



## The influence of transformational leadership, job satisfaction, and commitment on teachers' OCB

Dwi Lutfiana Sari<sup>1</sup>, Aslamiah<sup>2</sup>, Novitawati<sup>3</sup>

<sup>1,2,3</sup>Universitas Lambung Mangkurat, Banjarmasin, Indonesia

[dwilutfianasari@gmail.com](mailto:dwilutfianasari@gmail.com)<sup>1</sup>, [aslamiah@ulm.ac.id](mailto:aslamiah@ulm.ac.id)<sup>2</sup>, [novitawati@ulm.ac.id](mailto:novitawati@ulm.ac.id)<sup>3</sup>

### ABSTRACT

The transformational leadership of school principals, job satisfaction, and organizational commitment strongly influence Organizational Citizenship Behavior. This study was motivated by the variation in teachers' OCB levels at public junior high schools in Gambut Sub-district, which is associated with differences in leadership style, job satisfaction, and organizational commitment. The purpose of this research is to analyze the influence of transformational leadership, job satisfaction, and organizational commitment on teachers' OCB, both directly and indirectly through the mediating role of organizational commitment. This study employed a quantitative approach, administering a survey to 58 teachers from public junior high schools in Gambut, selected via saturated sampling. The research instrument was a questionnaire with a five-point Likert scale. The findings reveal that transformational leadership, job satisfaction, and organizational commitment have a positive and significant effect on teachers' OCB. Furthermore, organizational commitment mediated the effects of transformational leadership and job satisfaction on OCB. These results emphasize that inspirational leadership, high job satisfaction, and strong organizational commitment can strengthen teachers' extra-role behaviors in supporting the quality of education in schools.

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### ABSTRAK

Organizational Citizenship Behavior (OCB) sangat dipengaruhi oleh faktor kepemimpinan transformasional kepala sekolah, kepuasan kerja, dan komitmen organisasi. Penelitian ini dilatarbelakangi oleh variasi tingkat OCB guru di SMPN se-Kecamatan Gambut yang berkaitan dengan perbedaan gaya kepemimpinan, tingkat kepuasan kerja, dan komitmen organisasi. Tujuan penelitian adalah untuk menganalisis pengaruh kepemimpinan transformasional, kepuasan kerja, dan komitmen organisasi terhadap OCB guru, baik secara langsung maupun tidak langsung melalui peran mediasi komitmen organisasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei terhadap 58 guru SMP Negeri di Kecamatan Gambut yang dipilih dengan teknik sampling jenuh. Instrumen penelitian berupa kuesioner dengan skala Likert lima poin, sedangkan analisis data dilakukan menggunakan analisis jalur (path analysis) dengan bantuan SPSS versi 27. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional, kepuasan kerja, dan komitmen organisasi berpengaruh positif dan signifikan terhadap OCB guru. Selain itu, komitmen organisasi terbukti memediasi pengaruh kepemimpinan transformasional dan kepuasan kerja terhadap OCB. Temuan ini menegaskan bahwa kepemimpinan yang inspiratif, kepuasan kerja yang tinggi, dan komitmen organisasi yang kuat dapat memperkuat perilaku ekstra peran guru dalam mendukung mutu pendidikan di sekolah.

**Kata Kunci:** kepemimpinan transformasional; kepuasan kerja; komitmen organisasi; OCB guru

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\*Corresponding author: [dwilutfianasari@gmail.com](mailto:dwilutfianasari@gmail.com)

## **INTRODUCTION**

Education serves as a cornerstone in developing high-quality human resources, particularly in the face of increasingly competitive global challenges. Teachers serve not only as educators but also as role models, catalysts, and reinforcers of the school's organizational culture. In this context, Organizational Citizenship Behavior (OCB) is a key factor in enhancing the effectiveness of educational organizations. OCB reflects extra-role behaviors performed voluntarily without expecting formal rewards, such as assisting colleagues, maintaining the school environment, and contributing to collective school activities. This behavior is crucial for fostering a harmonious work environment and achieving school objectives. As demonstrated in a study at an elementary school in Martapura, the principal's transformational leadership, teachers' job satisfaction, and organizational commitment have significant direct and indirect effects on teachers' OCB. OCB and these supporting variables fall into the high category (Aminah et al., 2023).

