

Original Article

Optimal Strategy for Improving Teachers' Organizational Citizenship Behavior (OCB) Through Strengthening Transformational Leadership and Self-Efficacy

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Received Date: 18 October 2024 Revised Date: 22 October 2024 Accepted Date: 27 October 2024 Published Date: 14 November 2024

Abstract: An organization's capacity to succeed and endure primarily depends on its members' commitment to act morally, not just when performing their assigned duties but also when they want to be good teachers. Nonetheless, there are signs that instructors at the Bogor Regency's PGRI Vocational School only do routine duties and do not act in a way that promotes organizational performance outside of this. This study aims to ascertain the partial and joint effects of self-efficacy and transformational leadership on organizational citizenship behavior. With a sample of 243 respondents, the study's population consisted of teachers at the PGRI Vocational School in Bogor Regency. Data was collected by distributing questionnaires and processing data using simple and multiple regression analyses. The research results show that (1) Transformational Leadership has a positive and significant relationship with teachers' Organizational Citizenship Behavior. (2) Self-Efficacy has a positive relationship with teacher Organizational Citizenship Behavior. (3) Transformational Leadership and Self-Efficacy together have a positive and significant relationship with teachers' Organizational Citizenship Behavior.

Keywords: OCB, Transformational Leadership, Self-Efficacy, SITOREM, Teacher.

I. INTRODUCTION

Planning, directing, executing, monitoring, regulating, and assessing organizational resources to accomplish organizational objectives is the management process. Funding sources, information, buildings and infrastructure, materials, techniques, and human resources are all examples of organizational resources. Planning, directing, executing, monitoring, managing, and assessing educational organization resources to accomplish educational objectives is, therefore, the educational management process. Funding, students, educational rules, educational buildings and infrastructure, instructors and education workers, and all knowledge pertaining to the field of education are all considered educational resources.

A variety of indicators are available to evaluate the OCB conduct of teachers. Even so, there are a lot of other factors that can affect OCB besides the indications of OCB itself. For example, Sahertian (2010) and Logahan (2014) found that a person's desire to OCB is directly linked to their level of self-efficacy (ED) or belief in one's own skills.

OCB is also said to be related to transformational leadership (KT). According to the statement, transformational leadership is particularly important for an organization to accomplish a vision or a set of preset goals. Principals can inspire followers, in this case teachers, to work diligently and put aside personal interests to complete tasks that are not part of their job description. Research indicates that schools with teachers like these achieve better outcomes (Moghimi et al., 2013; Hutahayan et al., 2013; Sari et al., 2017).

Based on the description above, the main aim of this research is to increase OCB through developing transformational leadership and efficacy. Specifically, the aim is to find:

1. The relationship between transformational leadership and teachers' Organizational Citizenship Behavior (OCB).
2. The relationship between self-efficacy and teacher Organizational Citizenship Behavior (OCB).
3. The relationship between transformational leadership and self-efficacy together with teacher Organizational Citizenship Behavior (OCB).

A) Organizational Citizenship Behavior

OCB, according to Dennis W. Organ, Philip M. Podsakoff, and Scott B. MacKenzie (2006), is individual behavior carried out voluntarily that, taken together, will support the effectiveness of organizational functions. This behavior, whether it be explicitly or implicitly, is not reorganized or regulated by the formal reward system that is in place within the organization.

According to Nadim Jahangir, Mohammad M. Akbar, and Mahmudul Haq (2004), OCB is defined as a collection of optional workplace behaviors that go beyond an individual's fundamental job duties. This is frequently characterized as conduct



that exceeds the call of duty. According to Fred Luthans (2011), OCB refers to specific personality traits that people possess, such as a cooperative nature, a desire to assist and care for others, and a serious attitude at work.

OCB is defined by K. Kumar, A. Bakhshi, and E. Rani (2009) as individual conduct that enhances organizational effectiveness and is unrelated to the organization's incentive structure. According to Nielsen (2012), OCB is work-specific helpful conduct that goes above and beyond the call of duty and enhances organizational effectiveness.

According to J. Farh, C. Zhong, and Dennis W. Organ (2004), OCB is defined as free (discretionary) individual conduct that is not specifically and directly rewarded by a formal reward system and that, taken as a whole, promotes the efficacy of organizational activities. According to R. Aldag and W. Reschke (2007), OCB is a person's contribution to going above and beyond the call of duty at work. According to Stephen Robbins and Timothy A. Judge (2008), OCB is an employee's voluntary work outside of their defined job description that advances organizational performance.

