




The Influence of Transformational Leadership, Organizational Climate, and Job Satisfaction on Improving Organizational Citizenship Behavior (OCB)

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ABSTRACT

This study aims to determine the influence of transformational leadership, organizational climate, and job satisfaction on improving teachers' Organizational Citizenship Behavior (OCB) in private elementary schools in East Bogor District. OCB represents voluntary and extra-role behaviors that enhance organizational effectiveness and collaboration among teachers. The research employed a quantitative approach using a correlational survey design combined with the SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) method to identify indicators that need improvement or maintenance. A total of 119 permanent teachers were selected through proportional random sampling. Data were collected through validated and reliable questionnaires (reliability coefficients: OCB = 0.89; transformational leadership = 0.87; organizational climate = 0.88; job satisfaction = 0.87). The results showed a strong positive and significant relationship between transformational leadership and OCB ($r = 0.787, p < 0.01$), a moderate but significant relationship between organizational climate and OCB ($r = 0.475, p < 0.01$), and a strong relationship between job satisfaction and OCB ($r = 0.610, p < 0.01$). Collectively, these three variables contributed 66.6% to the improvement of OCB. The SITOREM analysis highlighted priority indicators to be improved, including vision, job characteristics, collegial relations, communication, and work autonomy, while maintaining inspirational motivation, intellectual stimulation, charisma, and altruism. The study concludes that strengthening transformational leadership, fostering a positive organizational climate, and enhancing job satisfaction can significantly improve teachers' OCB, leading to more effective and dynamic educational organizations.

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Introduction

The demand for good quality education is always directly proportional to the existence of competent teachers who actively contribute through various activities or actions that have the potential to realize the effectiveness of the organization, even though the activity in question is not part of the main job, but an extra role. Schools generally rely on the full involvement of members of the organization in promoting a positive work culture, in order to conserve the resources of the organization through responsive and constructive active participation in the organization. The realization of the school's vision and mission will depend on the role of human resources in achieving its goals. The extra role of teachers or better known as Organisational citizenship behaviour (OCB). OCB is a specific type of spontaneous and voluntary action with a great commitment from the members of the organization to encourage an increase in the effectiveness and efficiency of the organization's collective output, as this extra-role behavior serves as an effective means of dealing with various obstacles found in the school environment. In doing such work, teachers carry it out voluntarily and do not aim to get certain rewards or incentives from the school. The high level of extra-role behavior of each teacher becomes important through relationships between members of the organization characterized by cooperation, trust, increased communication, and high exchange of information. Situations like this at some point will have an effect on increasing organizational effectiveness. OCB assumes the highest individual performance to achieve organizational excellence, because the performance of each individual can contribute to and affect the performance of the group. The extra role of the teacher leads to the achievement of organizational goals (including the role of developing new ideas, how to solve problems, and in dealing with various internal and external changes). A teacher with a high OCB is able to produce new, useful results based on the teacher's ideas and personal intuition. In the research conducted (Gorgoretti and Pilli, 2012), it was shown that the effectiveness of learning is not only influenced by the pedagogic competence of teachers, but many other aspects that influence such as classroom management (68%), professional skills (36%), personality (32%), field skills (32%). In addition, the regional education balance of the city of Bogor, West Java in 2021 shows that 97.3% of early childhood teachers have not been certified, 61.2% of elementary school teachers have not been certified, 50.6% of junior high school teachers have not been certified, 43.3% of high school teachers have not been certified, 62.4% of vocational school teachers have not been certified, and 53.9% of SLB have not been certified. Looking at the comparison of the education ratio data for elementary school civil servant teachers: students, 1:21, junior high school 1: 20, high school 1: 18, vocational school 1: 21, and SLB 1: 7. Regarding school accreditation, for elementary school there are still 2.50% that have not been accredited, 0.36% accredited C, 22.50% that are accredited B. For the junior high school level, there are still 5.25% that are still not accredited, 1.57% are accredited C, and 27.56% are still accredited B. For the high school level, there are still 24.07% that are accredited B. For the vocational level, there are still 1.94% that have not been accredited, 8.74% that are accredited C, and 39.81% are accredited B (Ministry of Education and Culture, 2022).

