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MODELING AND OPTIMIZATION OF IMPROVING ORGANIZATIONAL CITIZENSHIP BEHAVIOR: AN EMPIRICAL STUDY USING A POP-SDM APPROACH ON PRIVATE TSANAWIYAH MADRASAH TEACHERS IN CENTRAL JAKARTA – INDONESIA

Muhamad Alwi ¹, Soewarto Hardhienata ², Lina Novita ³

¹*Student of the Doctoral Program of Education Management Pakuan University Bogor, Indonesia*

^{2,3}*Lecturer at Pakuan University, Bogor, Indonesia*

Corresponding Author: alawimuhamad@gmail.com

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Abstract: This research aims to produce ways and strategies to increase OCB by analyzing the influence of transformational leadership variables, trust, job satisfaction, organizational commitment, and work motivation, variables found at the qualitative research stage. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to obtain optimal solutions in efforts to increase teacher OCB. The research population was 171 private Madrasah Tsanawiyah teachers in Central Jakarta. From the population a sample of 121 people was taken. The results of research using the path analysis method show that there is a direct positive influence between transformational leadership on organizational citizenship behavior (OCB); There is a positive direct influence between trust and organizational citizenship behavior (OCB); There is a positive direct influence between job satisfaction and organizational citizenship behavior (OCB); There is a positive direct influence between organizational commitment and organizational citizenship behavior (OCB); There is a positive direct influence between work motivation and organizational citizenship behavior (OCB); There is a direct positive influence between transformational leadership on organizational commitment; There is a positive direct influence between trust and organizational commitment; There is a positive direct influence between job satisfaction and organizational commitment; There is a direct positive influence between transformational leadership on work motivation; There is a positive direct influence between trust and work motivation; There is a direct positive influence of job satisfaction on work motivation; There is a positive indirect influence between transformational leadership on organizational citizenship behavior (OCB) through organizational commitment. There is a positive indirect influence of trust on organizational citizenship behavior (OCB) through

organizational commitment; There is an indirect positive influence of job satisfaction on organizational citizenship behavior (OCB) through organizational commitment; There is a positive indirect influence between transformational leadership on organizational citizenship behavior (OCB) through work motivation; There is a positive indirect influence between trust and organizational citizenship behavior (OCB) through work motivation; and there is a positive indirect effect between job satisfaction on organizational citizenship behavior (OCB) through work motivation.

The results of the SITOREM analysis obtained an optimal solution of the 40 indicators 14 indicators were still weak so they needed to be improved and 26 indicators were good so they were maintained or developed. Improvements to indicators that are still weak are also given the following order of priority for handling: 1st Desire to gain recognition, 2nd Desire to obtain organizational procedures, 3rd Salary, 4th Promotion, 5th Supervision, 6th Loyalty to work, 7th Increased income and fulfillment of needs, 8th Likes the organization, 9th Natural attitude of trust, 10th Giving Advice, 11th Training, 12th Level of Hope, 13th Seriousness, and 14th Devotion. These indicators make improvements a priority in improving organizational citizenship behavior (OCB) of teachers at Private Madrasah Tsanawiyah in Central Jakarta

Keywords: organizational citizenship behavior (OCB), transformational leadership, trust, job satisfaction, organizational commitment and work motivation, SITOREM analysis.

Introduction

Improving the quality of education is a strong foundation for improving the quality of human resources. Urgent developments in the times affect various aspects of life, including technology, organizational climate, and human resources who run organizations. One way to increase organizational efficiency and effectiveness can be done by improving the quality of human resources. The most difficult challenge is of course in educational institutions, from basic education to higher education which are trusted as institutions that are competent in preparing superior human resources. Through educational institutions, it is hoped that there will be a transfer of science, transfer of knowledge, transfer of information, and transfer of technology.

In the current era of globalization, the condition of education quality is quite worrying. The problems that cause the decline in the quality of education are the high cost of schooling, lack of quality teachers, and lack of facilities and infrastructure, including the lack of awareness of the nation's children to be able to experience education at school. In this way, the quality of education for the nation's generation is greatly reduced. The government must further improve the quality of effective and efficient education. To improve the quality of education there must be cooperation between the government and the nation's future children. Apart from that, teachers also play an important role in teaching, guiding and paying attention to their students' development in learning. However, currently, teachers in Indonesia are generally still less competent in teaching and educating their students. Therefore, the quality of teachers must be further improved. One way to improve teacher quality is by increasing Organizational Citizenship Behavior (OCB).

An organization will achieve success if it has members who are willing to do work outside of their main duties. In other words, these members have the initiative to carry out extra roles outside their main duties to achieve organizational goals. Successful organizations need members who will go above and beyond their basic duties and are willing to provide performance that exceeds expectations. In today's increasingly dynamic world of education where assignments are increasingly carried out in groups, flexibility is very important. School organizations want teachers who are willing to perform tasks that are not listed in their job descriptions. Schools as educational organizations are places where the teaching and learning process takes place to achieve national development goals. In an educational place there are various resources to drive its activities, both in the form of human resources and non-human resources. These two resources support each other, but human resources play an important role in achieving educational goals, because humans are an active resource and are involved in organizational activities. This is because human resources are the only resources that have a reason, feelings, desires and abilities, skills, knowledge, encouragement, power, and work.

