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## THE IMPACT OF TRANSFORMATIONAL LEADERSHIP AND JOB SATISFACTION ON OCB AMONG TEACHERS AT SMAN 1 TANGERANG

### Abstrak

Pesatnya kemajuan ilmu pengetahuan dan teknologi di era globalisasi ini sangat mempengaruhi kemajuan di bidang pendidikan. Pendidikan menjadi landasan untuk mengembangkan sumber daya manusia yang berkualitas dan berdaya saing. Dalam sistem pendidikan, guru memainkan peran penting, terutama di lingkungan sekolah. Penelitian ini menyelidiki pengaruh kepemimpinan transformasional dan kepuasan kerja terhadap perilaku kewarganegaraan organisasi (OCB). Dengan menggunakan desain penelitian kuantitatif, penelitian ini dilakukan di SMAN 1 Tangerang dengan melibatkan 83 guru sebagai responden melalui teknik sampling jenuh. Data dikumpulkan dengan menggunakan kuesioner dan wawancara, dan analisis regresi linier berganda digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional berpengaruh positif dan signifikan terhadap OCB. Demikian pula kepuasan kerja juga menunjukkan pengaruh positif dan signifikan terhadap OCB.

**Kata Kunci:** Kepemimpinan Transformasional, Kepuasan Kerja, Organizational Citizenship Behavior (OCB)

### Abstract

The rapid advancements in science and technology in this era of globalization have significantly influenced progress in education. Education serves as a cornerstone for developing high-quality and competitive human resources. Within the education system, teachers play a critical role, especially in the school setting. This study investigates the effects of transformational leadership and job satisfaction on organizational citizenship behavior (OCB). Utilizing a quantitative research design, this study was conducted at SMAN 1 Tangerang, with 83 teachers participating as respondents through a saturated sampling technique. Data were gathered using questionnaires and interviews, and multiple linear regression analysis was employed to analyze the data. The findings reveal that transformational leadership positively and significantly affects OCB. Similarly, job satisfaction also demonstrates a positive and significant impact on OCB.

**Keywords:** Transformational Leadership, Job Satisfaction, Organizational Citizenship Behavior (OCB)

### INTRODUCTION

Organizational Citizenship Behavior (OCB) refers to voluntary individual actions that are not formally rewarded but collectively enhance the overall efficiency and effectiveness of organizational operations. OCB is characterized by five key dimensions: altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. a. Altruism refers to voluntary behaviors aimed at helping or assisting coworkers within the organization. b. Courtesy is proactive behavior intended to prevent potential problems from arising in the organization. c. Sportsmanship is the ability to tolerate discomfort and additional workloads without complaining or exaggerating issues. d. Conscientiousness reflects a high level of dedication to work and a willingness to exceed standard performance expectations. e. Civic Virtue represents individual behavior that demonstrates responsibility, participation, and involvement in organizational activities.

The success of organizational growth largely depends on its ability to recruit, develop, and retain its human resources. In the current context, human resources are expected not only to

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possess good capabilities and qualifications but also to exhibit OCB, which involves voluntarily assisting coworkers in completing tasks. For OCB to emerge naturally, job satisfaction is essential among employees, including teachers.

According to Puspitawati and Riana (2014), job satisfaction encompasses several aspects, including the nature of the work itself, salary, recognition, supervision, teamwork, and opportunities for personal development. When teachers feel comfortable and satisfied with their work, OCB behaviors are more likely to manifest, contributing positively to the organization. Leaders who demonstrate care and attention toward their employees can foster job satisfaction, encouraging employees to perform their tasks more effectively.

On the other hand, employee job satisfaction plays a strategic role in an organization or company. It is considered one of the key drivers of employee morale, discipline, and performance, which ultimately supports the achievement of organizational goals. This is consistent with Hasibuan's (2007:203) assertion that job satisfaction drives work morale, discipline, and performance. Similarly, Hendi and Anggara (2010:192) describe job satisfaction as a positive attitude of employees toward their work, which arises from their evaluation of their work environment.