This fact shows that organizational resources still need to be improved continuously through various approaches and one of them is through increasing the OCB of teachers in Private Elementary Schools in East Bogor District. Based on

the above background, research is sought on aspects that have the potential to influence the improvement of OCB that can encourage the realization of an effective educational organization.

OCB

OCB is defined as an extra work-related behavior that go beyond routine tasks specified in the job description or measured in the formal evaluation of the organization. As a behavior related to extra work, OCB has several indicators, such as altruism which is a form of voluntary action that helps others; conscientiousness is the behavior of completing tasks and responsibilities beyond the minimum level of the organization's minimum role requirements; sportsmanship is related to the willingness to tolerate the discomfort that occurs in the organizational environment and carry out the work without complaints, complaints, appeals, accusations, or protests; courtesy is related to behavior that prevents problems for colleagues and reduces conflict with other members of the organization; and civic virtue is the behavior of individuals who participate, engage, or care about the life of the organization (Berbaoui Kamel; Boudkhil Mohammed El Amine; Mokaddem Abdeljalil, 2015) (Taylan Budur and Mersid Poturak, 2021) and (Soetjipto, 2021). OCB in reality is not listed in the formal work requirements but is carried out voluntarily by the organization's human resources (Purwanto Agus, 2021). OCB appears when individuals enjoy a spirit of cooperation, provide assistance to less experienced colleagues, who are exposed to stress at work, strive to prevent problems before they occur within the organizational environment, accept others, try to understand the views of colleagues, do not complain, try to work smoothly, and commit to participating in voluntary actions (Ahmed Khudhair and Shelash Sulieman, 2017). OCB as a positive voluntary behavior displayed by employees has implications for the well-being of colleagues, organizations, customers, and work groups in general. Referring to this definition, OCB indicators are divided into three major parts, namely OCBs aimed toward individuals OCBI, OCBs relating primarily to the organization OCBO, and OCBs towards the customers OCBC (Navneet Kaur, Lakhwinder Singh Kang, 2021).

Gefen Blondheim and Anit Somech (2019) specifically examined OCB levels in students. Some of the indicators used in measuring the level of student OCB include OCB toward studenthood, OCB toward school personnel, OCB toward school community, and OCB toward the external society) which is divided into two subcategories, namely the OCB subcategory for the environment and the OCB subcategory for the community outside the school. Lingyun Mi, et al. (2019) specifically researched the OCB of employees towards the environment (OCBE). This proactive behavior implemented by employees not only contributes to the company's environmental performance but also fills environmental gaps outside of the formal system. OCBE is two-dimensional: eco-civic engagement and eco-helping. From the above theories, it can be synthesized, organizational citizenship behavior is individual behavior related to extra work that is proactively carried out beyond routine tasks and is not measured in formal evaluations but contributes to the effectiveness of the organization with the measurement indicators are: altruism, courtesy, sportsmanship, civic virtue, conscientiousness.

Transformational Leadership

Transformational leadership refers to a leader who changes subordinate norms and values and motivates them to achieve organizational goals (Wang, Evangelia, & Pascale, 2017) by continuously generating change in followers with a drive to transcend personal interests and encourage employees' mindset to prioritize organizational goals (Amor, Vazquez & Faina, 2019). Transformational leadership emphasizes interactions that result in increased motivation and morality in leaders and followers as well as changes in each follower's emotions, values, ethics, standards and goals. The dimensions used to measure transformational leadership such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Purwanto, Purba, Bernarto, & Sijabat, 2021). Transformational leaders drive organizational change so that followers are willing to work towards the leader's vision. The ideal influence and inspirational motivation dimension refer to group-oriented shared visions and values, while individual considerations and intellectual stimulation refer to individual-oriented direct communication (Taylan Budur and Mersid Poturak, 2021). Transformational leadership is also described as a leadership style that inspires the intrinsic motivation of subordinates by describing the organization's vision, taking care of staff, and becoming a model for subordinates, with four dimensions, namely moral modeling, individualized consideration, vision motivation, and leadership charm (Lingyun, et al., 2019).

