioritizes things that are social rather than individual. So to create more behavior requires direct social contact.

The 4th industrial revolution which is loaded with the use of technology has encouraged the government to take concrete steps to improve the quality and competitiveness of Indonesia's human resources (HR) through the SMK Revitalization program as stated in the Presidential Instruction of the Republic of

Indonesia Number 9 of 2016. The government's seriousness in improving quality Indonesian people's lives is also carried out through improving the quality of education and training as outlined in Nawa Cita number 5. The 4th industrial revolution era requires human resources (HR) who are able to compete both on a national and international scale. Facing challenges and obstacles in the 4th Industrial Revolution Era which brought positive and negative changes. The era of the industrial revolution is a sign of the start of the 21st century, as a century of openness and globalization which has caused many fundamental changes that demand quality for all efforts and work results. Ali Yusuf said that in the 21st century, quality human resources are needed which are produced by institutions that are managed professionally and produce superior human beings. [1]

The occurrence of the COVID-19 outbreak has changed the order of social life from offline to online so that personal contact is very difficult to do because of restrictions on activities outside the home by the government. All activities are carried out from home by utilizing information technology and computers with the internet as a means of connecting. This condition has led to a lack of social activities in various lives.

Vocational education specifically aims to produce graduates who have competence according to the demands of the business and industrial world both nationally and globally and have an entrepreneurial spirit. Because of these demands, the teacher as the spearhead of education has a very strategic role. Another demand is that teachers must have extra-role behavior or what is known as Organizational Citizenship Behavior (OCB). In accordance with the results of research from Dian Nataly that Organizational Citizenship Behavior (OCB) is voluntary behavior that exists in a person, in this case is a teacher who is carried out outside of his main duties in the organization to increase organizational effectiveness [2].

However, when the covid-19 pandemic occurred, researchers tried to do pre-research and found that teacher Organizational Citizenship Behavior (OCB) showed a low percentage, namely only 64% in the low category

School organizations need people or teachers who have extra role abilities, namely extra individual behavior, which indirectly affects team or group performance which will ultimately affect overall organizational performance. This extra-role behavior is often called Organizational Citizenship Behavior (OCB). Organizational Citizenship Behavior (OCB) in an organization is very important because through Organizational Citizenship Behavior (OCB), teachers will carry out their duties more as social beings than individual beings who are often selfish. In this condition, teachers who have Organizational Citizenship Behavior (OCB) have high empathy for other people and their environment, are able to align their values in accordance with predetermined rules, have a high sense of responsibility, have sincerity in carrying out his duties as a professional teacher and ready to face the various changes that occur.

Teachers who have Organizational Citizenship Behavior (OCB) are not always driven by things that benefit themselves, such as wanting to help other people or organizations if there is a reward to be received. This behavior is more directed to a sense of satisfaction when it can help other people or organizations. Organizational Citizenship Behavior (OCB) is usually carried out outside of their obligations, therefore it does not require a job description and a formal reward system and is carried out voluntarily without feeling forced to carry out every order from the leadership regardless of the situation and conditions. Organizational Citizenship Behavior (OCB) has a positive impact on the teacher concerned by increasing positive ratings from superiors so that superiors do not hesitate to give assignments and even promotions.

According to several research results, there are things that can affect the increase in OCB, as Luthan's opinion states: transformational leadership does not have a direct effect on Organizational Citizenship Behavior (OCB).[3] Rahmi B. Maftuhah entitled the influence of Transformational Leadership on Organizational Citizenship Behavior (OCB) and organizational commitment through the mediation of Job Satisfaction is a study of East Lombok State High School Permanent Teachers. [4]

In addition to transformational leadership, aspects of school culture have an influence on OCB as revealed by Manaf & Omar (2018). School culture is a system of values, norms, beliefs or ideology, a way of thinking and having shared expectations in which the principal and school members in it will continue to use the culture as long as the school is standing and become a feature of other schools. Valentine that "culture is

an organization that involves a group of people where culture is based on the beliefs and self-esteem of the groups that exist in the organization, that belief will produce school excellence. [6]

Organizational commitment according to Sesen et al in his research entitled Dark Side of Organizational Citizenship Behavior (OCB): Testing a Model between OCB, Social Loafing, and Organizational Commitment states that individuals who have social laziness will have a negative effect on organizational commitment and will automatically have an impact on Organizational Citizenship Behavior (OCB) [7]. In this it can be ascertained that organizational commitment has a very important role.