Another study found that transformational leadership, job satisfaction, and organizational commitment all have a significant effect on OCB, both directly and indirectly through organizational commitment as a mediator (Nurjanah et al., 2020). Teachers' levels of OCB do not arise spontaneously but are influenced by several key factors. The principal's transformational leadership encourages teachers to go beyond their formal duties through inspiration, motivation, and by setting a good example. The principal's transformational leadership has a significant direct influence on teachers' OCB and an indirect effect through job satisfaction and organizational commitment at elementary schools in Martapura (Aminah et al., 2023). In that study, organizational commitment was found to act as a mediator strengthening the relationship between teachers' job satisfaction and OCB (partial mediation). Job satisfaction encourages teachers to demonstrate loyalty and prosocial behavior, while organizational commitment reinforces teachers' dedication to the school.

The implementation of transformational leadership will be more effective in fostering OCB when teachers already have adequate job satisfaction and high organizational commitment (Al Faruq & Supriyanto, 2020). Research indicates that organizational commitment plays a crucial role in enhancing teacher performance by influencing interrelated factors such as OCB, leadership style, and job satisfaction (Susanty et al., 2025). This underscores the need for a more in-depth study of the relationship between these three factors and teachers' OCB within the context of lower secondary education in this region. Transformational leadership has a significant relationship with job characteristics and OCB. The more transformational the leadership style, the better the employees' OCB within the organization. A positive relationship is often found in cross-sector and educational research (Lee et al., 2024). Most previous studies tend to highlight relationships among variables only partially and rarely integrate transformational leadership, job satisfaction, and organizational commitment into a single, comprehensive analytical framework.

Several studies examining all three variables simultaneously have shown consistent results indicating that all three contribute to OCB; however, the research context often does not involve local-level public junior high schools such as those in Gambut Subdistrict, necessitating a specific study within that context (Hermawan et al., 2024). The novelty of this study lies in its effort to integrate transformational leadership, job satisfaction, and

organizational commitment to analyze their influence on teachers' OCB, with organizational commitment serving as the mediating variable. In another study employing the servant leadership approach, the results indicated that employee behavior within the organization was not significantly influenced by servant leadership or organizational climate (Novita, 2021). This supports the rationale for testing the mediating role of organizational commitment in this study. Furthermore, job satisfaction serves as a crucial mediating variable between leadership style and teachers' commitment or performance, thereby reinforcing the relevance of including it in an integrative model (Febriani & Saleh, 2019). Based on this background, this study examines how the principal's transformational leadership, teachers' job satisfaction, and organizational commitment influence teachers' OCB, both directly and indirectly.

The hypothesis posits that these three variables have a positive and significant effect on teachers' OCB. This study aims to describe the conditions of transformational leadership, job satisfaction, organizational commitment, and teachers' OCB in public junior high schools across Gambut Subdistrict, analyze the direct effects of these three variables on OCB, and test the indirect effects of transformational leadership and job satisfaction on OCB through organizational commitment. This study has significant implications for the field of education, particularly for improving learning quality and school management. The findings of this study are expected to make theoretical contributions to the development of educational management science and to offer practical recommendations for enhancing teacher performance in schools. Furthermore, the research results are expected to offer educational policymakers and school principals a deeper understanding of the importance of transformational leadership in fostering a positive work environment. Moreover, these findings can serve as a basis for strategic decision-making to enhance teachers' job satisfaction and organizational commitment, ultimately improving teacher performance and the quality of educational services in schools.

## LITERATURE REVIEW

### ***Organizational Citizenship Behavior (OCB)***

*Organizational Citizenship Behavior (OCB)* is voluntary behavior by individuals that is not formally included in their job descriptions but that contributes positively to organizational effectiveness. OCB is extra-role behavior that demonstrates concern for the organization's and colleagues' interests (Markiah et al., 2022; Podsakoff et al., 1990). OCB is behavior that arises from individual autonomy and gradually enhances organizational effectiveness. OCB comprises several key dimensions commonly used in research: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Harding et al., 2020). These dimensions reflect an individual's extra contributions to the organization, ranging from concern for coworkers to active involvement in organizational functions. OCB helps organizations become more efficient by reducing reliance on limited resources (Khaerunisah et al., 2021). The dimensions of OCB, transformational leadership, and job satisfaction mediate the relationship regarding teachers' OCB at SLB (Naimah & Sari, 2022).