Transformational leadership is also described in relation to the process of changing the attitudes and assumptions of organizational members to build a commitment to the organization's vision, mission, goals, and strategy. This prioritizes how a transformational leader can articulate a vision, provide an appropriate model, foster the acceptance of group goals, provide high performance expectations, provide individualized support, and challenge followers to re-examine some of their assumptions about their work and rethink how it can be done (Wang, Evangelia, & Pascale, 2017). Transformational leadership is also seen as a leadership style that helps to increase the level of achievement and self-development, while promoting the development of the group and the organization, thereby transforming subordinate goals into attention and interest for higher self-advancement and development (Abazeed, 2018). Transformational leaders produce change in followers with a drive to transcend personal interests and make members think from different perspectives to advance organizational goals (Amor, Vazquez, & Faina, 2019).

Transformational leadership is also seen as a leadership style in which a leader is able to change subordinate norms and values and motivate them to perform beyond their own expectations. Transformational leadership stimulates employees' craftsmanship by improving their adaptability, changing behaviors, feelings, and thinking in response to environmental demands. Adaptability is a positive motivational orientation towards self-change (Wang, Evangelia, & Pascale, 2017) (Luytena & Bazob, 2019). Transformational leaders are inseparable from their relationship with empowering followers without ignoring needs, personal development, the development of members' potential carried out through coaching, mentoring, and support as well as efforts to challenge members to solve problems innovatively (Carreiro & Oliveira, 2019).

From some of the theories above, it can be synthesized that transformational leadership is an action carried out by leaders by changing subordinate norms and values by inspiring, encouraging, setting an example, and

motivating to achieve organizational goals by going beyond personal interests., with measurement indicators in the form of; charismatic, inspirational motivation, intellectual stimulation, individual support, and vision.

Organizational Climate

Organizational climate describes the perception that organizational members have about the work environment with several internal factors that influence better results for the company, customers, and members of the organization, with indicators such as work environment, assistance to employees, bureaucracy, and organizational culture (organizational structure), socio-cultural level, professional incentives, professional security, home/work transportation, and professional life) (Kirilo, Abe, Lima, & Lozano, 2018). Organizational climate also refers to perceptions and attitudes about a set of measurable traits of the work environment expected by the people who live and work in it. The set of measurable traits in question are innovation, employee training and development, empowerment, internal communication, and rewards (Haseeb, Ali, Shaharyar, & Butt, 2016).

The organizational climate is a multidimensional construct that includes a wide range of employee joint evaluations in the workplace. This joint evaluation can refer to the general dimensions of the work environment such as leadership, roles, communication which includes the structural dimension, the interactive dimension, and the perception dimension. There are two types of organizational climates, namely, general and special. The general climate includes: structural and managerial, perceptual, and interactive. Components of the structural and managerial dimension include: leadership and management (rules, standards, policies and procedures, objectives and strategies), rewards and incentives, complexity; objective and physical features, and the type of technology used; Perceptual dimensions, such as attitudes, feelings, values and beliefs, personality, satisfaction, motivation, commitment, loyalty, identity, worries and ambiguities, background and experience. In addition, there are interactive dimensions such as conflict, participation and cooperation, trust, roles and agreements, and informal relationships. The special type of organizational climate consists of positive and negative dimensions (Hassanpour, Jafari, Abbassian, & Touri., 2019).

The view of the organizational climate is measured in several aspects such as: esprit of profession, organization and workgroup, leader facilitation and support, cohesion, clarity and objectivity of system, and job challenge, variety and feedback) (Datta & Singh, 2018). In addition, several indicators measure the organizational climate such as support of teachers, positive interpersonal exchange, safety, motivation, autonomy, risk-taking, and stress) (Sokol, Gozdek, Figurska, & Blaskova, 2015), autonomy, resources, support, recognition, justice, and innovation (Armstrong, 2012). From some of the theories of the experts above, it can be synthesized that the organizational climate is the subjective perception of the members of the organization as a result of interaction with the work objective environment, organizational conditions, and the nature of work, with a measurement indicator in the form of 1. Communication 2. Managerial, 3. Work autonomy, 4. Rewards, and 5. Job Feedback.