P.M. Podsakoff, S.B. MacKenzie, J.B. Paine, and D.G. Bachrach (2000) emphasize OCB as individual behavior that is free (discretionary), which is not directly and explicitly rewarded by a formal reward system, and which overall drives the effectiveness of organizational functions is free and optional since the conduct is a personal decision rather than mandated by job descriptions or position criteria, which are obviously necessary under the organization's contract.

From several theories that have been put forward, it can be synthesized that Organizational Citizenship Behavior (OCB) is individual behavior outside the main task (extra-role) carried out voluntarily beyond its duties and functions without expecting rewards but contributes to improving the quality and sustainability of the organization. The indicators of Organizational Citizenship Behavior (OCB) are as follows: (1) Altruism (behavior of being willing to help others), (2) Civic Virtue (behaving well in society), (3) Courtesy (behavior of respecting/paying attention to other people), (4) Conscientiousness (voluntary behavior exceeding minimum requirements), and (5) Sportsmanship (positive/sportsmanlike behavior)

B) Transformasional Leadership

According to Kinicki and Fugate (2016:462-465) [90], Transformational leadership changes employees to pursue organizational goals beyond personal interests. Transformational leadership aims to grow, inspire, and influence people. According to Kinicki and Williams, transformational leaders employ four essential behaviors: intellectual stimulation, idealized influence, individual consideration, inspirational motivation, and inspirational motivation.

According to Robbins and Judge (2015:395) [91], a transformational leader can have a remarkable impact on his followers and motivate them to set aside their own interests for the company's benefit. The dimensions include individualized attention, intellectual stimulation, inspirational motivation, and idealized influence.

Almost the same definition was put forward by Colquitt and Wesson (2014:475-479) [92], that transformational leadership is leadership that inspires all members to commit to a shared vision that gives meaning to the development of their own potential and several problems from a new perspective. Furthermore, Colquitt et al. divided transformational leadership into four dimensions, namely idealized influence (charisma), inspirational motivation (inspirational motivation), intellectual stimulation (intellectual stimulation), and individualized consideration (individual consideration).

Another opinion expressed by Champoux (2011) [93] is that transformational leadership emphasizes charisma, individualized consideration and intellectual stimulation. Charisma (charisma) is the most important part of transformational leadership because of the power it gives a leader. People who follow charismatic leaders have great faith in them, trust them, and identify with them. Charismatic leaders frequently exhibit high degrees of self-assurance, self-worth, and self-determination. Intellectual stimulation is the capacity of a transformational leader to develop a high understanding of issues and solutions, and individualized consideration is the degree to which a leader demonstrates genuine interest in followers. They encourage followers to imagine new and distinct future conditions for the group.

From several theories that have been put forward, it can be synthesized that transformational leadership is the behavior of a leader who can stimulate and inspire his followers to achieve results, develop a vision that will be used to pave the way for changes to be made and carry out the plans necessary so that the desired changes can occur. The indicators are as follows: (1) Charisma, (2) Intellectual Stimulation, (3) Individual Attention, and (4) Motivation.

C) Self-Efficacy

According to Setyaningsih & Sunaryo (2021), self-efficacy is the conviction that one can accomplish one's goals. 1) Confidence level, 2) Generality, and 3) Faith strength are the dimensions.

In line with the views above, Woodcock et al. (2022) define self-efficacy as an individual's belief in his ability to organize and carry out the steps necessary to achieve certain achievements. This can be broken down into the following dimensions: 1) Philosophical understanding of inclusive education: This includes teachers' ability to understand the philosophical aspects of the inclusive nature of their classrooms, such as creating classrooms that are fun, safe, and engaging for all students. 2) Broadly inclusive educational practices: Related to teachers' broad strategies for including and accommodating students in their classrooms, such as ensuring that all students can participate in the learning process. 3) Specific inclusive education practices

include more specific teacher strategies that explain how students are involved and accommodated in their classrooms, such as adapting questions to suit individual needs.

The above view is also in line with the opinion of Sunardi et al. (2019), who explain that self-efficacy is an individual's belief in his or her potential to face certain challenges or tasks. There are four dimensions used to measure self-efficacy: 1) Experience, 2) Work behavior, 3) Encouragement, 4) Work enthusiasm.