Organizations must understand that human resources are an inseparable part of organizational success. The success of organizational management is largely determined by human empowerment activities. Human resource management must be the organization's top priority to improve employee performance. Human resources are an important contribution to the growth and development of an organization. Member performance is an important factor in the continuity of an organization, this is because whether or not an organization member's performance is good influences the further continuity of the organization. An organization is a form of an open system of activities coordinated by two or more people to achieve a common goal. Therefore, forming a good organization depends on the individuals in it, especially the behavior of these individuals. Individual behavior in organizations is differentiated into behavior that is by the role (intra-role behavior) and behavior outside or exceeding the role (extra-role behavior). The extra role itself has many terms, one of which is Organizational Citizenship Behavior (OCB).

One of the fundamental things for achieving progress for a nation is the existence of superior human resources in various fields. To produce superior human resources, of course, the factor that plays a very important role here is education. But unfortunately, Indonesian education is still not at an advanced level. In 2023, the worldtop20.org site will again release world education rankings. There are 20 countries included in the largest education rankings in 2023 and Indonesia is not included in them. Indonesia is ranked 67th out of 203 countries. What's even sadder is that the Intelligence Quotient (IQ) level of Indonesian society is very low. Based on the World Population Review report entitled Average IQ by Country 2022, Indonesia is ranked 10th out of 11 countries in Southeast Asia, aka number 2 lowest in Southeast Asia. For the global ranking, Indonesia is ranked 130th out of 199 countries.

These results are based on a 2019 study conducted by researchers Lynn and Becker (2019) at the Ulster Institute, the average IQ score for the Indonesian population was 78.49. This places Indonesia in the second lowest ranking in Southeast Asia. Meanwhile, the highest average IQ score in Southeast Asia is in Singapore. The IQ score of the residents of Lion Country is 105.89. Cambodia ranks second in the region with an average IQ score of 99.75. Myanmar is in third place with an average IQ score of 91.18. Then, Vietnam and Thailand have an average IQ score of 89.53 and 88.87 respectively. Then, Malaysia and Brunei Darussalam each got an IQ score of 87.58. Furthermore, the IQ scores in the Philippines and Laos are 81.64 and 80.99 respectively. Timor Leste is ranked 11th, aka the lowest in Southeast Asia. However, this country has the same score as Indonesia. Meanwhile, Japan has been named the country with the highest IQ score in the world. It is recorded that the average IQ score of the population in this country reached 106.48 (Lynn 2018). Richard Lynn and David Becker further stated that the highest average IQ scores in the world belong to Japanese people.

Referring to world ranking data and IQ scores, shows that the ability of human resources (HR), in this case teachers, needs special attention from both the government and education providers. Law no. 14 of 2005 concerning Teachers and Lecturers, article 8 states that teachers must have academic qualifications, competencies, and educational certificates, be physically and spiritually healthy, and have the ability to realize national education goals. Furthermore, in Article 10 paragraph (1) it is stated that teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. Furthermore, regarding the explanation of the 4 (four) teacher competencies regulated in the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers, article 3 paragraph (4). Pedagogical competency as referred to in paragraph (2) is the teacher's ability to manage student learning which at least includes: a) understanding the insight or foundation of education, b) understanding students, c) developing curriculum or syllabus, d) learning design, e) implementing educational and dialogical learning, f) utilizing learning technology, g) evaluating learning outcomes, and h) development of students to actualize the various potentials they have. In paragraph (5), personality competency as intended in paragraph (2) at least includes a personality who: a) has faith and piety, b) has noble character, c) is wise and wise, d) is democratic, e) is steady, f) is authoritative, g) stable, h) mature, i) honest, j) sportsmanship, k) be a role model for students and society, l) objectively evaluate one's performance, and m) develop oneself independently and sustainably. In paragraph (6), social competence as referred to in paragraph (2) is the teacher's ability as part of society, which at least includes the competency to a) communicate verbally, write and/or sign politely, b) use communication and information technology. functionally, c) interact effectively with students, fellow educators, educational staff, educational unit leaders, parents or guardians of students, d) interact politely with the surrounding community by paying attention to applicable norms and value systems, and e) apply the principle of true brotherhood and the spirit of togetherness. In paragraph (7) Professional competence as referred to in paragraph (2) is the teacher's ability

to master knowledge in the fields of science, technology, and/or arts and culture which he/she teaches, which at least includes mastery of: a) subject matter broadly and in depth according to with the program content standards of educational units, subjects and/or groups of subjects to be taught, and b) concepts and methods of relevant scientific, technological or artistic disciplines, which conceptually cover or are coherent with the program of educational units, subjects, and/or group of subjects to be taught.

Competence has a major role in individual behavior and performance. Ability is the talent to perform a physical or mental task. The ability has been recognized as an important factor in helping to differentiate between higher or lower-performing employees. The good or bad performance of employees is seen from their ability to carry out tasks by the work for which they are responsible. Carrying out work by the tasks in the job description is called intra-role behavior. However, the employee work behavior that the company expects is not only intra-role behavior but also extra-role behavior, namely work behavior outside the employee's job description. This extra behavior is called Organizational Citizenship Behavior (OCB). This is in line with Robbins' statement, which states that Organizational Citizenship Behavior (OCB) is discretionary behavior that is not part of an employee's formal job requirements, and that contributes to the psychological and social environment of the workplace (Robbins and Judge, 2019). Organizational Citizenship Behavior (OCB) is Discretionary behavior that is not part of an employee's formal job requirements, and that contributes to the psychological and social environment of the workplace. Discretionary behavior means volunteering for extra work, as an indicator of OCB. One example of the results of teacher behavior that is simply to complete tasks (intra-role behavior) is the results of the Indonesian Ministry of Education and Culture's education report cards.