Job Satisfaction

Job satisfaction is a reflection of an employee's positive or negative feelings towards their work and towards the organization's ability to improve and increase the level of positive feelings while reducing negative feelings among employees. Job satisfaction can be classified into two parts, namely: Intrinsic job satisfaction, which shows the level of employee satisfaction with personal growth and sense of achievement and extrinsic job satisfaction, which displays the aspects of job security, compensation, and their relationships with co-workers and supervisors (Jehad, Farzana, & Mohmad, 2011). Job satisfaction is also defined as a person's emotional attitude regarding their job performance. This kind of attitude can be positive or negative, which can be measured by several indicators such as work itself that provides opportunities to use freedom, skills and abilities as well as feedback; supervisor, who positions the supervisor; workers are a way to meet the needs of social interaction; promotions, related to promotions, and; Pay, which is related to the wage system (Purwanto, Purba, Bernarto, & Sijabat, 2021).

Job satisfaction is basically formed by the psychological and social atmosphere in the work environment, in addition to physical factors related to the work system and facilities in the workplace which refer to an individual's attitude (emotional reaction) to his work, workload and responsibilities given by the organization (work itself), salary with expectation (Noer Soetjpto, et al., 2021), promotion, responsibility and teamwork (colleagues); and the intensity of supervision adequacy (Hendri, 2019). Xiaowei, Liting, and Simei, (2018) measured employee job satisfaction with several indicators such as; work characteristics, organizational environment, organizational management, reward and punishment system, job involvement, organizational commitment, sense of belonging) strong against the organization; and job value (Xiaowei, Liting, & Simei, 2018) (Colquitt, Lepine, & Wesson, 2017).

Job satisfaction is also described as the reality to the extent to which a person likes or dislikes their jobs with several indicators such as individual characteristics, contract conditions; job or organizational characteristics, macroeconomic factors) and Workplace environmental conditions (Erro-Garcés & Ferreira, 2019), job stress, job characteristics, dispositional affect (Yuena, Lohb, Zhouc, & Wongc, 2018), work environment which includes staff, atmosphere, fun, friendly, environment; career opportunities such as career opportunities, growth, culture, advancement, training; variety of tasks such as various tasks, new sections, new places; scheduling flexibility; Compensation; employee benefits such as employee benefits, discounts, food, coffee, beverages, shifts; benefits such as health, insurance, bonuses; Balanced working hours; Skill development and; Work-life balance (Panagiotis, Nikolaos, Konstantinos, & Dimitrios, 2019). From some of the theories above, it can be synthesized that job satisfaction is the employee's feeling of how well his work is reflected in the work, with measurement indicators in the form of; salary, co-workers, job characteristics, work environment conditions, and career opportunities.

Method

This study is a quantitative research using a survey method with correlational techniques and SITOREM (*Scientific Identification Theory to Conduct Operation Research in Education Management*), with three independent variables, namely transformational leadership (X1), organizational climate (X2), and job satisfaction

(X3), with one bound variable is OCB (Y). This study used 119 samples of Permanent Teachers of the Private Elementary School Foundation in East Bogor District, which were determined using *proportional random sampling* techniques. Data collected with using a questionnaire instrument consisting of 1) OCB variables with measurement indicators in the form of; *altruism, courtesy, sportsmanship, civic virtue, conscientiousness*; 2) transformational leadership variables with measurement indicators in the form of; *charismatic, inspirational motivation, intellectual stimulation, individual support, and vision*; 3) organizational climate variables with measurement indicators in the form of *communication, managerial, work autonomy, rewards, and job feedback*. The reliability level of the OCB instrument was 0.89, transformational leadership 0.87, organizational climate 0.88, and job satisfaction 0.87. Meanwhile, SITOREM analysis is used to identify, analyze, assess, and prioritize research variable indicators that need to be immediately improved or maintained by conducting *expert judgment* on the aspects of *cost, benefit, urgency, and importance* of each indicator (Hardheinata, 2017).