## **Transformational Leadership**

Transformational leadership is a leadership style that emphasizes a leader's ability to inspire and motivate subordinates to work beyond their personal interests for the organization's sake. Transformational leadership can motivate and inspire subordinates to transcend personal interests for the sake of the organization through corporate culture and organizational values (Anshori et al., 2025). Transformational leadership is a process of mutually enhancing morale and motivation between leaders and followers. The main components of transformational leadership, according to Bass and Avolio, are four dimensions known as the Four I's: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Dimara et al., 2022).

Research has found that a transformational leadership style significantly contributes to work-life quality, particularly through motivation and individual attention to staff needs, in line with the dimensions of inspirational leadership, motivation, and individualized consideration (Dewi & Aslamiah, 2025). Another study concluded that principals' transformational leadership is positively associated with teachers' job satisfaction and performance, supporting the notion that all four of Bass and Avolio's dimensions (though not each dimension individually) function collectively within an effective leadership framework (Widiartina et al., 2024).

## **Job Satisfaction and dan Organizational Commitment**

Job satisfaction is a positive emotional state resulting from an individual's evaluation of their job or work experience. Furthermore, teachers' job satisfaction is one of the variables that significantly influences teacher performance (Tanjung et al., 2020). Job satisfaction refers to an individual's general attitude toward their work, reflecting positive or negative feelings toward the tasks they perform. Job satisfaction has been shown to significantly influence Organizational Citizenship Behavior (OCB). Similarly, research has found that job satisfaction positively and significantly influences OCB (Sari & Atmaja, 2025). The higher an individual's level of job satisfaction, the greater their tendency to speak positively about the organization, assist colleagues, and exhibit extra-role behaviors that support organizational effectiveness. Another study at high schools throughout Pekanbaru also supports this. Job satisfaction has a direct, significant, and positive effect on teachers' OCB (Nurfaisal, 2021).

Organizational commitment refers to an individual's emotional attachment, identification, and engagement with the organization they work for. Research indicates that organizational commitment has a direct and significant relationship with teacher performance and acts as a mediator between transformational leadership and work culture on the one hand, and teacher performance on the other (Balela et al., 2024). Organizational commitment serves as a driving force that encourages individuals to actively engage within the organization. High organizational commitment encourages employees to be loyal and contribute more to the organization, including through OCB behavior. A study found that organizational commitment (including affective commitment) mediates the relationship between transformational leadership and OCB (Novianti, 2021). Another study found that

organizational commitment (including affective commitment) mediates the relationship between transformational leadership and OCB (Suriansyah, 2021).

### **Relationships Among Variables**

Transformational leadership, job satisfaction, and organizational commitment are closely related to Organizational Citizenship Behavior (OCB). Research indicates that transformational leadership, job satisfaction, and organizational commitment each contribute to increased OCB (Nurjanah et al., 2020). Transformational leadership can enhance OCB by increasing organizational commitment, meaning that organizational commitment acts as a mediator in this relationship (Purwanto et al., 2021). Organizational commitment itself has been identified as a strong predictor of OCB in previous studies within organizational contexts (Sitio, 2021). Based on the literature review, these three factors not only directly influence OCB but are also interrelated and can mediate each other's effects (Hermawan et al. 2024). Therefore, this study is important for analyzing the relationships among transformational leadership, job satisfaction, and organizational commitment in shaping teachers' OCB at public junior high schools in Gambut Subdistrict.