There are differences in the research that we conducted with previous studies both in terms of variables, respondents and research locations. As seen in the following table.

Table 1. State of the Art

Year	Authors and Article	Method
2022	Jeremy T. Davis Educational Transformational Leadership and Teacher Organizational Citizenship Behavior Motives	The analysis through multiple statistical test. Participants from a single suburban school district completed a questionnaire based on their perceptions of their principal's leadership characteristics and reflections upon their own practices
2022	Yanzheng Li University of South Florida A Review of Empirical Research on Transformational School Leadership in China (2010–2019)	Vote counting method and narrative synthesis. This review also identified 12 major outcome variables, including 9 teacher-level variables, 2 school-level variables, and 1 student-level variable.
2022	Amelia, Hery Sawiji & Patni Ningharjanti Pengaruh Budaya Sekolah, Komitmen Guru Dan Organizational Citizenship Behavior Terhadap Kompetensi Pedagogik Guru	a quantitative research method using smartPLS 2.0 software. By using the evaluation of the measurement model to see the validity and reliability of instrument and then with the evaluation of the structural model to determine the relationship between variables
2020	Siti Nurjanah , Vina Pebianty & Agung Wahyu Handaru The influence of transformational leadership, job satisfaction, and organizational commitments on Organizational Citizenship Behavior (OCB) in the inspectorate general of the Ministry of Education and Culture	The data analysis method uses the Partial Least Square (PLS) method. The sample is 196 Civil Servants at the Inspectorate General of the Ministry of Education and Culture, Jakarta, Indonesia.
2017	Ai Rukmini, Soewarto Hadiyahata, Rita Retnowati The Relationship of Organizational Culture, Transformational Leadership, and Personality to Organizational Citizenship Behaviour (OCB)	This study used a type of combination methods that is sequential explanatory design that begins with a quantitative study then deepened with qualitative research This study was conducted on 202 teachers of civil servants selected by multistage Proportional Sampling of 11 junior high school in Bogor City

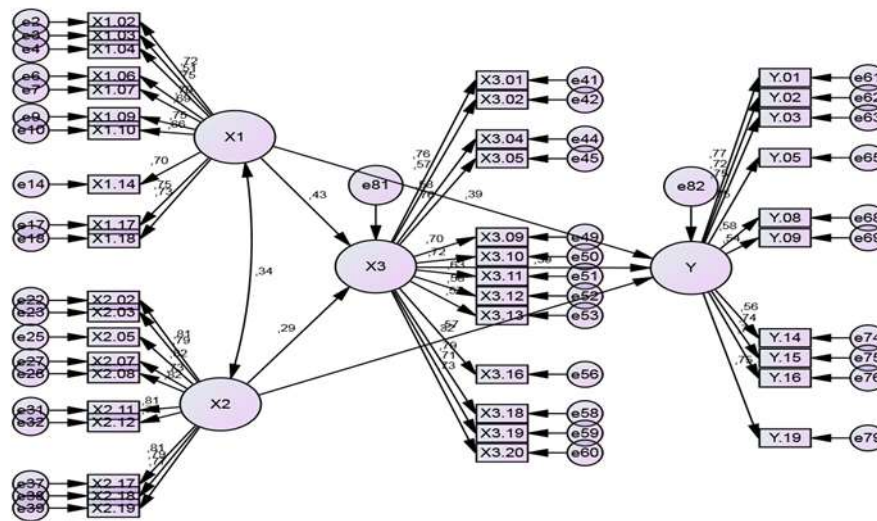
Based on the search results both empirically and in the literature, the novelty of this research is the Influence of Transformational Leadership, School Culture, Organizational Commitment to Organizational Citizenship Behavior (OCB) carried out in the New Normal era.

This research is to recommend what variables can improve the quality of school organizations and affect the Organizational Citizenship Behavior of teachers.