Results

Descriptive statistical results

Looking at table 1 below, it can be seen that the OCB variable research data has a moderate data distribution. It can be explained that based on the statistical description of the data, it is known that the most frequently appearing value (mode) is 125 higher than the mean value of 123.16. The transformational leadership variable data has a low data distribution with mode 116 lower than the mean value of 119.73, the data of the organizational climate variable has a data distribution that tends to be high with a mode of 125 higher with a mean of 117.76, and the data of the work satisfaction variable has a data distribution that tends to be low with a mode of 120 that is smaller than the mean of 121.17

Table 1. Descriptive Statistical Results

	Y	X1	X2	X3
Average	123.16	119.73	117.76	121.17
Middle Value	124	120	117	120
Mood	125	116	125	120
Standard Deviation	8.56	9.09	7.41	8.23
Variant	73.39	82.72	54.91	67.89
Squirrel	-0.70	-0.83	-0.52	-0.17
Slope	0.01	0.08	0.06	0.05
Score Range	36	41	36	40
Lowest Score	106	99	100	100
Highest Score	142	140	136	140
Sum	14657	14248	14014	14420
A Lot of Data	119	119	119	119

Analytical Prerequisite Testing

- The result of the calculation of the normality of the standard error of the

estimate ($Y-\hat{Y}_1$) of the OCB variable over the transformational leadership variable was carried out with a *one-sample kolmogorov-smirnov test* with a probability value (asympt. Sig.) of 0.812; ($Y-\hat{Y}_2$) the OCB variable for the organizational climate variable with a probability value (asympt. Sig.) is 0.928; and ($Y-\hat{Y}_3$) the OCB variable for the job satisfaction variable with a probability value (asympt. Sig.) is 0.386. It can be concluded that the normality of the standard error of the estimate has a normally distributed population. The homogeneity of the variance of the OCB variable data group over the transformational leadership variable was tested by the Levene test with a significance value of 0.408; homogeneity of variance of the OCB variable data group over organizational climate variables with a significance value of 0.067; and homogeneity of the variance of the OCB variable data group over the job satisfaction variable with a significance value of 0.366. It can be concluded that the variance of variable data groups comes from a homogeneous population.

Hypothesis Testing

H1: $\rho_{y1} > 0$ There is a positive relationship between transformational leadership and OCB. From the calculation results, a simple correlation coefficient (r_{y1}) of 0.787 was obtained with a probability value (Sig. F Change) of 0.000 which shows the relationship between transformational leadership variables and OCB including the level of a strong and very strong relationship.

Significant. The value of the determination coefficient (R^2) describes the magnitude of the contribution of the variable

transformational leadership that can influence OCB. From the calculation results obtained an R^2 score of 0.62, which means that the transformational leadership variable

contributed 62% to the increase in the OCB variable. Thus, it can be concluded that there is a positive relationship between transformational leadership and OCB. This means that the higher the transformational leadership, the higher the OCB. On the contrary, the lower the transformational leadership, the lower the OCB.

H1: $\rho_{y2} > 0$ There is a positive relationship between the organizational climate and the OCB

From the results of the calculation, a simple correlation coefficient (r_{y2}) of 0.475 with a probability value (Sig. F Change) is 0.000 which shows the relationship between organizational climate variables and OCB, including a moderate and very significant level of relationship. The value of the determination coefficient (R^2) was 0.226, which means that the organizational climate variable contributed 22.6% to the increase in the OCB variable. Thus, it can be concluded that there is a positive relationship between the organizational climate and OCB. This means that the higher the organizational climate, the higher the OCB. On the contrary, the lower the organizational climate, the lower the OCB.

H1: $\rho_{y3} > 0$ There is a positive relationship between job satisfaction and OCB

From the results of the calculation, a simple correlation coefficient (r_{y3}) of 0.610 was obtained with a probability value (Sig. F Change) of 0.000 which shows

the relationship between the variables of job satisfaction and OCB, including the level of moderate and very high relationship

Significant. The value of the determination coefficient (R^2) is 0.372, which means that the variable job satisfaction contributed 37.2% to the increase in the OCB variable. Thus, it can be concluded that there is a positive relationship between job satisfaction and OCB. This means that the higher job satisfaction, the higher the OCB. on the contrary, the lower the job satisfaction, the lower the OCB.