The role of leadership in influencing ocb and organizational performance Ardana et al. (2008) argue that leadership is a critical factor in driving and influencing organizational achievement. Similarly, Lin et al. (2011) found in their study that managers who implement transformational leadership can enhance the level of OCB among employees, which indirectly improves the company's overall performance. Oguz (2010) suggests that transformational leadership positively influences OCB indirectly through job satisfaction. According to Yukl (2010:305), transformational leadership fosters trust, loyalty, and respect between leaders and subordinates, motivating subordinates to exceed expectations.

Khan et al. (2013) state that all leadership styles (charismatic, transactional, and transformational) positively influence OCB, with transformational leadership and leadership style variables showing a significant positive impact on OCB. Furthermore, Malik et al. (2012) highlight that leadership and personality traits have a significant positive effect on OCB. However, Hutahayan et al. (2013) find that while organizational culture and rewards significantly affect OCB, transformational leadership does not have a significant impact on OCB.

## **METHOD**

This study employs an associative approach, designed to examine the influence of one or more variables on another. Specifically, the research investigates the relationship between transformational leadership style, job satisfaction, and Organizational Citizenship Behavior (OCB).

The research utilizes both qualitative and quantitative data. Qualitative data consists of descriptive information in the form of words, sentences, and schemes, such as the general profile of SMAN 1 Tangerang and respondents' assessments of the questionnaire items. Quantitative data, on the other hand, includes numerical data that can be measured and analyzed, such as the scores derived from the questionnaires distributed at SMAN 1 Tangerang.

Two types of data sources were used: primary and secondary sources. The primary data source comprises the respondents, while the secondary data source is institutional information from SMAN 1 Tangerang (Sugiyono, 2013:13).

### **Population and Sampling**

The population refers to the entire group of subjects or objects possessing specific qualities and characteristics defined by the researcher for analysis and conclusion. In this study, the population consists of 84 teachers at SMAN 1 Tangerang.

The sampling method applied is a saturated sample technique, in which all members of the population are included in the sample. This method is particularly suitable for relatively small populations. For this research, 83 teachers were sampled, excluding the leadership team. A saturated sample is also referred to as census sampling (Sugiyono, 2018:65).

### **Instrument Testing**

The validity test ensures that the research instrument effectively measures what it is intended to measure. An instrument is deemed valid when the collected data aligns with the actual

conditions of the research object. Valid instruments provide accurate and reliable measurements.

The reliability test, meanwhile, assesses whether the instrument consistently yields similar results when used under identical conditions. Reliability ensures the instrument's consistency and dependability (Sugiyono, 2018:23).

#### 1. Data Analysis

To analyze the relationship between multiple independent variables and a dependent variable, this study utilizes multiple linear regression analysis. This method evaluates the impact of transformational leadership and job satisfaction on OCB at SMAN 1 Tangerang. Data analysis was conducted using SPSS software, with the multiple linear regression model expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

#### Classical Assumption Testing

Prior to hypothesis testing using the regression model, classical assumption tests were conducted, including tests for:

1. Normality: To ensure the data distribution is normal.
2. Multicollinearity: To detect any correlations between independent variables.
3. Heteroscedasticity: To confirm that the variance of errors is consistent across observations.

#### F-Test

The F-test evaluates the overall suitability of the multiple linear regression model for analyzing the influence of independent variables on the dependent variable. This test examines the significance value in the ANOVA table generated by SPSS. If the significance value is below  $\alpha = 0.04$ , the model is deemed appropriate, indicating that the independent variables have a significant impact on the dependent variable.