On the other hand, Wijayanti and Supartha (2019) also expressed a similar view that self-efficacy is an individual's belief in their ability to complete a given task. This includes three main aspects, namely 1) the ability to think creatively, 2) active involvement in completing tasks, and 3) achieving results with an adequate level of job satisfaction.

Myhre et al. (2020) also define self-efficacy as an individual's belief in their ability to succeed in a certain situation or complete a task. In this context, self-efficacy has three main dimensions: 1) magnitude, 2) strength, and 3) feedback.

Tanjung et al. (2020) explained that self-efficacy is an individual's self-esteem regarding completing a task successfully. In this concept, there are three important dimensions to consider: 1) Level Dimension: This dimension relates to the level of task difficulty individuals believe they can do. It reflects the extent to which individuals feel capable of coping with tasks of different difficulty levels. Strength Dimension: This dimension refers to the extent of an individual's self-esteem or confidence in their abilities. It reflects the strong level of self-confidence that individuals have about their ability to complete a task successfully. 3) Generalization Dimension: This dimension is related to the extent to which individuals feel confident about their abilities in general. It reflects the extent to which an individual's self-esteem or self-confidence can be applied in various situations or areas of behavior.

From the explanation of the theories above, it can be synthesized (concept definition). Self-efficacy is an individual's belief that he is able to manage and decide on the actions needed to carry out tasks well, both verbally and non-verbally, in certain situations. With the following self-efficacy indicators: (1) Magnitude, (2) Generality, and (3) Strength

II. METHODS

Research must be grounded in a suitable methodology and its validity supported in order to yield the best possible results. The survey method is used in this study to collect data on the association between transformational leadership and organizational citizenship behavior and self-efficacy among State MTS teachers in the East Jakarta Region. This method entails selecting samples from a single population and using a questionnaire as the main data collection tool with a correlation approach.

One dependent variable and two independent variables make up this study. Organizational citizenship behavior (Y) is the dependent variable, and transformational leadership (X1) and self-efficacy (X2) are the independent factors. The respondent only needs to select the response that best fits his needs because the answers to the questionnaire used in this study have already been provided. Teachers at the PGRI Vocational School in Bogor Regency, who also functioned as the research's unit of analysis, were the intended audience for the questionnaire. The research sample comprised 243 responses out of 617 teachers at the PGRI Vocational School in Bogor Regency.

Validity and reliability tests were performed on the 40 questions for each of the variables of organizational citizenship behavior, self-efficacy, and transformational leadership. After the validity test, 34 statement items were found to be valid for the organizational citizenship behavior variable. Meanwhile, for the self-efficacy and transformational leadership variables, there are 32 valid questions. Simple and multiple regression analyses are used to evaluate the study hypothesis once all of the data from legitimate statement item replies have been determined to be normal, homogenous, and linear.

SITOREM analysis, an acronym for Scientific Identification Theory to Conduct Operation Research in Education Management, is another technique used to identify variables (theory) to conduct "Operation Research" in the field of education management (Soewarto Hardhienata, 2017). SITOREM analysis is a method of analyzing suggestions or recommendations for research results. The following procedures are taken in order to prepare problem handlers (suggestions) based on the analysis's findings:

1. Identify the relationship between the Independent Variable and the Dependent Variable.
2. Analyze the weight of each indicator for each research variable based on the "Cost. Benefit, Urgency and Importance" criteria.
3. Analyze the weighting results to obtain a priority order for improving the dependent variable under study.

III. RESULT AND DISCUSSION

Based on the results of processing the questionnaire answer data, a description of the research data was obtained, which is depicted as follows:

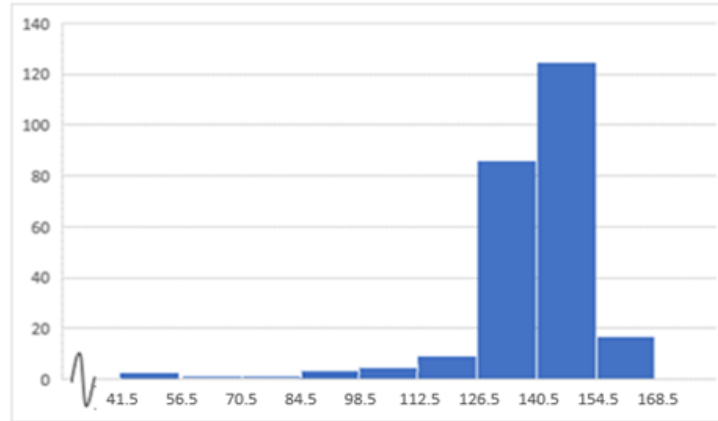


Figure 1. Frequency Distribution of OCB Data

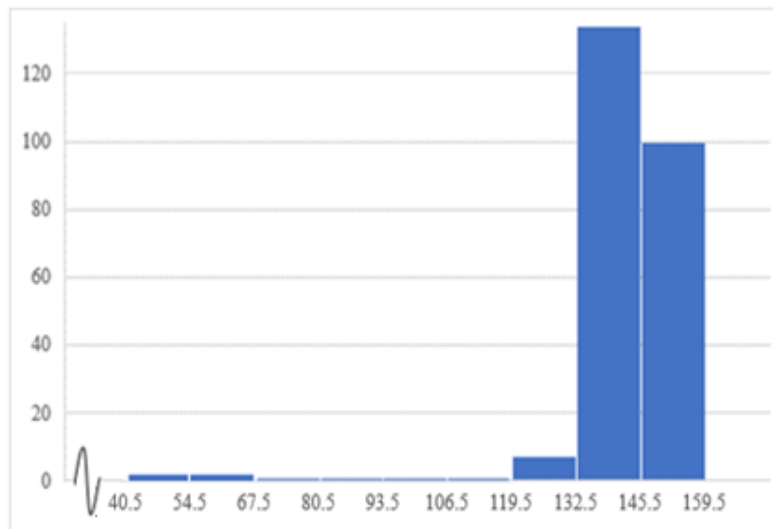


Figure 2. Frequency Distribution of Transformational Leadership Data

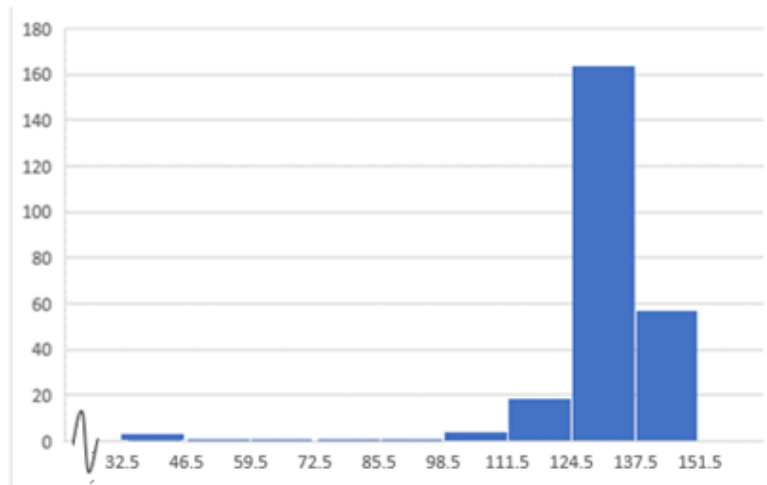


Figure 3. Frequency Distribution of Self-Efficacy Data

Based on the picture above, it can be seen that the research respondents' answer scores are relatively high. This means that teachers at the PGRI Vocational School, Bogor Regency, believe that they have OCB behavior, have high self-efficacy and assess their principal's transformational leadership as good. Additionally, Table 1 below displays the partial test results of the link between transformational leadership factors and self-efficacy in organizational citizenship behavior.

Table 1. Summary of Significance Test Calculation Results

Correlation Test	Correlation Coef ($r_{y.1}$)	T_{count}	Dk	t_{table}		Predicate
			(N-2)	($\alpha=0,05$)	($\alpha=0,01$)	
Between OCB and TL	0,4814	9,73	241	1,97	2,60	Significant
Between OCB and SE	0,3116	2,85	241	1,97	2,60	Significant

Table 1 above shows that the correlation coefficient value of OCB and KT is 0.4814, and the t value is 9.73 for a t table value of 1.97 at $\alpha = 0.05$. Because the tcount value is greater than ttable, H_0 is rejected, and H_1 is accepted. This means a positive relationship exists between transformational leadership and organizational citizenship behavior.

From table 1 above, it can also be seen that the correlation coefficient value of OCB and ED is 0.0316 and the t value is 2.85 for a t table value of 1.97 at $\alpha = 0.05$. Because the tcount value is greater than ttable, H_0 is rejected and H_1 is accepted. This means a positive relationship exists between self-efficacy and organizational citizenship behavior.