H1: $\rho_{y12} > 0$ There is a positive relationship between transformational leadership and the organizational climate in conjunction with OCB

From the calculation results, a double correlation coefficient (r_{y12}) of 0.795 was obtained with a probability value (Sig. F Change) of 0.000 which shows the relationship between transformational leadership and organizational climate together with OCB, including a strong and very significant level of relationship. Value of the determination coefficient

(R^2) by 0.632, which means that transformational leadership and climate variables

organizations collectively contributed 63.2% to the increase in the OCB variable.

H1: $\rho_{y13} > 0$ There is a positive relationship between transformational leadership and job satisfaction in conjunction with OCB

From the results of the calculation, a double correlation coefficient (r_{y13}) of 0.816 was obtained with a probability value (Sig. F Change) of 0.000 which shows the relationship between transformational leadership and job satisfaction together with OCB, including a very strong and very significant level of relationship. The determination coefficient value (R_{y132}) was 0.665, which means that the transformational leadership variables and job satisfaction together contributed 66.5% to the increase in the OCB variable.

H1: $\rho_{y23} > 0$ There is a positive relationship between transformational leadership, organizational climate, and job satisfaction in conjunction with OCB

From the results of the calculation, a double correlation coefficient (r_{y23}) of 0.631 was obtained with a probability value (Sig. F Change) of 0.000 which shows the relationship between organizational climate and job satisfaction together with OCB including

a strong and very significant level of relationship. Value of the determination coefficient (R^2) by 0.398, which means that the variables of organizational climate and job satisfaction together contribute 39.8% to the increase in the OCB variable. Thus, it can be concluded that there is a positive relationship between organizational climate and job satisfaction together with OCB.

H1: $\rho_{y123} > 0$ There is a positive relationship between transformational leadership and organizational climate in conjunction with OCB

From the calculation results, a double correlation coefficient (r_{y123}) of 0.816 with a probability value (Sig. F Change) is 0.000 which shows the relationship between transformational leadership and organizational climate

together with OCB, including a very strong and very significant level of relationship. The determination coefficient value (R^2) was 0.666, which means that the variables of transformational leadership, organizational climate, and job satisfaction together contributed 66.6% to the increase in the OCB variable. Thus, it can be concluded that there is a positive relationship between transformational leadership, organizational climate, and job satisfaction together with OCB.

Priority of indicators Increased

From table 2 below, it can be seen that several indicators are maintained/developed such as: inspirational motivation, intellectual stimulation, charismatics, individual support, career opportunities, salary, work environment conditions, awards, job feedback, managerial, altruism, civic virtue, and conscientiousness. Meanwhile, the priority order of indicators to be improved is: vision, work characteristics, colleagues, communication, work autonomy, sportsmanship, and courtesy.

Table 2. SITOREM Analysis Results

OCB		
Indicator in Initial State	Indicator After Weighting By expert	Indicator Value
1. Altruism	1st Altruism (23%)	4.12
2. Courtesy	2nd Civic virtue (21%)	4.09
3. Sportsmanship	3rd Conscientiousness (20%)	4.10
4. Conscientiousness	4th Sportsmanship (19%)	3.08
5. Civic Virtue	5th Courtesy (17%)	2.79
Transformational Leadership ($r_{y1} = 0.787$), Rank I		
Indicator in Initial State	Indicator After Weighting By expert	Indicator Value
1. Charismatic	1st Inspirational Motivation (23%)	4.03
2. Inspirational Motivation	2nd Intellectual Stimulation (22%)	4.01
3. Intellectual Stimulation	3rd Charismatic (19%)	4.01
4. Individual Support	4th Individual Support (19%)	4.02
5. Vision	5th Vision (17%)	2.54
Organizational climate ($r_{y2} = 0.475$), Rank III		
Indicator in Initial State	Indicator After Weighting By expert	Indicator Value
1. Communication	1st Award (23%)	4.03
2. Managerial	2nd Communication (22%)	2.78
3. Work Autonomy	3rd Job Feedback (19%)	4.06
4. Awards	4th Managerial (19%)	4.06
5. Job Feedback	5th Job Autonomy (17%)	2.87
Job Satisfaction ($r_{y3} = 0.610$), Rank II		
Indicator in Initial State	Indicator After Weighting By expert	Indicator Value
1. Salary	1st Career opportunities (22%)	4.09
2. Co-Workers	2nd Salary (21%)	4.07
3. Job Characteristics	3rd Working environment conditions (21%)	4.04