The Public Education Report Card is a description of the quality of education in a region based on an assessment framework developed from input, process, and output models regarding the performance or effectiveness of educational units. Based on the 2022 Public Education Report Card of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia at Level: Middle School/Equivalent, Status: Private, Type: Religious, Province: DKI Jakarta, City/Regency: Central Jakarta City, Number of Education Units: 8, Total Student respondents: 214, Number of Heads of Education Units: 3, Number of Teacher respondents: 122, it was stated that, the Quality of the Student Learning Process, especially the Teacher Reflection Index, was Passive, meaning that efforts to improve the quality of learning were sporadic just to complete assignments. The teacher uses repetitive methods to carry out learning and there is no visible reflective process. The idea is that the results of the teacher's reflection index are entrenched, meaning that teachers actively improve the quality of learning after reflecting on past learning, exploring new teaching references, and innovating to provide learning that sparks student involvement.

The results of this education report card are the basis for researchers to further explore teacher behavior at the Private Madrasah Tsanawiyah, Central Jakarta. The teacher behavior in question is the teacher's Organizational Citizenship Behavior (OCB). Facts show that organizations that have employees who have good OCB will have better performance than other organizations (Robbins and Judge, 2019). So the hope is that when the teacher's OCB is good, the results of the private MTs education report card in Central Jakarta will at least produce a focused and even cultured teacher reflection index. There are several interesting phenomena regarding teacher OCB behavior in madrasas. One of them is the OCB behavior of private Madrasah Tsanawiyah (MTs) teachers in Central Jakarta. The results of interviews with several teachers at private MTs that have been conducted show that there are OCB problems both positively and negatively. Negatively, it can be seen from the behavior of teachers in madrasas which is not good enough, that sometimes there are teachers who are late coming in because the starting time is too early and there are also some teachers who leave the madrasah

before teaching or learning time is finished, this is detrimental to the madrasah because of the regulations that have been implemented there is non-compliance and it is detrimental to students who do not get maximum knowledge.

Based on the results of the 2020 Service Delivery Indicators (SDI) survey conducted by The World Bank, it was found that the level of teacher absenteeism was high, with almost one in four teachers (23.5 percent) not attending class on any given day. Most of these absences were officially permitted, indicating that the system allows for a large number of teacher absences. This phenomenon is not in line with the OCB indicators, namely working extra without showing interest in rewards, seriously obeying the rules, and working beyond the duties and functions of a teacher (conscientiousness). Likewise with other things, such as when attending training, sometimes teachers feel objections so they are not optimal in participating in training activities held by the madrasah, teachers feel that the compensation they receive does not follow the demands and workload given by the madrasah. This is contrary to the concept of OCB behavior. Teacher OCB behavior is positive teacher behavior at work and tends to see teachers as part of the madrasa who can make more contributions to the madrasa. If OCB behavior does not exist among the teachers at the madrasah and does not receive enough attention from the foundation or head of the madrasah, the vision, mission, and goals of the madrasah will be slow and difficult to achieve. The phenomenon of positive OCB in madrasahs is seen in relationships with fellow teachers. Teachers in madrasahs have good relationships. This is shown if there are problems, whether school problems or personal problems between fellow teachers, as much as possible they will help provide solutions. Likewise the behavior of teachers who want to help colleagues to replace teaching in classes that are not their responsibility. The existence of this positive phenomenon indicates that teachers in madrasahs have OCB behavior.

Teachers who successfully carry out their main duties as stated in their job descriptions, coupled with the awareness of doing something extra, are the key to organizational success. Extra activities that are not directly related to the formal reward system in place are called OCB (Organizational Citizenship Behavior). Good Organizational Citizenship Behavior (OCB) is the behavior of a teacher who can carry out the main tasks as stated in the job description coupled with the awareness of doing something that he believes can accelerate the achievement of organizational goals which is demonstrated through behaviors such as; helping co-workers, being involved in the structure of school organizations and professional organizations, being tolerant of situations and always being careful in your behavior so as not to cause problems.

A teacher's Organizational Citizenship Behavior (OCB) is a teacher's performance that exceeds the demands of his or her role at school. If teachers in a school organization have Organizational Citizenship Behavior (OCB), then the teacher can control their behavior so that they can choose the best behavior for the interests of the school organization and educational goals. Organizational Citizenship Behavior (OCB) involves several behaviors of helping others, volunteering for extra tasks, and complying with workplace rules and procedures. These behaviors represent added value and are a form of prosocial behavior, namely social behavior that is positive, constructive, and meaningfully helpful. In this way, the school leader or principal carries out their duties more easily so that the productivity of the organization increases.

According to data and facts obtained through an initial survey conducted from 13 to 19 July 2022, at 3 (three) Madrasah Tsanawiyah (MTs) in the Central Jakarta area, using a questionnaire that Organizational Citizenship Behavior (OCB) at MTs Private Istiqlal, Private MTs Central Jakarta, and Private MTs Jamiat Kheir at low levels. The initial survey consisted of statements from 30 respondents from the three madrasahs. The questions asked about the Organizational Citizenship Behavior (OCB) variable consist of 10 statements, with answers SI = Always, Sr = Often, Kd = Sometimes, P = Never, TP = Never. The statements represent each

indicator of Organizational Citizenship Behavior (OCB), namely: 1). Helping colleagues or leaders voluntarily and happily, 2). Work carefully, and seriously, obey the rules, and be energetic, 3). Be positive, responsible, and cooperative, 4). Playing an "extra" role without "strings attached" to the reward, and 5). Provide constructive suggestions for improvement and progress.