In this study, I present the results of research that describe the effect of transformational leadership, school culture and organizational commitment on

organizational citizenship behavior with data analysis using the Amos version 22

application. Against PNS teachers at SMKN Jakarta with the following model image:



Picture1 Fit Model SEM

Source: Processed by Researchers (2023)

Table 2. Fit Model SEM

Indeks	Cut Off Value	Result	Model Evaluation
RMSEA	≤ 0,08	0.000	Fitted
GFI	≥ 0,90	0.903	Fitted
CFI	≥ 0,95	1.000	Fitted
CMIN/DF	≤ 2,00	0.921	Fitted
RMR	≤ 0,05	0.029	Fitted
AGFI	≥ 0,90	0.909	Fitted

Source: Processed by Researchers (2023)

Table 3. Direct and Indirect Effects

Dependent Variables		Free Variables	Direct Influence	Indirect Influence
Organizational Commitment	←	Transformational leadership	0.450	
Organizational Commitment	←	School Culture	0.279	
Organizational Citizenship Behavior (OCB)	←	Transformational leadership	0.485	-
Organizational Citizenship Behavior (OCB)	←	School Culture	0.371	-
Organizational Citizenship Behavior (OCB)	←		0.470	-
School Culture	←	Organizational Commitment	0.130	
Organizational Citizenship Behavior (OCB)	←	Transformational leadership	-	0.212
Organizational Citizenship Behavior (OCB)	←	School Culture	-	0.131

Source: Processed by Researchers (2023)

MATERIALS AND METHODS

Organizational Citizenship Behavior (OCB)

Andreas Budihardjo Organizational Citizenship Behavior (OCB) is extra-role behavior, in which individuals voluntarily and have nothing to do with the reward

system but have a contribution and effectiveness to the organization. [8]

Dyck & Neubert, stated that: Organizational Citizenship Behavior (OCB) is a behavior that goes above and beyond normal role expectations to help others or benefit the organization. In this case, it can be interpreted that teachers who have

Organizational Citizenship Behavior (OCB) behavior or extra roles are behaviors that go above and beyond normal role expectations to help others or benefit the organization. [9]

Griffin, said that: Organizational Citizenship the behavior of individuals that makes a positive overall contribution to the organization. This implies that Organizational Citizenship Behavior (OCB) is individual organizational behavior capable of making an overall positive contribution to the organization. [10]

Katz and Khan cited by Vigado (2005) OCB that an important behavior required of employees for the effective functioning of organization is the undertaking of innovative and spontaneous activities beyond the prescribed role requirements. (in this case Organizational Citizenship Behavior (OCB) is a behavior that is very important for employees for the effectiveness of organizational functions as innovative and spontaneous behavior beyond the requirements of tasks in the organization).

Greenberg & Baron Organizational Citizenship Behavior (OCB) is divided into 5 categories namely; (1) Altruism is the behavior of helping others voluntarily. This is manifested in (a) helping colleagues in a project, (b) exchanging holiday schedules with others, and (c) being voluntary. (2) Conscientiousness is a voluntary behavior to increase creativity to improve performance. This is manifested in (a) never being absent from work, (b) arriving early to work if needed, and (c) not wasting time on personal calls. (3) Civic virtue is a behavior that shows care for the survival of the organization. This is manifested in (a) voluntarily attending meetings and (b) actively reading memos to find out the latest news. (4) Sportsmanship is a defensive behavior to work in an unpleasant situation without complaining. This can be seen in terms of (a) doing something without complaining and (b) not looking for faults in the organization. (5) Courtesy is the ability to solve problems. This is manifested in (a)

every problem must be faced and (b) not provoked. [12]

Based on the explanation above, it can be synthesized that organizational citizenship behavior (OCB) is voluntary and spontaneous behavior to help others work together in completing tasks beyond their responsibility to produce better organizational performance. In this case the behavior of a teacher who has the willingness, initiative and competence to help others and take responsibility for overcoming organizational problems outside of his duties and responsibilities. The indicators used in this research are; (1) Helping behavior/Altruism/courtesy (2) Sportsmanship (3) Organizational compliance/ general compliance/ organizational obedience (4) Organizational loyalty/spreading goodwill (5) Civic virtue/organizational participation (6) Individual initiative/conscientiousness (7) Self-development.