### **The Impact of Transformational Leadership, Job Satisfaction, and Organizational Commitment on Education**

Transformational leadership, job satisfaction, and organizational commitment have a significant impact on improving the quality of education. Transformational school principals can create a positive work environment, encourage teacher innovation, and strengthen collaborative learning. This type of leadership also enhances teachers' intrinsic motivation and teaching effectiveness by inspiring them, providing individual attention, and supporting professional development (Widiartina et al., 2024). Satisfied and highly committed teachers will demonstrate greater enthusiasm for teaching, exhibit proactive behavior, and be student-success-oriented. The relationship between organizational climate, commitment, job satisfaction, and OCB has been well-supported by empirical evidence (Sun et al., 2024). The synergy of these three factors not only enhances teachers' OCB but also contributes to learning effectiveness, a conducive classroom atmosphere, and improved quality of student learning outcomes in schools.

## **METHODS**

This study employs a quantitative, survey-based approach. The quantitative approach was chosen because the study is grounded in the philosophy of positivism, aiming to test hypotheses using empirical data analyzed statistically. The survey method was used because it allows the researcher to collect data directly from respondents via a questionnaire, thereby enabling an objective description of the phenomenon. This study aims to determine the influence of the principal's transformational leadership, teachers' job satisfaction, and organizational commitment on the Organizational Citizenship Behavior (OCB) of public junior high school teachers in Gambut Subdistrict. The study population consists of all 58 public

junior high school teachers in Gambut Subdistrict, with a saturation sampling approach in which the entire population serves as the study sample.

The research instrument was a five-point Likert-scale questionnaire, ranging from strongly disagree to strongly agree. The instrument was developed based on indicators derived from Bass and Avolio's theory of transformational leadership, which includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. To measure job satisfaction, the indicators proposed by Luthans were used, which include the job itself, salary, coworkers, promotion, and supervision. Organizational commitment was measured using the dimensions of affective, continuance, and normative commitment. Meanwhile, the OCB variable was measured using five dimensions. The instruments were first tested for validity and reliability to ensure they met the criteria for good measurement before being used in the study. Data collection was conducted using an online questionnaire distributed to all respondents after the researcher obtained a research permit from the relevant agency.

The use of an online questionnaire facilitated distribution and accelerated data collection, given the relatively small number of respondents spread across several schools. Data analysis was conducted using IBM SPSS Statistics version 27. The analysis stages included descriptive statistical analyses to characterize the distribution of each variable under study. Next, classical assumption tests were conducted, consisting of a normality test using the Kolmogorov-Smirnov test, a multicollinearity test using the variance inflation factor, a heteroscedasticity test via a scatterplot, a linearity test using the ANOVA linearity test, and an autocorrelation test using the Durbin-Watson test. Once the data met the analysis requirements, path analysis was used to test the hypotheses and determine the direct and indirect effects among variables. Insignificant path models were eliminated using the trimming theory as recommended in path analysis, and the significant path coefficients were recalculated. Additionally, the mediating effect of organizational commitment was tested using the Sobel test to determine the significance of the indirect relationship between the principal's transformational leadership and job satisfaction with teachers' OCB.

## **RESULTS AND DISCUSSION**

### **Respondent Description**

This study involved public junior high school teachers in Gambut subdistrict, with a total of 58 respondents. Based on gender data, the number of female teachers was higher than that of male teachers. This indicates that women still dominate the teaching profession in the study area. In terms of rank and grade, the majority of teachers were in Grade III, with the largest proportions being III/b and III/c, indicating that most teachers have considerable experience and a long tenure. The majority of respondents hold a bachelor's degree (S1), while a small portion have completed a doctoral degree (S3). In terms of years of service, most teachers have been working for more than 10 years, indicating they have extensive experience in education. These characteristics indicate that the study's respondents are relatively experienced educators with adequate educational backgrounds to support the quality of learning in schools.