If the facts above are ignored, they will contradict the concept of Organizational Citizenship Behavior (OCB). Teacher OCB behavior is positive teacher behavior at work and tends to see teachers as part of the school who can make more contributions to the school. If OCB behavior does not exist in teachers at private Islamic boarding schools and does not receive enough attention from foundations, the school's goals, vision, and mission will be slow and difficult to achieve. The phenomenon of positive Organizational Citizenship Behavior (OCB) in private Islamic boarding schools is seen in relationships with fellow teachers. There are still teachers at private Madrasah Tsanawiyah who have good relationships. This shows that if there is a problem, either a school problem or a personal problem between fellow teachers, they will help provide a solution as much as possible. Likewise, with teacher behavior, there are still those who want to help their colleagues to replace teaching in classes that are not their responsibility. The existence of this positive phenomenon indicates that teachers at school have OCB behavior. Existing empirical data shows that there are positive and negative OCB behaviors among teachers at private Madrasah Tsanawiyah. It can be said that there are problems related to OCB behavior in some teachers so OCB behavior can be an important issue that needs to be studied further. OCB is an individual's choice of behavior outside of formal work obligations, but this behavior has a major contribution to the progress of the organization so OCB behavior in teachers is important to research. OCB is important for the effectiveness and efficiency of work teams and organizations. Ultimately, Organizational Citizenship Behavior (OCB) can contribute to the overall productivity of the organization. Satisfied teachers tend to show more prosocial citizenship behavior such as helping colleagues and being more cooperative and will have better performance than those from other organizations. OCB behavior has a positive impact on the continuity of an organization.

Literature Review

1. *Organizational Citizenship Behavior (Y)*

DuBrin (2019) defines Organizational Citizenship Behavior (OCB) as behavior that expresses a willingness to work for the good of the organization even without the promise of certain rewards. Andrew further detailed the indicators of Organizational Citizenship Behavior (OCB), namely: 1) willingness to work, 2) Working without compensation. In a similar vein, Popescu, Deaconu, and Popescu (2015) define Organizational Citizenship Behavior (OCB) as independent individual behavior, not directly recognized by the formal reward system and which overall encourages the effective functioning of the organization. Furthermore, Alexandra et al (2015) detailed the indicators of Organizational Citizenship Behavior (OCB), namely: 1) Altruism: voluntary actions that help other people with work problems. 2) Sportsmanship is defined as "the willingness to tolerate inevitable discomfort and workload without complaint". 3) Conscientiousness is defined as the behavior of an employee who religiously obeys all rules and regulations, even when no one is watching. 4) Civic Virtue behavior reflects a person's recognition as part of a larger whole in the same way that a citizen is a member of a state and accepts the responsibilities that come with it, actively engaging in constructive engagement in the policies and governance of an organization. 5) Courtesy assists others in preventing problems, taking actions that will affect them, and providing advance notice to someone who needs to know how to schedule work.

Sobandi, Hidayat, and Harijanto (2021) define Organizational Citizenship Behavior as individual behavior that reflects good organizational citizenship, complies with workplace

procedures, and is willing to undertake extra activities voluntarily without expecting formal rewards, thus contributing positively to increasing the effectiveness of organizational functions. Furthermore, Baban et al (221) detailed the indicators of Organizational Citizenship Behavior (OCB), namely: 1) Helping others, Altruism, 2) Awareness of work beyond Conscientiousness, 3) Sportsmanship, 4) Courtesy, and 5) Civic virtue.

From several theories that have been put forward, it can be synthesized that Organizational Citizenship Behavior (OCB) is individual behavior outside of the main task that is carried out voluntarily beyond its duties and functions without expecting rewards but contributing to improving the quality and sustainability of the organization. The indicators of Organizational Citizenship Behavior (OCB) include 1) Interpersonal OCB, namely between colleagues helping, supporting, and developing each other with indicators: a. Altruism, namely employee behavior in helping co-workers who are facing difficulties either regarding tasks in the organization or personal problems. This leads to providing help without expecting anything in return; b. Conscientiousness, namely behavior demonstrated through efforts that exceed company expectations, voluntary behavior that is not an obligation or main task; c. Sportsmanship, namely behavior that tolerates situations that are less than ideal or less supportive in the organization without raising objections; 2) Organizational OCB, namely employee behavior that seeks to provide support and loyalty to the organization, working for the sustainability of the organization with indicators: d. Civic virtue through behavior is demonstrated by carrying out voluntary community activities (volunteering) to improve the image of the organization, cooperation behavior, and helping each other without coercion. e. Courtesy refers to the attitude of always providing relevant information to co-workers without expecting anything in return and having a tendency to keep relevant facts confidential from other co-workers in a trustworthy manner.

2. Transformational Leadership (X1)

According to Kinicki and Fugate (2016), Transformational Leadership is leadership that changes employees to pursue organizational goals beyond personal interests. Transformational leaders will try to influence, mobilize, and develop their leadership towards others. Kinicki (2008) states that there are four key behaviors used by transformational leaders, namely inspirational motivation, idealized influence, individual consideration, and intellectual stimulation.

Meanwhile, Robbins and Judge (2015) define a transformational leader as a leader who inspires his followers to put aside their interests for the good of the organization and can have an extraordinary influence on his followers. The dimensions are individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence.