Transformational Leadership

Transformational leadership is synonymous with change. Principal leadership in this era of change must be able to create a learning process that is able to accommodate global challenges, therefore transformational leadership must be able to deal with changes in global economic knowledge. Globalization is very influential on the idea of building an educational mission. Information and communication technology (ICT) to create local and international networks in an innovative learning process, so as to create an independent student learning process.

Wibowo revealed that: Transformational leadership is a leadership perspective that explains how leaders change teams or organizations by creating, communicating and modeling a vision for the organization or work unit and inspiring workers to try to achieve that vision. [13]

Northhouse: Transformational leadership is a process by which people engage with others, and create relationships that increase

motivation and morality in both leaders and followers. [15]

Robbins & Judge says that: Transformational leadership is a leader who inspires followers to put aside personal interests for the good of the organization and they are able to have a tremendous influence on their followers. [16]

Lussier & Achua, revealed: transformational leadership is an illustration of a process that has a positive influence on changes in individuals as an organizational community. So that through transformational leadership it is hoped that there will be awareness from the individuals they lead to be able to participate actively in the organization beyond the responsibilities they carry in achieving the vision of the organization. [17]

George & Jones said that transformational leadership is leadership that is able to make subordinates aware of the importance of their work and performance and realize that they need self-development and must be able to motivate subordinates to work for the good of the organization. [18]

Bertocci states that: transformational leaders are leaders who have the ability to inspire and motivate followers so they can achieve results that exceed expectations. [19]

Based on the explanation above, it can be synthesized that transformational leadership is leadership that is able to motivate and inspire followers so that they play an active role, bind themselves together to build a shared commitment to create change in the organization. So if it is operationalized, transformational leadership for school principals is leadership owned by a school principal who is able to motivate, inspire subordinates to build shared commitment and play an active role and trust each other in order to create change by working voluntarily beyond the responsibilities they carry to achieve the vision of the organization. The indicators used in this research are; (1) Charisma, (2) Individual Attentions, (3) Inspirational Motivation, (4) Idealized influence, (5) Individualized Consideration, (6) Intellectual Stimulation.

School Culture

Kotter and Heskett are quoted as defining culture formally, namely the whole pattern of behavior received through social, artistic, religious and institutional life and all the results of the efforts and thoughts of a group of people [20].

Edgar Schein is an expert who argues about organizational culture, where it is stated that organizational culture is the philosophy that underlies organizational policies, ways of getting along and the atmosphere brought about by the physical preparation of the organization [21]. Meanwhile, Robert P. Vecchio defines culture as values and norms in an organization and transmits them to newcomers in the organization [22].

Wibowo said that organizational culture reflects the appearance of the organization. Organizations that have a positive culture will show a positive image. And vice versa, an organizational culture that is not going well will give a negative image to the organization [23].

According to Deal and Kennedy, school culture is the beliefs and values that strongly bind them together as members of society. If it is related to school culture, what is meant by the community here is all school members [24].

Sarlivanti stated that school culture is often interpreted by the way all school members think and act. Therefore, school culture is the spirit for creating a conducive school climate. School culture can also be used as one of the hallmarks of a school's excellence [25].

Based on the description above, it can be synthesized that school culture is the way of thinking and acting of all school members based on the norms and rules that apply to create a conducive school climate with certain characteristics so that a positive image of the school is formed in the community. As for the indicators used in this study are; 1) Innovative and risk cultures, 2) Aggressiveness cultures, 3) Outcome oriented cultures, 4) Stable cultures, 5) People oriented cultures, 6)

Team oriented cultures, and 7) Detail oriented cultures.

Organizational Commitment

Organizational commitment according to Robbins and Judge is the desire of an employee to maintain himself in the organization by identifying the organization and its goals.[16]

Wibowo stated that organizational commitment is a strength of people with the organization where they work and are interested in remaining part of that organization [13].