4. Working environment conditions	4th Job Characteristics (19%)	2.72
5. Career opportunities	5th Co-Worker (18%)	2.82
Priority Order of Indicators to Be Improved		Indicators Retained/Developed
1st Vision		1. Inspirational Motivation
2nd Job Characteristics		2. Intellectual Stimulation
3rd Colleague		3. Charismatic
4th Communication		4. Individual Support
5th Occupational Autonomy		5. Career opportunities
6th Sportsmanship		6. Salary
7th Courtesy		7. Working environment conditions
		8. Appreciation
		9. Job Feedback
		10. Managerial
		11. Altruism
		12. Civic Virtue
		13. Conscientiousness

Discussion

A positive and significant relationship between transformational leadership and OCB, between organizational climate and OCB, between job satisfaction with OCB, between transformational leadership and organizational climate together with OCB, between transformational leadership and job satisfaction together with OCB, between organizational climate and job satisfaction together with OCB, and between transformational leadership, organizational climate, and job satisfaction together with OCB indicates that there is a relationship between independent variables and bound variables, either individually or together, where the bound variables, either individually or collectively, have shown a real relationship in the OCB, meaning that with the presence of bound variables, either individually or jointly, teachers can increase the voluntary role (OCB) in the assignment and its role in the school environment.

This study supports previous research conducted by Majeed, Ramayah, Mustamil, Nazri, Jamshed (2017) which showed that transformational leadership significantly contributes positively to OCB prediction ($\beta=0.35$, $p<0.05$). Adaptations of transformational leadership increase employees' morale at work and increase their willingness to do extra meaningful work; previous research conducted by Mohannad Obeid and Awn Abdulla. (2020) showed that the organizational climate had a positive impact on OCB ($\beta = 0.385$, $p < 0.05$).

In addition, this study supports research conducted by Nabilla and Riyanto (2020), showing significant organizational climate and OCB variables with a t-test of 4.387 (t-count (df = 68) > 1.99 and Sig value = 0.000. The coefficient value is positive, which is 0.195 which shows that the direction of the relationship between the Organizational Climate and OCB is positive by 19.5%. The largest correlation value between dimensions in the Organizational Climate variable is the warmth dimension with a courtesy dimension of 0.485 and is included in the category of medium relationship level; research conducted by Soetjipto (2021), showed that

there was a significant influence of OCB on job satisfaction, obtained a value of $t=3.295$ with $p=0.001<0.05$). This means that there is a significant positive influence and

In addition, research conducted by Annisa (2020) showed significant job satisfaction and OCB with a t-test of 8.339 ($t\text{-count} > t\text{ table (df = 68) = 1.99}$) and Sig. = 0.000. The coefficient value is positive at 0.302 which shows that the direction of the relationship between job satisfaction and OCB is positive at 30.2%. The largest correlation value between the dimensions of the Job Satisfaction variable and the OCB variable was the promotion dimension with a consciousness dimension of 0.617, and was included in the category of strong relationship level; previous research showed a positive relationship between transformational leadership and OCB at a significance level of 1% ($\beta_{1/4} 0.683, t_{1/4} 23.82, p < 0.00$) (Qalati, Zafar, and Fan, 2022).

This research supports previous research that showed that job satisfaction partially mediates a positive relationship between transformational leadership and OCB. Models with direct paths from transformational leadership to OCB matched better with data than models without paths [$1-2 \times LL(1) = 585.42, p < 0.01$]. Results revealed significant indirect effects (non-standard product-coefficient estimates = 0.07, $p < 0.01$, 95% CI = 0.06, 0.08) and a significant direct relationship between transformational leadership and OCB ($b = 0.20, p < 0.01$, 95% CI = 0.19, 0.22) (Christoph Nohe and Hertel, 2018); Previous studies showing the effect of job satisfaction on OCB were stated to be very significant ($t\text{-statistic} > 1.96$ and $p\text{values} < 0.001$) and positively correlated. It can be concluded that job satisfaction has a direct effect on OCB (Wahyu and Tentama, 2019).