A similar definition was put forward by Colquitt and Wesson (2014) that transformational leadership is leadership that inspires all members to commit to a shared vision that gives meaning to the development of their potential and several problems from a new perspective. Furthermore, Colquitt et al (2014), divide transformational leadership into four dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, individualized consideration,

From several theories that have been put forward, it can be synthesized that transformational leadership is the behavior of a leader who can stimulate and inspire his followers to achieve results, develop a vision that will be used to pave the way for the changes made and carry out the plans necessary so that the desired changes can occur. The dimensions and indicators are as follows: a. Idealized influence, namely: 1) sense of vision, 2) sense of mission, 3) instill a sense of instilling a sense of pride, 4) earn respect b. Inspiration, namely: 5) provide clear ideas, 6) high expectations c. Intellectual stimulation, namely: 7) encouraging intelligence, 8) problem-solving d. Individualized consideration, namely: 9) personal attention, 10) coaching,

and 11) advising.

3. Trust (X2)

Langton, et al (2016) Trust is a psychological state that exists when you agree to make yourself vulnerable to another because you have positive expectations about how things are going to turn out. Next are the characteristics of trust: integrity, benevolence, and ability. Characteristics of trust: integrity, benevolence, and ability. Integrity. Integrity refers to honesty and truthfulness. Integrity also means having consistency between what you do and say. Benevolence. Benevolence means the trusted person has your interests at heart, even if yours is not necessarily in line with them. Caring and supportive behavior is part of the emotional bond between leaders and followers. Abilities. Ability encompasses an individual's technical and interpersonal knowledge and skills. Even a highly principled person with the best intentions in the world won't be trusted to accomplish a positive. Integrity. Integrity refers to honesty and truth. Integrity also means having consistency between what you do and say. Virtue. Benevolence means trusting people have your interests at heart, even if your interests don't necessarily align with theirs. Caring and supportive behavior is part of the emotional bond between leaders and followers. Ability. Abilities include a person's technical and interpersonal knowledge and skills. Even highly principled people with the best intentions in the world will not be trusted to achieve anything positive.

McShane and Glinio (2016) state that Trust is the positive expectations one person has toward another person in situations involving risk. Trust is the positive expectations a person has of another person in a situation involving risk. Sallis and Jones (2012) stated that Trust grows out of acts of trustworthiness. Becoming recognized as being trustworthy is not an easy task and cannot be accomplished quickly. Trust grows from trustworthy actions. According to Kinicki (2016), Trust is a reciprocal belief that another person will consider how his or her intentions and behaviors will affect you.

From several theories that have been put forward, it can be synthesized that Trust in an organization is a person's will to surrender themselves to an organization that has integrity, character, and ability. The dimensions and indicators are as follows: a. Disposition dimension, which refers to the characteristics or nature of employees and education/environment with indicators: 1) trusting nature, 2) being influenced by the environment to easily believe; b. Cognition dimension, which refers to employees' rational considerations with indicators: 3) organizational integrity, 4) organizational competence, 5) organizational benevolence; c. The affection dimension refers to the emotional closeness of employees to the organization with the indicators: 6) fondness for the organization, and 7) similarities with the organization.

4. Job Satisfaction (X3)

According to DuBrin (2019), Job Satisfaction is The amount of pleasure or contentment associated with a job. Job Satisfaction The amount of feeling happy or satisfied related to a job. Meanwhile, McShane (2018) job satisfaction is a person's evaluation of his or her job and work context. Kinicki (2016) stated the same thing: Job satisfaction is an affective or emotional response toward various facets of one's job. Job satisfaction is an affective or emotional response to various aspects of one's work. Next, Job satisfaction dimensions: 1) Work, 2) Pay, 3) Promotions, 4) Coworkers, and 5) Supervision. Dimensions of job satisfaction: 1) Job, 2) Salary, 3) Promotion, 4) Coworkers, and 5) Supervision.

Colquitt, et al. (2019) Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction is a pleasant emotional state resulting from an appraisal of one's job or work experience. Colquitt further stated that Job satisfaction dimensions: 1) Pay, 2) Promotion, 3) Supervision, 4) Coworker, and 4) The work itself. The dimensions of job satisfaction: 1) Salary, 2) Promotion, 3) Supervision, 4) Colleagues, 4) Work

itself. Robbins and Judge, (2017) explain that job satisfaction and job dissatisfaction are two different concepts. Job satisfaction is related to intrinsic factors, namely factors related to the job itself such as development, recognition, responsibility, and achievement also called motivators, job dissatisfaction is a form of a person's dissatisfaction with doing work which is an extrinsic factor such as salary, working conditions, security, quality of supervision and relationships with other people on the job.

From several theories that have been put forward, it can be synthesized that job satisfaction is a pleasant or positive feeling resulting from assessing one's work or work experience. The indicators of job satisfaction include: 1) Work, 2) Pay, 3) Promotions, 4) Guys, and 5) Supervision.

5. *Organizational Commitment (X4)*

Efforts to improve the quality of education are a shared responsibility, including the government, foundations (private schools/madrasahs), supervisors, educators, parents, and school/madrasah principals as the driving force of an educational institution. Total teacher involvement, loyalty and confidence to remain in the organization is necessary for educational institutions in efforts to improve the quality of education. Therefore, below we will explain the definition of organizational commitment and matters related to a teacher's commitment to carrying out their duties. As stated by Angelo Kinicki (2016), Organizational commitment reflects the extent to which an individual identifies with an organization and commits to its goals. Organizational commitment reflects the degree to which an individual identifies with the organization and is committed to achieving its goals. Committed individuals tend to exhibit two outcomes: 1) likelihood of continuation of their employment with the organization, and 2) Greater motivation to pursue organizational goals and decisions.