The correlation test for the third hypothesis test can be seen in Table 2 below.

Table 2. ANAVA

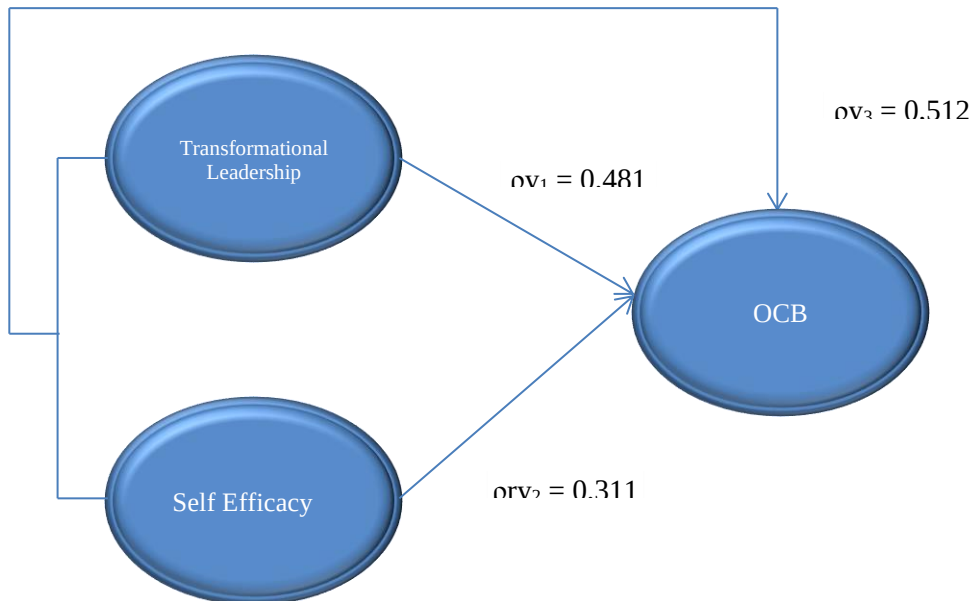
Multiple Correlation Coefficient ($r_{y.12}$)	Coefficient of Determination ($r^2_{y.12}$)	F_{count}	F_{table}	Predicate
			$\alpha = 0,05$	
0,5124	0,2625	23,23	3,09	Signifikan

Based on the results of the regression test in the table above, it can be seen that F_{count} is 23.23, while F_{table} is 3.09. This shows that the correlation coefficient of transformational leadership and self-efficacy and organizational citizenship behavior is significant, so H_0 is rejected, and H_1 is accepted. This indicates that the organizational citizenship behavior measure, self-efficacy, and transformational leadership factors correlate positively.

The following computation findings were derived from the examination of the Scientific Identification Theory To Conduct Operation Research In Education Management (SITOREM) model for conducting “operation research” in this study:

Identify the Relationship Between the Independent Variable and the Dependent Variable

At this stage, an analysis of the contribution of the independent variables, namely transformational leadership and self-efficacy, is carried out on the dependent variable, namely organizational citizenship behavior. Identification is carried out using the correlation coefficient and determination coefficient calculation formula. Based on the correlational research design in this study, the order of contribution based on calculations can be seen in the table below.

**Figure 4. Correlation Test**

Tabel 3. Analisis Kontribusi Variabel-Variabel Penelitian

No	Relationship Between Variables	Correlation Coefficient	Coefficient of Determination Sequence	Contribution	Rank
1	Transformational Leadership with OCB	0,4814	0,2317	23,17%	2
2	Self-Efficacy with OCB	0,3116	0,1015	10,16%	3
3	Transformational Leadership and Self-Efficacy with OCB	0,5124	0,2625	26,25%	1

A) Analysis of Research Variable Indicator Weights

The indicator weight assessment is carried out by expert judgment with the following data.