### FINDINGS AND DISCUSSION

During its formative years, SMA Negeri 1 Tangerang made significant contributions, including the development of the School Cooperative Guidelines and the Suka-Duka Guidelines. The school's emblem, "Guna Widya Raksaka," was designed by one of its teachers. Among its most prominent achievements, which gained recognition not only in Gianyar Regency but also throughout Banten Province and even Indonesia, is the term "BLASMAN," an acronym for Tangerang State Senior High School. This term was coined by one of the school's teachers and has since become a symbol of pride for the institution.

Over time, the dedication and collaborative efforts of the "Blasman" community brought substantial advancements to the school. These included the addition of new buildings and teaching facilities, as well as gradual improvements in leadership and staffing. Currently, SMA Negeri 1 Tangerang is supported by 84 teachers and 15 administrative staff, alongside adequate funding, ensuring its continued growth and development.

The school's progress has been closely tied to the support of the Tangerang community, particularly, and the Gianyar community more broadly, as well as the blessings of Sang Hyang Widhi Wasa. Despite its relatively young age, SMA Negeri 1 Tangerang is determined to establish itself as a leading educational institution at the regency, provincial, and national levels.

#### Instrument Testing

The research instrument underwent validity and reliability testing to ensure its accuracy and consistency.

##### Validity Test

The validity test assessed whether the research instrument effectively measures what it is designed to measure. An instrument is deemed valid if the correlation between the factor score and the total score is positive and exceeds 0.30 ( $r > 0.30$ ). The results indicated that all variables in the research instrument had correlation coefficients above 0.30, confirming their validity.

##### Reliability Test

The reliability test evaluated the consistency of the instrument's measurements when applied under similar conditions. Using Cronbach's Alpha coefficient, the instrument was considered reliable if the coefficient exceeded 0.60. The results showed that all research instruments had a Cronbach's Alpha coefficient greater than 0.60, signifying that the instruments were reliable and suitable for this study.

### Classical Assumption Testing

Classical assumption testing was conducted to ensure the regression model met the necessary conditions for validity. The tests included:

1. Normality Test: This test assessed whether the residuals of the regression model followed a normal distribution. The Kolmogorov-Smirnov test was used, with data considered normally distributed if the Asymp. Sig. (2-tailed) coefficient exceeded 0.04. The results of the normality test are summarized in Table 1.
2. Multicollinearity Test: This test checked for correlations among independent variables to ensure the absence of multicollinearity.
3. Autocorrelation Test: This test evaluated whether residuals were independent of one another.
4. Heteroscedasticity Test: This test examined whether the variance of residuals was consistent across observations.

These classical assumption tests ensured the robustness of the regression analysis used in this study.

Table 1 Normality Test Results

Unstandardized Residual	Value
N	83
Kolmogorov-Smirnov Z	0.522
Asymp. Sig. (2-tailed)	0.946

Source: Processed Data, 2023

Based on Table 1, the Kolmogorov-Smirnov (K-S) test yields a value of 0.522, with an Asymp. Sig. (2-tailed) value of 0.946. Since the Asymp. Sig. (2-tailed) value of 0.946 exceeds the significance level of 0.04, it can be concluded that the residuals of the regression model are normally distributed.

### Multicollinearity Test

The purpose of the multicollinearity test is to identify any potential correlation among the independent variables in the regression model. This can be evaluated using the tolerance value and the variance inflation factor (VIF). A model is considered free of multicollinearity if the tolerance value is greater than 0.10 (10%) or the VIF value is less than 10.

Table 2 Multicollinearity Test Results

Variable	Tolerance	VIF
Transformational Leadership (X1)	0.470	2.126
Job Satisfaction (X2)	0.470	2.126

Source: Processed Data, 2023

As shown in Table 2, the tolerance values for each variable are greater than 10%, and the VIF values are less than 10. This indicates that the regression model is free from multicollinearity issues.

### Heteroscedasticity Test

The heteroscedasticity test is conducted to detect whether there is inequality in the variance of residuals across observations. This test is performed using the Glejser test. If none of the independent variables significantly affect the absolute residual values or the significance values are above 0.04, the regression model does not exhibit heteroscedasticity.