Greenberg and Baron say that organizational commitment is a level of how individuals identify and are involved in their organizations so they don't want to leave the organization [26]. Meanwhile, according to Luthans, organizational commitment is defined as (a) the strong desire of individuals to remain part of the organization (b) the desire to do their best to serve the organization (c) having confidence in and accepting the values and goals of the organization [27]

Armstrong & Taylor's opinion referring to Mowday's opinion about organizational commitment is: Organizational commitment is attachment and loyalty. This is related to how individuals feel about the organization they work for. There are three characteristics of commitment, namely: (1) a strong desire to remain a member of the organization. (2) a strong belief in accepting organizational values and goals, (3) individual readiness to mobilize all of their enormous abilities on behalf of the organization.[28]

Based on the explanations from the experts mentioned above, it can be synthesized that organizational commitment is a strong desire of individuals to remain part of the organization by doing their best on behalf of the organization, full of confidence and loyalty and accepting the values and goals of the organization. The indicators used in this research are; (1) Affective Commitment, (2) Continuance Commitment, (3) Normative Commitment

Research hypothesis

1. Hypothesis 1: There is a direct effect of transformational leadership (X1) on organizational commitment (X3)
2. Hypothesis 2: There is a direct influence of school culture (X2) on organizational commitment (X3)
3. Hypothesis 3: There is a direct influence of transformational leadership (X1) on Organizational Citizenship Behavior (OCB) (Y)
4. Hypothesis 4: There is a direct influence of school culture (X2) on Organizational Citizenship Behavior (OCB) (Y)
5. Hypothesis 5: There is a direct effect of organizational commitment (X3) towards Organizational Citizenship Behavior (OCB) (Y)
6. Hypothesis 6: There is a direct effect of transformational leadership (X1) on school culture (X2)
7. Hypothesis 7: There is a direct influence of transformational leadership (X1) on Organizational Citizenship Behavior of OCB which is mediated by organizational commitment (X3)
8. Hypothesis 8: There is a direct influence of school culture (X2) on Organizational Citizenship Behavior (OCB) which is mediated by organizational commitment (X3)

RESEARCH METHODS

The method used in this research is descriptive correlational by using a quantitative approach. This study describes the relationship between transformational leadership, school culture and organizational commitment to Organizational Citizenship Behavior (OCB). The population in this study were SMKN teachers in DKI Jakarta with civil servant (PNS) status, based on data from the Education Office, there were 1849 teachers. While the sample after being calculated based on the Slovin formula was obtained by 328 teachers. The sampling technique was carried out in a random and balanced manner (Proportional random sampling) with an error margin or $\alpha=5\%$. Research

data were analyzed using descriptive statistics and inferential statistics.

RESULTS

1. Data Test Results

1.1 Validity tests

The research instrument used by the authors in this study was a questionnaire or questionnaire. The author conducted a validity test to find out how much validity the measuring instrument used was using the validity analysis of the bivariate correlation product moment method with

the help of the statistical program SPSS 22 for Windows.

The validity requirement is if r count $>$ r table. In this study, with a total of 40 respondents, an r table of 0.320 was obtained

Following are the results of the validity test of the variable X1 (Transformational Leadership), Variable X2 (School Culture) and X3 (Organizational Commitment) to Variable Y (Organization Citizenship Behavior):

Nama variabel	Jumlah Dimensi	Jumlah Indikator	Invalid	Valid
OCB	7	20	0	20
Kepemimpinan Transformational	7	20	0	20
Budaya Sekolah	7	20	0	20
Komitmen Organisasional	3	20	0	20

Source: Processed by Researchers (2023)

1.2 Reliability tests

The reliability requirement of an instrument is if Cronbach Alpha $>$ 0.60

Nama Variabel	Cronbach's Alpha	r-Tabel	Hasil
OCB	0,952	0,600	Reliabel
Kepemimpinan Transformational	0,968	0,600	Reliabel
Budaya Sekolah	0,975	0,600	Reliabel
Komitmen Organisasional	0,973	0,600	Reliabel

Source: Processed by Researchers (2023)

Hypothesis testing

The hypothesis test is the basis for determining the significance value in the structural model test which can be seen from the t statistical value between the independent variable and the dependent variable in the path coefficient. The hypothesis test in this study used an alpha

value of 5% with a t -table value of 1.96. H_0 is rejected if t statistic $>$ t -table (1.96).