Table 4. Weight Assessment of Organizational Citizenship Behavior Variable Indicators (Y)

No	Indicator	Assessment Aspects				Score	(%)
		Cost	Bfit	Urg	Lmp		
1	Altruism	4	5	4	5	18	24%
2	Civic Virtue	2	3	2	3	10	14%
3	Courtesy	3	4	3	4	14	19%
4	Conscientiousness	4	5	5	5	19	26%
5	Sportsmanship	3	3	3	4	13	18%
Total						74	100%

Table 5 Assessment of the Weight of Transformational Leadership Variable Indicators (X₁)

No	Indicator	Assessment Aspects				Score	(%)
		Cost	Bfit	Urg	Lmp		
1	Charisma	2	3	2	3	10	18%
2	Intellectual Stimulation	3	4	3	4	14	26%
3	Individual Attention	4	4	3	4	15	28%
4	Motivation	3	4	4	4	15	28%
Total						54	100%

Table 6. Weight Assessment of Self-Efficacy Variable Indicators (X₂)

No	Indicator	Assessment Aspects				Score	(%)
		Cost	Bfit	Urg	Lmp		
1	Magnitude	2	4	3	3	12	38%
2	Generality	2	3	2	3	10	31%
3	Strenght	2	3	2	3	10	31%
Total						32	100%

B) The Relationship between Transformational Leadership and Organizational Citizenship Behavior

According to the research's findings, transformational leadership and organizational citizenship behavior are positively correlated. This means that the principal of the PGRI Vocational School in Bogor Regency has a positive attitude, can articulate the teachers' role and vision, and can inspire teachers to perform at their highest level. With a coefficient of determination value of 0.2317, the correlation test results demonstrate the strength of the relationship between transformational leadership and organizational citizenship behavior, meaning that transformational leadership accounts for 23.17% of the diversity in organizational citizenship behavior. In contrast, 76.83% were impacted by variables other than transformative leadership.

The findings of this study are consistent with those of studies by Malik, Ghafoor, and Iqba (2012); Moghimi et al. (2013); Hutahayan et al. (2013); Sari et al. (2017); Podsakof et al. (2000); and Khan, Ghouri, and Awang (2013), which found a strong correlation between organizational citizenship behavior and transformational leadership. To put it another way, teachers under his direction are more likely to exhibit voluntary behavior, a positive sense of community, a willingness to assist others, and respectful behavior toward others when the principal's intellectual stimulation and motivation are strengthened and combined with his charisma and attention to the teachers. Descriptive analysis of teacher response scores further supports this, showing that most teacher responses fall into the high group, with scores between 133 and 145 and higher.

Employees can accomplish organizational goals under the direction of leaders who can effectively motivate them (Morales et al., 2008). Similarly, leaders who guide their followers foster creativity in them (Mirkamali et al., 2011). The findings of

Agustina and Kriwangko's (2017) study, which indicates that organizational citizenship behavior increases with transformational leadership, support this assertion.

C) The Relationship between Self-Efficacy and Organizational Citizenship Behavior

According to the study's findings, self-efficacy and organizational citizenship behavior are positively correlated. This means that teachers at the PGRI Vocational School in Bogor Regency are willing to put in their best effort because they believe in their abilities to handle challenging assignments and in their general cognitive, social, and emotional capacities. This is especially true for the school's success.

The correlation test results show how strongly self-efficacy and organizational citizenship behavior are related, with a coefficient of determination of 0.3116, meaning that self-efficacy accounts for 31.16% of the variation in organizational citizenship behavior. Meanwhile, factors other than self-efficacy influenced 69.84%. Therefore, it can be inferred that the teachers feel they have gone above and beyond the call of duty and contributed to the school's success by using their cognitive, social, and emotional skills to solve problems of varying difficulty, as well as their generalization and self-strength in handling situations and achieving favorable outcomes.

Descriptive examination of teachers' responses to self-efficacy markers, which shows that most respondents' scores fall between 125 and 137, which is regarded as high, further supports these findings.

D) The Relationship between Transformational Leadership and Self-Efficacy with Organizational Citizenship Behavior

According to the study's findings, self-efficacy and organizational citizenship behavior are positively correlated with transformational leadership. The principal's increased intellectual stimulation, motivation, charisma, and attention, coupled with teachers' self-confidence in their strengths and problem-solving skills, will increase their willingness to act voluntarily, interact well with others, be willing to assist others, and treat others respectfully degree of generalization and task difficulty.

With a coefficient of determination value of 0.2625, the correlation test results demonstrate the strength of the relationship between transformational leadership, self-efficacy, and organizational citizenship behavior. This means that transformational leadership and self-efficacy together account for 26.25% of the diversity in organizational citizenship behavior. In contrast, 73.75% were impacted by variables other than self-efficacy and transformational leadership.