Table 3 Heteroscedasticity Test Results

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1 (Constant)	-0.045	2.766	-0.020	0.984

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Transformational Leadership	0.068	0.066	0.169	1.041
Job Satisfaction	-0.039	0.074	-0.084	0.522

Source: Processed Data, 2023

Based on Table 3, the Sig. values for the variables Transformational Leadership and Job Satisfaction are 0.300 and 0.603, respectively. Since these values exceed 0.04, it can be concluded that the independent variables have no significant effect on the absolute residuals. Thus, the regression model does not exhibit heteroskedasticity.

**Multiple Linear Regression Analysis**

Multiple linear regression analysis is utilized to investigate the relationship between a dependent variable and multiple independent variables. This method is applied to evaluate the influence of Transformational Leadership and Job Satisfaction on Organizational Citizenship Behavior (OCB) at SMAN 1 Tangerang. The regression coefficients were computed using SPSS 18.0 for Windows, and the results are displayed in Table 4.

Table 4 Results of Multiple Linear Regression Analysis

Variable	Regression Coefficient	t-value	Significance
Transformational Leadership	0.522	7.385	0.000
Job-Satisfaction	0.440	6.210	0.000
R-Square	0.811		
Adjusted R-Square	0.803		
<b>F-Statistic</b>	<b>170.069</b>		
<b>Significance</b>	<b>0.000</b>		

Source: Processed data, 2023

Based on the results of the multiple linear regression analysis presented in Table 4, the structural equation is expressed as follows:

$$Y = \alpha + 0.524 X_1 + 0.441 X_2 + e$$

The R Square value of 0.810 indicates that 81% of the variation in Organizational Citizenship Behavior (OCB) is explained by variations in Transformational Leadership and Job Satisfaction, while the remaining 19% is attributed to other factors not included in the model.

**Model Feasibility Test (F-Test)**

The F-test is conducted to assess whether the regression model is appropriate for explaining the relationship between the independent variables and the dependent variable. The model is deemed reliable or feasible if the Sig. value in the ANOVA table is less than 0.04.

Table 5 ANOVA Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2442.977	2	1221.491	170.067	0.000
Residual	574.587	80	7.181		
Total	3017.566	84			

Source: Processed data, 2023

The ANOVA test results reveal that the calculated F-value is 170.068, which exceeds the F-table value of 3.11 at a significance level of  $\alpha = 0.04$ . Additionally, the Sig. value is 0.000, which is less than 0.04. These findings lead to the rejection of  $H_0$  and the acceptance of  $H_1$ .

indicating that the independent variables Transformational Leadership and Job Satisfaction jointly have a significant impact on Organizational Citizenship Behavior (OCB).

### **Hypothesis Testing Results**

#### **1. The Effect of Transformational Leadership on OCB**

The analysis shows that the impact of transformational leadership on OCB yields a Sig. *t*-value of 0.000 (less than 0.04) and a beta coefficient of 0.525, indicating a positive and significant relationship. This suggests that increased transformational leadership among teachers enhances their OCB. Thus, the hypothesis that transformational leadership positively influences OCB is supported.

These findings align with previous research. Alexandra and Maria (2015), for instance, conducted a study involving 213 respondents across food and trade organizations in Baixada Fluminense, Rio de Janeiro, and found that transformational leadership positively affects OCB. Similarly, Lian and Tui (2012) examined 347 respondents from various industries, including services, manufacturing, mining, and construction, and reported a significant positive relationship between transformational leadership and OCB.

In another study, Rahmi (2013) investigated full-time high school teachers in East Lombok Regency and discovered that transformational leadership significantly influences OCB. Rahmi suggested that the implementation of transformational leadership practices leads to enhanced OCB. Nguni (2005) observed similar results in Tanzanian primary and secondary schools, where transformational leadership positively and significantly impacted teachers' OCB. Likewise, Lamidi (2008), in a study involving 42 lecturers at Slamet Riyadi University, Surakarta, found that transformational leadership positively influences OCB. Lamidi emphasized that subordinates' perceptions of effective leadership correlate with higher OCB levels.