Transformational leaders drive organizational change so that followers are willing to work towards the leader's vision. Common characteristics of transformational leaders are as an ideal influencer, inspirational motivation, intellectual stimulation, and individual consideration. The influence given by transformational leaders who are group-oriented and refer to direct communication that is oriented towards individuals will encourage the realization of OCB teachers (cf. Taylan Budur and Mersid Poturak, 2021). Transformational leaders produce change in followers with a drive to transcend personal interests and make members think from different perspectives to advance organizational goals (Amor, Vazquez, & Faina, 2019).

A good organizational climate can improve the behavior and behavior of the members of the organization (Robbins, 2016) to engage in extra role behavior (OCB). The organizational climate as a set of value systems, or beliefs, assumptions, or norms that have been in effect for a long time, agreed upon and followed by the members of an organization as a guideline for behavior and solving organizational problems becomes the basis for the realization of high OCB which is formed because the values that are embraced together become the direction for each individual to make a positive contribution to the school (Cf. Sutrisno, 2010). An organizational climate that refers to perceptions and attitudes about a measurable set of traits of the work environment expected by the people who live and work in it, which is seen in giving permission to teachers to think, behave, take actions and make decisions and control work independently, has internal communication as the dissemination of information that helps employees to create a sense of belonging, greater accountability, and responsibility, and the reward

received as a feeling of appreciation for a job well done will encourage the formation of OCB values of teachers (Haseeb, Ali, Shaharyar, & Butt, 2016).

With strong job satisfaction, the organization will have stability. Job satisfaction is basically shaped by the psychological and social atmosphere in the work environment, in addition to physical factors related to the work system and facilities in the workplace. Psychological factors are factors related to the psychological aspects of employees, such as interests, job security, attitudes towards work, talents, intelligence, and skills and experience. Teachers who enjoy a combination of job satisfaction inside and outside the work will feel satisfied if the work results are considered fair and decent (Noer Soetjpto, et al., 2021). With this sense of satisfaction, teachers will be encouraged to be actively involved in various activities with OCB values. Job satisfaction experienced by teachers represents a feeling of liking for the work they are engaged in which is supported by several things such as reasonable salary offers, promotion opportunities, and training opportunities offered, the support of colleagues and staff, full involvement in work, work has a significant influence on the lives of others, work arouses creativity and how to get the job done, and adequate feedback on job performance (Yuen, Lohb, Zhouc, & Wongc, 2018).

From the SITOREM analysis, it is shown that several indicators are maintained/developed such as: inspirational motivation, intellectual stimulation, charismatics, individual support, career opportunities, salary, work environment conditions, awards, job feedback, managerial, altruism, civic virtue, and conscientiousness. Meanwhile, the priority order of indicators to be improved is: vision, work characteristics, colleagues, communication, work autonomy, sportsmanship, and courtesy.

Conclusion

Based on the results of the study, it is concluded that OCB can be improved through strengthening transformational leadership, organizational climate, and job satisfaction, both separately and together. It was found that there was a very significant positive relationship with strength relationship that strong (r=0.787) p<0.01) between variable transformational leadership with OCB; there was a very significant positive relationship with the strength of the moderate relationship (r=0.475 p < 0.01) between the organizational climate variable and the OCB; there was a very significant positive relationship with strong relationship strength (r=0.610 p<0.01) between the variables of job satisfaction and OCB; there was a very significant positive association with strong relationship strength (r=0.795 p<0.01) between transformational leadership variables and organizational climate together with OCB; there was a very significant positive relationship with a very strong relationship strength (r=0.816 p<0.01) between transformational leadership variables and job satisfaction together with OCB; there was a very significant positive relationship with a strong relationship strength (r=0.631 p<0.01) between organizational climate variables and job satisfaction together with OCB and; There was a very significant positive relationship with a very strong relationship strength (r=0.816 p<0.01) between transformational leadership variables, organizational climate, and job satisfaction together with OCB. From the results of the SITOREM analysis, it was found that the priority order of indicators

that need to be improved is vision, work characteristics, colleagues, communication, work autonomy, sportsmanship, and courtesy.

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