DISCUSSION

As a condition for accepting the hypothesis, if the t -value in the results of the structural equation model is greater than 1.96, then there is a significant influence between variables. Meanwhile, if the t -value is less

than 1.96, then the effect between variables is not significant. The following is the result of data processing using Amos version 22:

Table 6. List of Analysis Test Results Using the Amos Application 22

Hipotesis	Independent Variables		Free Variables			
				t-value	Standardize total effects	Interpretasion
1	Organizational Commitment	←	Transformational leadership	7,061	0.450	Be accepted
2	Komitmen Organisasi	←	School Culture	5,225	0.279	Be accepted
3	OCB	←	Transformational leadership	8,186	0.485	Be accepted
4	OCB	←	School Culture	7,711	0.371	Be accepted
5	OCB	←	Organizational Commitment	7,799	0.470	Be accepted
6	School Culture	←	Transformational leadership	5,166	0.130	Be accepted

Source: Processed by Researchers (2023)

Based on the table above, the hypothesis:

1. The Variable Transformational Leadership on Organizational Commitment to PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.450, so hypothesis 1 which states Transformational Leadership on Organizational Commitment has an effect of 45.0% and is acceptable.
2. The School Culture Variable on Organizational Commitment to PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.279, so hypothesis 2 which states School Culture has an effect of 27.9% and is acceptable.
3. The Variable Transformational Leadership on Organizational Citizenship Behavior (OCB) for PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.485, so the hypothesis stating that Transformational Leadership on Organizational Citizenship Behavior (OCB) has an effect of 48.5% and is acceptable.
4. School Culture Variable on Organizational Citizenship Behavior (OCB) for PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.371, so hypothesis 4 which states School Culture on Organizational Citizenship Behavior (OCB) has an effect of 37.1% and is acceptable .
5. The Variable Organizational Commitment to Organizational Citizenship Behavior (OCB) in PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.470, so hypothesis 5 which states Organizational Commitment to Organizational Citizenship Behavior (OCB) has an effect of 47.0% and can be accepted
6. The variable Transformational Leadership on School Culture for PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.130, so hypothesis 6 which states Transformational Leadership on School Culture has an effect of 13.0% and is acceptable.
7. The Variable Transformational Leadership on Organizational Citizenship Behavior (OCB) through Organizational Commitment to PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.212, so the hypothesis stating that Transformational Leadership influences Organizational Citizenship Behavior (OCB) through Organizational Commitment has an effect of 21.2% and acceptable.
8. School Culture Variable on Organizational Citizenship Behavior

(OCB) through Organizational Commitment to PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.131, so hypothesis 8 states that School Culture influences Organizational Citizenship Behavior (OCB) through Organizational Commitment 13.1% and acceptable.

CONCLUSION

Based on the research findings above, it can be concluded that:

- a. The Variable Transformational Leadership has a positive and significant effect on teachers' Organizational Commitment. This proves that Transformational Leadership will result in increased Organizational Commitment.
- b. School Culture Variable has a positive and significant effect on teacher Organizational Commitment. This proves that School Culture increases teacher work Organizational Commitment.
- c. Variable Transformational Leadership has a positive and significant effect on the Organizational Citizenship Behavior (OCB) of teachers. This proves that if transformational leadership is felt by good teachers it will result in an increase in Organizational Citizenship Behavior (OCB).
- d. The School Culture Variable has a positive and significant effect on the teacher's Organizational Citizenship Behavior (OCB). This proves that it is School Culture that can make an increase in teacher Organizational Citizenship Behavior (OCB).
- e. Organizational Commitment variable has a positive and significant effect on Organizational Citizenship Behavior (OCB). This proves that when Organizational Commitment has been created, Organizational Citizenship Behavior (OCB) increases. Therefore, if Organizational Commitment increases,

Organizational Citizenship Behavior (OCB) will also increase.

- f. The Variable Transformational Leadership has a positive and significant effect on the teacher's School Culture. This proves that Transformational Leadership will lead to an increase in School Culture.
- g. The Variable Transformational Leadership has a positive and significant effect on the Organizational Citizenship Behavior (OCB) of teachers through Organizational Commitment. This proves that the influence of Transformational Leadership felt by teachers will result in a greater increase in Organizational Citizenship Behavior (OCB) if through Organizational Commitment.
- h. The School Culture Variable has a positive and significant effect on the teacher's Organizational Citizenship Behavior (OCB) through Organizational Commitment. This proves that School Culture can make a greater increase in Organizational Citizenship Behavior (OCB) through Organizational Commitment.

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