## Classical Assumption Test

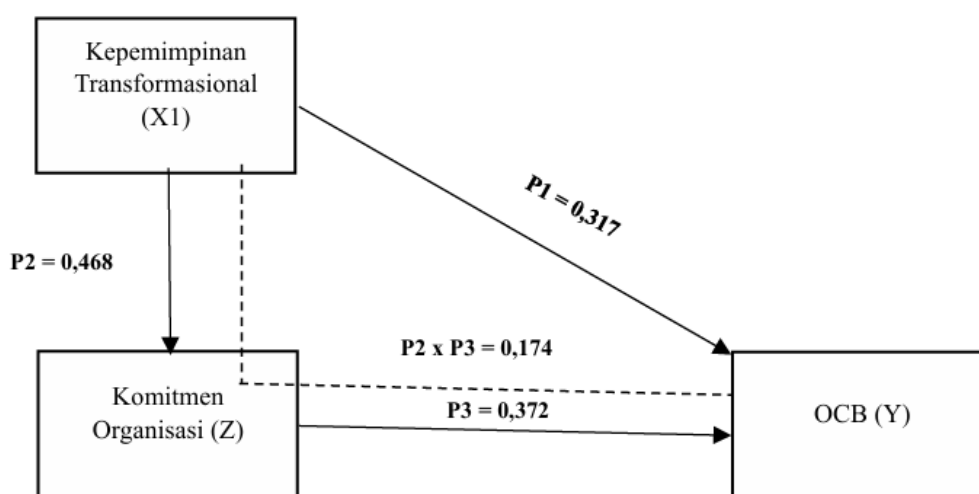
Data analysis began with testing classical assumptions, including tests for normality, multicollinearity, and heteroscedasticity. The results of the normality test indicate that the residuals are normally distributed, as evidenced by a p-value greater than 0.05. The multicollinearity test shows that the VIF (Variance Inflation Factor) values for all variables are below 10 and the Tolerance values are above 0.1. This confirms that there is no multicollinearity among the independent variables. Furthermore, the results of the heteroscedasticity test indicate that the residual distribution is random and does not exhibit a specific pattern, suggesting that the data are free of heteroscedasticity. All classical assumptions are met, so the data is suitable for path regression analysis.

## Regression Path Analysis

The results of the regression analysis indicate that the principal's transformational leadership, job satisfaction, and organizational commitment have a significant effect on teachers' Organizational Citizenship Behavior (OCB). The regression coefficients indicate a positive influence of each independent variable on the dependent variable. Transformational leadership has the highest coefficient, followed by job satisfaction and organizational commitment. Furthermore, it was found that organizational commitment acts as a mediating variable between transformational leadership and job satisfaction in relation to OCB. This means that the higher the transformational leadership and job satisfaction, the greater the teachers' organizational commitment, which, in turn, will enhance their OCB.

## Hypothesis Testing

The results of the hypothesis testing indicate that all research hypotheses are supported. First, there is a positive and significant effect of the principal's transformational leadership on teachers' OCB. Second, job satisfaction was found to have a significant effect on OCB. Third, organizational commitment also has a significant effect on OCB. Fourth, transformational leadership was found to have a significant effect on organizational commitment. Fifth, job satisfaction also has a positive effect on organizational commitment.



**Figure 1.** Path Analysis of the Indirect Effects of Transformational Leadership

*Source: Research, 2025*

Furthermore, the results of the mediation analysis in **Figure 1** demonstrate that transformational leadership has an indirect effect on OCB through organizational commitment. Similarly, job satisfaction has an indirect effect on OCB through organizational commitment. These findings confirm that organizational commitment plays a crucial role in amplifying the effects of transformational leadership and job satisfaction on teachers' OCB in public junior high schools throughout the Gambut subdistrict.

## **Discussion**

The results of this study confirm that the transformational leadership of school principals has a significant influence on teachers' OCB. Principals who are able to inspire, set an example, and motivate have been shown to encourage teachers to exhibit extra-role behaviors, such as helping colleagues, maintaining a harmonious school environment, and participating in activities that are not always part of their formal duties. This aligns with research findings that transformational leadership can enhance voluntary work behavior contributing to organizational effectiveness (Podsakoff et al., 1990). The practical implication of these findings is that enhancing principals' transformational leadership capacity is a key strategy in fostering a collaborative and participatory work culture within schools. A study found a positive and significant relationship between job satisfaction and teachers' OCB, particularly in dimensions such as altruism and courtesy, such that satisfied teachers tend to be more helpful to colleagues and exhibit extra-role behavior (Amelia & Puspitadewi, 2023).