Langton (2016) states that Organizational commitment is the degree to which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization. Organizational commitment is the degree to which an employee identifies with a particular organization and its goals, and desires to maintain membership in the organization. Next, Nancy divided the types of commitment into 3 (three) Three types of commitment: 1) Affective commitment. An individual's emotional attachment to an organization and a belief in its values. For example, a PetSmart employee may be affectively committed to the company because of his involvement with animals. 2) Normative commitment. The obligation an individual feels to stay with an organization for moral or ethical reasons. An employee spearheading a new initiative may remain with an employer because she feels she would "leave the employer in the lurch" if she left. 3) Continuance commitment. An individual's perceived economic value of remaining with an organization. An employee may be committed to an employer because she is paid well and feels it would hurt her family to quit. Three types of commitment: 1) Affective commitment. An individual's emotional attachment to an organization and belief in its values. 2) Normative commitment. The obligation an individual feels to remain with an organization for moral or ethical reasons. 3) Continuous commitment. The individual's perceived economic value of remaining with the organization.

From several theories that have been put forward, it can be synthesized that commitment to the organization is a strong desire that exists in a person towards the organization in the form of loyalty by playing an active role in achieving organizational goals and maintaining membership in the organization. The dimensions and indicators of commitment to the organization are as follows: a. The dimensions of affective commitment with indicators are 1) a sense of belonging, 2) Loyalty, 3) togetherness; b. The dimensions of normative commitment with indicators are 4) service and 5) feedback; c. The dimensions of continuous commitment with indicators are 6) suitability, 7) increasing income, and meeting needs.

6. Work Motivation (X5)

Langton, et al (2016) stated that Motivation is the process that accounts for an individual's intensity, direction, and persistence of effort toward reaching a goal. Motivation is a process that is responsible for an individual's intensity, direction, and persistence in efforts to achieve goals. Next, Nancy stated that the three key elements of motivation are intensity, direction, and persistence. Intensity describes how hard a person tries. However, high intensity is unlikely to lead to favorable job performance outcomes unless the effort is channeled in a beneficial direction. Finally, the effort requires persistence. This measures how long a person can maintain effort. Motivated individuals stay with a task long enough to achieve their goals. The three key elements of motivation are intensity, direction, and persistence. Intensity describes how hard a person tries. However, high intensity is unlikely to lead to favorable work performance outcomes unless the effort is channeled in a profitable direction. Ultimately, effort requires persistence. It measures how long a person can sustain a business. Motivated individuals stick with a task long enough to achieve their goals.

Kinicki (2016) states that motivation is the psychological processes that underlie the direction, intensity, and persistence of behavior or thought. Motivation is a psychological process that underlies the direction, intensity, and persistence of behavior or thoughts. Motivational indicators include; direction, intensity, and persistence of behavior or thought. Kinicki (2016) further stated that there are two types of motivation: extrinsic motivation and intrinsic motivation. Extrinsic motivation results from the potential or actual receipt of extrinsic rewards. Extrinsic rewards like recognition, money, or a promotion represent a "payoff" received from others for performing a particular task. Intrinsic motivation occurs when an individual is "turned on to one's work because of the positive internal feelings that are generated by doing well, rather than being dependent on external factors (such as incentive pay or compliments from the boss) for the motivation to work effectively. Intrinsic motivation like positive emotions, satisfaction, and self-praise.

DuBrin (2019) states that motivation (in a work setting) is the process by which behavior is mobilized and sustained in the interest of achieving organizational goals. Motivation (in work settings) is the process by which behavior is driven and maintained in the interest of achieving organizational goals. The indicators of work motivation include; encouragement and mobilization. Furthermore, McShane (2018) stated that Motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior. Motivation represents a force within a person that influences the direction, intensity, and persistence of voluntary behavior. Elements of motivation: direction, intensity, and persistence. Elements of motivation: direction, intensity, and persistence.

From several theories that have been put forward, it can be synthesized that work motivation is the encouragement, desire, and movement power that grows within a person, both from within and outside him to carry out work with high enthusiasm using all the abilities and skills he has with the aim of maximum achievement. The dimensions and indicators are as follows: a. Internal Motivation, namely: 1) Achievement, 2) Confession, 3) Responsibility, 4) Desire for Progress, b. External Motivation, namely: 5) Desire to obtain working conditions and 6) Desire to obtain organizational procedures.

Research Methods

In the POP-SDM method, the quantitative research stage is the model test stage, which is then analyzed data from the quantitative research results, in the form of statistical hypothesis testing and proving the research hypothesis. Determining the number of research samples in this quantitative stage used proportional random sampling techniques based on the Taro Yamane Formula. What is meant by the sample is the number and characteristics that represent and are owned by the population. In this study, the error rate and confidence level used was

5%.

Sugiyono (2018) explains that population is a generalization area that includes objects/subjects that have certain qualities and characteristics and are defined by researchers to be studied and conclusions drawn. The population in this study is the number of Madrasah Tsanawiyah (MTs) obtained from the Madrasah Education (Penmad) Office of the Ministry of Religion of Central Jakarta City. The number of Private MTs in the Central Jakarta Region is 9 madrasahs spread across 6 sub-districts totaling 172. The sampling technique in this study used proportional random sampling. In determining the number of samples, the Yamane formula was used with a margin of error of 5%. The calculation results in 121 permanent teachers of Central Jakarta City Private MTs.

This research used a combination research method between Quantitative Research and SITOREM Analysis. The flow of this combined research methodology uses a quantitative research flow which is analyzed using SITOREM analysis. As revealed by Hardhienata (2017), for operations research in education management, we need to add the scientific identification theory mentioned above with a statistical model and steps to obtain an optimal solution. Identification theory mentioned above with statistical models and steps to get the optimal solution).

