THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND JOB SATISFACTION ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) AMONG EDUCATORS AT SMA X BANDUNG

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Abstract

This study aims to examine in depth the influence of transformational leadership and job satisfaction on organizational citizenship behavior (OCB) among full-time teachers at SMA X in Bandung. Transformational leadership is recognized as a leadership style that builds strong emotional ties between leaders and followers by offering inspiration, support, and personal development. Meanwhile, job satisfaction reflects the degree to which employees feel content with their work, which is essential to employee loyalty and motivation. This study uses a quantitative associative approach with a survey method involving 41 full-time teachers selected through total sampling. The data were analyzed using validity and reliability tests, classical assumption tests, and multiple linear regression analysis. The findings reveal that job satisfaction has a positive and significant effect on OCB, while transformational leadership does not show a significant partial influence. However, both variables simultaneously contribute significantly to the development of OCB. These findings underline the importance of fostering a supportive work environment and promoting teacher satisfaction as key drivers of voluntary and committed contributions in educational settings.

Keywords: *Transformational Leadership, Job Satisfaction, Organizational Citizenship Behavior, Educators, Secondary Education.*

INTRODUCTION

In the modern educational landscape, teachers are expected to engage not only in formal teaching duties but also in discretionary behaviors that support the overall effectiveness of the school. This form of voluntary behavior, known as Organizational Citizenship Behavior (OCB), includes actions such as helping colleagues, participating in school events, and displaying organizational loyalty even when such behaviors are not part of formal job descriptions.

A key factor in encouraging OCB is leadership. Transformational leadership, characterized by inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence, is seen as an effective approach in education. Such leaders inspire teachers to surpass their personal interests and contribute to collective goals. Another influential factor is job satisfaction. Teachers who are satisfied with their work regarding salary, career development, interpersonal relationships, and recognition tend to show higher levels of OCB. Satisfaction leads to a positive attitude, which in turn motivates individuals to contribute beyond their contractual obligations.

SMA X in Bandung was chosen as the site for this research due to its diverse teaching staff and variation in teacher participation in school-related activities. These conditions offer a rich context to explore how leadership style and job satisfaction may affect OCB in the educational environment.

Although the relationship among these variables has been widely examined in corporate and higher education contexts, empirical investigations involving full-time high school educators in Indonesia remain scarce. Consequently, this study offers a novel contribution by providing context-specific evidence to enrich the theoretical and practical understanding of OCB within the Indonesian secondary education landscape.

METHODOLOGY

This study employed a quantitative research design with a causal-associative approach aimed at examining the relationship between transformational leadership, job satisfaction, and Organizational Citizenship Behavior (OCB). The population for this study comprised 41 full-time teachers at SMA X Bandung during the 2024/2025 academic year. Given the manageable size of the population, the total sampling technique was applied, allowing every member to participate as a research subject.

Data collection was conducted through a structured questionnaire based on standardized instruments. Transformational leadership was measured using indicators derived from the model developed by Bass and Avolio. Job satisfaction was assessed using constructs identified by Robbins and Judge, while OCB was measured based on the dimensions introduced by Organ. Each item was rated on a five-point Likert scale ranging from strong disagreement to strong agreement. Prior to conducting the main analysis, the questionnaire items were subjected to validity and reliability testing. The results confirmed that all items met the statistical criteria for validity (r-count > r-table) and reliability (Cronbach's Alpha > 0.70), indicating their suitability for further analysis.

The analytical process involved several steps. First, classical assumption tests were conducted to ensure that the data met the necessary criteria for linear regression analysis. These included tests for normality, multicollinearity, and heteroscedasticity. Subsequently, multiple linear regression was used to determine the partial and simultaneous effects of the independent variables; transformational leadership and job satisfaction on the dependent variable, namely OCB. The model's goodness of fit was assessed through the coefficient of determination (R^2), which quantified the proportion of variance in OCB explained by the two predictors.

RESULTS AND DISCUSSION

The validity and reliability tests confirmed that all questionnaire items were statistically sound. The classical assumption tests further demonstrated that the data met the requirements for linear regression, with normal distribution patterns, no indication of multicollinearity (as reflected by acceptable VIF values), and no signs of heteroscedasticity.

The results of the regression analysis yielded important insights. The t-test indicated that job satisfaction had a significant positive influence on OCB, with a p-value well below the 0.05 threshold, suggesting that teachers who are more satisfied with their work tend to demonstrate greater levels of discretionary behavior. Conversely, transformational leadership did not show a significant partial effect on OCB when analyzed independently, as reflected by its p-value exceeding the conventional significance level. Despite this, the simultaneous F-test revealed that the combination of transformational leadership and job satisfaction significantly affected OCB. This finding suggests that while transformational leadership may not be a strong standalone predictor, it still plays a supportive role when considered alongside job satisfaction. The adjusted R^2 value of 0.373 indicated that approximately 37.3% of the variance in OCB could be explained by the joint influence of the two independent variables.

These findings reinforce the view that job satisfaction is a key determinant of organizational citizenship behavior in the educational context. Satisfied teachers are more likely to engage in behaviors that benefit the school community, such as mentoring peers, volunteering for school events, and maintaining a cooperative atmosphere. Although transformational leadership did not have a statistically significant impact on its own, its role in shaping a positive work environment and supporting teacher well-being remains important. The absence of a significant direct effect might be attributed to contextual factors such as cultural perceptions of authority, existing leadership norms in Indonesian schools, or

the possibility that other mediating variables, such as organizational commitment may influence the relationship between leadership and OCB.

CONCLUSION

This study concludes that job satisfaction has a significant and positive influence on the organizational citizenship behavior of full-time teachers at SMA X in Bandung. Transformational leadership, when examined independently, does not exhibit a significant partial effect on OCB. However, when considered together with job satisfaction, it contributes meaningfully to the emergence of such discretionary behaviors. These findings imply that while transformational leadership may not directly predict OCB, it still has an indirect and complementary role within the broader organizational dynamic.

Based on these findings, it is recommended that school administrators prioritize strategies that enhance teacher satisfaction, such as fair compensation, transparent promotion systems, opportunities for professional development, and constructive feedback mechanisms. Efforts to foster transformational leadership qualities should not be disregarded, as they contribute to creating an emotionally supportive and visionary school culture. Future studies could further explore the potential mediating variables such as organizational commitment, psychological safety, or perceived fairness that may better explain the nuanced relationship between leadership style and extra-role behavior in educational institutions.

This study contributes to the limited empirical literature concerning the interplay of transformational leadership, job satisfaction, and OCB among Indonesian secondary educators, offering localized insights that can inform both future research and practical implementation in similar educational settings.

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