In addition to leadership, job satisfaction has also been shown to have a significant impact on teachers' OCB. Teachers who are satisfied with their jobs—whether due to harmonious work relationships, recognition from supervisors, or opportunities for professional development—are more motivated to go above and beyond their formal duties. Furthermore, other studies have found that job satisfaction has a strong positive correlation with OCB, particularly in the dimensions of altruism and courtesy (Sari et al., 2022). Job satisfaction is positively correlated with teachers' extra-role behaviors (Tanjung et al., 2020). Therefore, improving well-being, creating a fair work climate, and supporting teachers' professionalism can strengthen their motivation to contribute more to supporting the school organization. Teachers' organizational commitment also plays a crucial role in fostering OCB. As noted in research indicating that affective commitment positively influences employees' OCB (Zhao et al., 2022).

Teachers with high affective commitment feel an emotional bond with the school, which motivates them to uphold the school's reputation, collaborate with colleagues, and actively participate in various activities that support the organization's success. Organizational commitment serves as a key predictor of the emergence of extra-role behavior within an organization (Meyer et al., 1993; Sitio, 2021). Building organizational commitment through recognition, trust, and effective communication is a strategic step to strengthen teachers' OCB. Another equally important finding is the mediating role of organizational commitment. Transformational leadership and job satisfaction can enhance organizational commitment, which in turn fosters teachers' OCB (Sun et al., 2024). Furthermore, the principal's transformational leadership not only enhances teachers' OCB but also directly affects the

quality of learning in the school. A visionary and inspirational principal can foster a positive, collaborative work climate oriented toward teachers' professional development (Al Faruq & Supriyanto, 2020).

This environment encourages teachers to be more creative in designing lessons, to use innovative methods, and to foster a participatory classroom atmosphere. Indirectly, this provides tangible benefits for students, namely increased motivation to learn, active engagement in the learning process, and better learning outcomes. The principal's transformational leadership influences teachers' learning culture and strengthens their motivation to develop innovative teaching strategies in the classroom (Komara et al., 2025). Transformational leadership plays a strategic role in strengthening the relationship between teacher performance, learning effectiveness, and overall educational quality improvement. The novelty of this study lies in its context within the junior high school teacher environment, where organizational commitment has been proven to be a significant mediating factor in strengthening the influence of transformational leadership and job satisfaction on OCB. This provides a theoretical and practical contribution that strengthening organizational commitment needs to be prioritized in school management policies to build a solid, collaborative work culture oriented toward improving the quality of education.

## **CONCLUSION**

This study indicates that the transformational leadership of school principals, job satisfaction, and organizational commitment have a positive and significant influence on the Organizational Citizenship Behavior (OCB) of public junior high school teachers in Gambut subdistrict. Of the three variables, transformational leadership exerts the most dominant influence on enhancing teachers' OCB, followed by job satisfaction and organizational commitment. Furthermore, it was found that organizational commitment acts as a mediating variable, strengthening the influence of transformational leadership and job satisfaction on OCB. This proves that teachers who experience inspirational leadership, receive satisfactory workplace support, and possess high organizational commitment are more motivated to exhibit extra-role behaviors that support school effectiveness. These findings confirm the research hypotheses and address the research objectives, indicating that transformational leadership, job satisfaction, and organizational commitment interact in shaping teachers' OCB. Based on the research results, several recommendations can be proposed. First, school principals need to continue developing a transformational leadership style by providing inspiration, setting a good example, and offering motivation to encourage teachers to demonstrate extra-role behavior. Second, schools and education policymakers are expected to address factors affecting teacher job satisfaction by fostering a conducive, fair work environment and providing opportunities for professional development. Third, organizational commitment can be strengthened by fostering a sense of belonging, recognizing teachers' contributions, and maintaining effective communication. For future research, it is recommended to expand the scope of study to other educational levels or include additional mediating and moderating variables, such as achievement motivation or school culture, to provide a more comprehensive understanding of the factors influencing teachers' OCB.

## **AUTHOR'S NOTE**

The authors declare that there is no conflict of interest in the research process or the publication of this article. The authors also affirm that this article is original, free of plagiarism, and has not been published in any other journal, in any form.

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