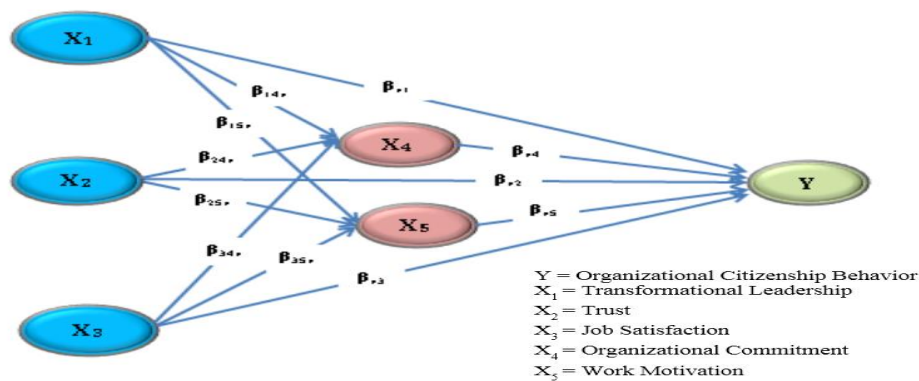


Figure 1. Thinking Framework

Research Result

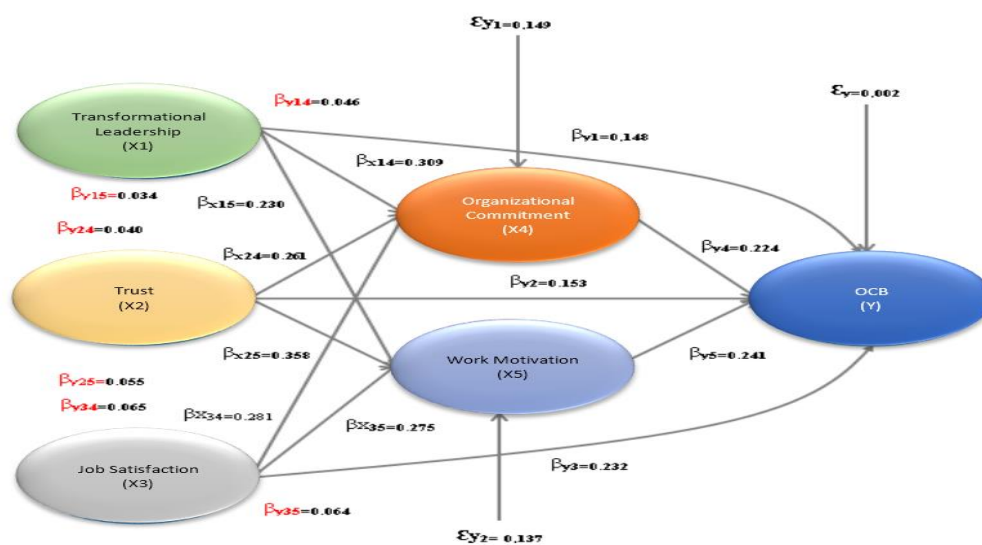


Figure 2. Research Results

Statistical Mathematical Models

Based on the constellation of influences between variables, a statistical mathematical model is produced as follows:

- 1) Substructural Equation 1

$$\hat{y} = \beta_{y_1x_1} + \beta_{y_2x_2} + \beta_{y_3x_3} + \beta_{y_4x_4} + \beta_{y_5x_5} + \varepsilon_{y_1}$$

$$\hat{y} = \mathbf{0,148x_1 + 0,153x_2 + 0,232x_3 + 0,224x_4 + 0,241x_5 + \varepsilon_y}$$

- 2) Substructural Equation 2

$$\hat{y} = \beta_{x_{41}} + \beta_{x_{42}} + \beta_{x_{43}} + \varepsilon_y$$

$$\hat{y} = \mathbf{0,309x_1 + 0,261x_2 + 0,281x_3 + \varepsilon_y.}$$

- 3) Substructural Equation 3

$$\hat{y} = \beta_{x_{51}} + \beta_{x_{52}} + \beta_{x_{53}} + \varepsilon_y$$

$$\hat{y} = \mathbf{0,230x_1 + 0,358x_2 + 0,275x_3 + \varepsilon_y.}$$

Hypothesis Testing

After the structural model analysis has been carried out, the calculation results obtained are used to test the hypothesis to determine the direct and indirect effects between variables. The proposed hypothesis is concluded by calculating the path coefficient value and significance for each path studied. The results of the decisions regarding all proposed hypotheses can be explained as follows:

- [1] The direct positive influence of transformational leadership (X1) on organizational citizenship behavior (Y)

From the calculation results, the path coefficient value (β_{y1}) = 0.148, with t-count = 1.371, while t-table at the real level $\alpha = 0.05$, t-table = 7.983, then t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of transformational leadership (X1) on organizational citizenship behavior (Y), meaning that stronger transformational leadership (X1) in individual teachers will increase the organizational citizenship behavior (Y) of individual teachers at Private Madrasah Tsanawiyah in Central Jakarta.

- [2] The direct positive influence of trust (X2) on organizational citizenship behavior (Y)

From the calculation results, the path coefficient value (β_{y2}) = 0.153, with t-count = 1.152, while t-table at the real level $\alpha = 0.05$, t-table = 3.859, then t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the trust variable (X2) on organizational citizenship behavior (Y), meaning that stronger trust (X2) in individual teachers will increase the organizational citizenship behavior (Y) of individual teachers at Private Tsanawiyah Madrasah in Jakarta Center.