The study's findings are consistent with those of Nugroho (2017), Lestari et al. (2015), and Agustina and Kriwangko (2017), who found that organizational citizenship behavior (OCB) was positively correlated with transformational leadership and self-efficacy. The findings of a descriptive analysis of the three variables—transformational leadership, self-efficacy, and organizational citizenship behavior—also complement the findings of this study, as they all indicate that respondents' response scores fall into the high range. To put it another way, the PGRI Vocational School, Bogor Regency teachers' organizational citizenship conduct can be improved by the principal's strong transformational leadership and their own self-efficacy.

E) Analysis of the Weighting Results of the SITOREM Model

Finding the indicator classification comes next after acquiring the weight values mentioned above. Indicators with an average weight score between 1.00 and 3.99 are placed in the priority classification for prompt improvement. In contrast, indicators with an average score between 4.00 and 5.00 are placed in the maintained or developed classification.

Table 7. Determining Classification of Organizational Citizenship Behavior (Y) Variable Indicators

No	Indicator	Score	(%)	Average Rating Score	Indicator Ranking
1.	Altruism	18	24%	4,32	Maintained or developed
2.	Civic Virtue	10	14%	1,40	Repair immediately
3.	Courtesy	14	19%	2,66	Repair immediately
4.	Conscientiousness	19	26%	4,94	Maintained or developed
5.	Sportsmanship	13	18%	2,34	Repair immediately
Sum		74	100%	15,66	

Tabel 8. Penetapan Klasifikasi Indikator Variabel Kepemimpinan Transformasional (X₁)

No	Indicator	Score	(%)	Average Rating Score	Indicator Ranking
1.	Charisma	10	18%	1,80	Repair immediately
2.	Intellectual Stimulation	14	26%	3,60	Repair immediately
3.	Individual Attention	15	28%	4,20	Maintained or developed
4.	Motivation	15	28%	4,20	Maintained or developed
Sum		54	100%	13,8	

Tabel 9. Penetapan Klasifikasi Indikator Variabel Efikasi Diri (X₂)

No	Indicator	Score	(%)	Average Rating Score	Indicator Ranking
1.	Magnitude atau level	12	38%	4,56	Maintained or developed
2.	Generality	10	31%	3,10	Repair immediately
3.	Strength	10	31%	3,10	Repair immediately
Sum		32	100%	10,76	

Furthermore, the priority indicators are research findings that are used to develop action plans. In summary, the final results of the SITOREM analysis can be described below.

Table 10. SITOREM Analysis

Kepemimpinan Transformasional ($r_{y1} = 0,481$) (rangk.I)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Charisma	1 st	Charisma	1,80
2	Motivation	2 nd	Intellectual Stimulation	3,60
3	Individual Attention	3 rd	Individual Attention	4,20
4	Intellectual Stimulation	4 th	Motivation	4,20

Efikasi Diri ($r_{y1} = 0,311$) (rangk.II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Generality	1 st	Magnitude	4,56
2	Magnitude	2 nd	Generality	3,10
3	Strength	3 rd	Strength	3,10

OCB				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Altruism	1 st	Altruism	4,32
2	Civic Virtue	2 nd	Civic Virtue	1,40
3	Courtesy	3 rd	Courtesy	2,66
4	Conscientiousness	4 th	Conscientiousness	4,94
5	Sportsmanship	5 th	Sportsmanship	2,34

SITOREM ANALYSIS RESULT				
Priority order of indicator to be Strengthened		Indicators remain to be maintained		
1 st	Charisma	1.	Individual Attention	
2 nd	Intellectual Stimulation	2.	Motivation	
3 rd	Generality	3.	Magnitude	
4 th	Strength	4.	Altruism	
5 th	Civic Virtue	5.	Conscientiousness	
6 th	Courtesy			
7 th	Sportsmanship			

IV. CONCLUSION

The investigation indicates a favorable and significant association between instructors' Organizational Citizenship Behavior and Transformational Leadership. There is a strong and favorable correlation between teachers' organizational citizenship behavior and self-efficacy. Self-efficacy and teacher organizational citizenship behavior have a favorable and significant association with transformational leadership. Individual motivation and focus are the indications that are maintained for transformational leadership, whereas magnitude or level indicators are the indicators that are kept for self-efficacy. Generality and strength are the signs that need to be improved in self-efficacy, while Charisma and Intellectual Stimulation are the indicators that need to be improved in transformational leadership.

Acknowledgements

Thank you to those who have helped in this research. Hopefully, this research will be useful to the community.

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