Overall, leaders who effectively communicate goals, provide motivation, inspire creativity, and address subordinates' needs tend to enhance their subordinates' OCB. Increased OCB manifests in behaviors such as voluntarily assisting colleagues, maintaining positive relationships, adhering to organizational procedures, and actively participating in organizational activities.

#### **2. The Effect of Job Satisfaction on OCB**

The hypothesis testing also shows that job satisfaction has a significant positive effect on OCB, with a Sig. value of 0.000 (less than 0.04) and a beta coefficient of 0.441. This indicates that higher levels of job satisfaction among teachers are associated with greater OCB. Thus, the hypothesis that job satisfaction positively influences OCB is accepted.

This result is consistent with prior studies. Huang et al. (2012) investigated nurses in Taiwanese hospitals and found that job satisfaction enhances employees' OCB. Similarly, Sambung (2012) studied 160 lecturers at the University of Palangka Raya and reported that job satisfaction increases OCB. Rini et al. (2013) observed the same relationship among private-sector employees in Semarang, concluding that job satisfaction positively influences OCB.

Additionally, Sesen et al. (2012) examined secondary school teachers in Turkey and confirmed that job satisfaction significantly impacts OCB. Sesen noted that job satisfaction not only influences OCB but is also reciprocally influenced by it. Furthermore, Krishnan et al. (2009) studied 85 administrative staff members in Malaysian higher education institutions and found a positive and significant relationship between job satisfaction and OCB.

These findings suggest that teachers with high job satisfaction are more likely to voluntarily go beyond their assigned responsibilities. Factors such as fair compensation relative to workload, supportive supervision, tasks aligned with individual abilities, positive coworker relationships, and opportunities for career advancement contribute to higher OCB. Therefore, increasing teacher satisfaction is a strategic approach to fostering enhanced OCB.

### **CONCLUSIONS**

The analysis results reveal that Transformational Leadership positively and significantly impacts the Organizational Citizenship Behavior (OCB) of teachers at SMAN 1 Tangerang. This indicates that as the school principal exhibits a higher degree of transformational leadership, the teachers are more likely to display elevated levels of OCB. Similarly, Job

Satisfaction also has a positive and significant influence on OCB, signifying that increased job satisfaction among teachers corresponds to a higher level of OCB at SMAN 1 Tangerang.

1. **Transformational Leadership** at SMAN 1 Tangerang has already been well-implemented and should be maintained. However, there are certain aspects that require improvement to further enhance teachers' extra-role behavior (OCB). Specifically, principals should focus on:
  - a. Aligning perceptions between leaders and subordinates to achieve clear organizational goals.
  - b. Motivating subordinates effectively.
  - c. Instilling pride in subordinates for being part of the team.
  - d. Paying attention to the needs of subordinates.
2. **Job Satisfaction** at SMAN 1 Tangerang is also at a good level and should be preserved. Nonetheless, several areas need attention to further boost teachers' OCB. These include:
  - a. Supervisors paying more attention to subordinates' tasks.
  - b. Assigning workloads appropriately.
  - c. Providing opportunities for self-development within the organization.
  - d. Strengthening relationships among colleagues.
  - e. Offering more opportunities for promotion.
3. The **Organizational Citizenship Behavior (OCB)** variable at SMAN 1 Tangerang is already categorized as good and should be sustained. Even so, certain areas require enhancement to optimize teachers' extra-role behavior. Based on respondents' perceptions, improvements should focus on:
  - a. Willingness to substitute for absent colleagues.
  - b. Respecting the rights and privacy of coworkers.
  - c. Avoiding excessive breaks during work hours.
  - d. Adhering to established organizational procedures.

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