- [3] The direct positive influence of job satisfaction (X3) on organizational citizenship behavior (Y)

From the calculation results, the path coefficient value (β_{y3}) = 0.232, with t-count = 1.206, while t-table at the real level $\alpha = 0.05$, t-table = 3.023, then t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the job satisfaction variable (X3) on organizational citizenship behavior (Y), meaning that stronger job satisfaction (X3) of individual teachers will increase the organizational citizenship behavior (Y) of individual teachers at Private Madrasah Tsanawiyah in Central Jakarta.

- [4] The direct positive influence of organizational commitment (X4) on organizational citizenship behavior (Y)
 From the calculation results, the path coefficient value (β_{y4}) = 0.224, with t-count = 1.072, while t-table at the real level $\alpha = 0.05$, t-table = 4.665, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the organizational commitment variable (X4) on organizational citizenship behavior (Y), meaning that the stronger the organizational commitment (X4) in individual teachers will increase the organizational citizenship behavior (Y) of individual teachers at Private Madrasah Tsanawiyah in Central Jakarta.
- [5] The direct positive influence of work motivation (X5) on organizational citizenship behavior (Y)
 From the calculation results, the path coefficient value (β_{y5}) = 0.241, with t-count = 1.746, while t-table at the real level $\alpha = 0.05$, t-table = 3.515, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the work motivation variable (X5) on organizational citizenship behavior (Y), meaning that stronger work motivation (X5) in individual teachers will increase the organizational citizenship behavior (Y) of individual teachers in Private Madrasah Tsanawiyah in Central Jakarta.
- [6] The direct positive influence of transformational leadership (X1) on organizational commitment (X4)
 From the calculation results, the path coefficient value (β_{x14}) = 0.309, with t-count = 1.349, while t-table at the real level $\alpha = 0.05$, t-table = 6.656, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the transformational leadership variable (X1) on organizational commitment (X4), meaning that stronger transformational leadership (X1) in individual teachers will increase the organizational commitment (X4) of individual teachers at Private Madrasah Tsanawiyah in Central Jakarta.
- [7] The direct positive influence of trust (X2) on organizational commitment (X4)
 From the calculation results, the path coefficient value (β_{x24}) = 0.261, with t-count = 0.866, while t-table at the real level $\alpha = 0.05$, t-table = 3.622, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the trust variable (X2) on organizational commitment (X4), meaning that the stronger trust (X2) in individual teachers will increase the organizational commitment (X4) of individual teachers of Private Madrasah Tsanawiyah in Central Jakarta.
- [8] The direct positive influence of job satisfaction (X3) on organizational commitment (X4)
 From the calculation results, the path coefficient value (β_{x34}) = 0.281, with t-count = 1.223, while t-table at the real level $\alpha = 0.05$, t-table = 2.987, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the job satisfaction variable (X3) on organizational commitment (X4), meaning that the stronger job satisfaction (X3) of individual teachers will increase the organizational commitment (X4) of individual Private Madrasah Tsanawiyah teachers in Central Jakarta.
- [9] The direct positive influence of transformational leadership (X1) on work motivation (X5)
 From the calculation results, the path coefficient value (β_{x15}) = 0.230, with t-count = 1.963, while t-table at the real level $\alpha = 0.05$, t-table = 7.678, then t-count > t-table means

that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the transformational leadership variable (X1) on work motivation (X5), meaning that stronger transformational leadership (X1) in individual teachers will increase the work motivation (X5) of individual teachers at Private Madrasah Tsanawiyah in Central Jakarta.

- [10] The direct positive influence of trust (X2) on work motivation (X5)
From the calculation results, the path coefficient value (β_{x25}) = 0.358, with t-count = 1.173, while t-table at the real level $\alpha = 0.05$, t-table = 4.138, then t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the trust variable (X2) on work motivation (X5), meaning that stronger trust (X2) in individual teachers will increase the work motivation (X5) of individual teachers at Private Madrasah Tsanawiyah in Central Jakarta.
- [11] The direct positive influence of job satisfaction (X3) on work motivation (X5)
From the calculation results, the path coefficient value (β_{x35}) = 0.275, with t-count = 1.323, while t-table at the real level $\alpha = 0.05$, t-table = 3.716, then t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the job satisfaction variable (X3) on work motivation (X5), meaning that stronger job satisfaction (X3) of individual teachers will increase the work motivation (X5) of individual teachers at Private Madrasah Tsanawiyah in Central Jakarta.
- [12] The indirect positive influence of transformational leadership (X1) on organizational citizenship behavior (OCB) (Y) through organizational commitment (X4)
The obtained Z-count value (6.179) > Z-table value (1.96), with a significance level of $\alpha = 5\%$. And if you look at the probability (significance) value of the t-statistical test for the adversity intelligence (sig) variable, it is $0.00 < \alpha = 0.05$. So H_0 is rejected and H_1 is accepted, this shows that organizational commitment (X4) can mediate transformational leadership (X1) on organizational citizenship behavior (OCB) (Y).
From the results of calculating the indirect effect, the path coefficient value (β_{y14}) = 0.046, so H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect positive influence of the transformational leadership variable (X1) on organizational citizenship behavior (OCB) (Y) through organizational commitment (X4), meaning that the stronger the transformational leadership (X1) in individual teachers will strengthen organizational citizenship behavior (OCB) (Y) teachers through increasing organizational commitment (X4) individual Madrasah Tsanawiyah teachers in Central Jakarta.
- [13] The indirect positive influence of trust (X2) on organizational citizenship behavior (OCB) (Y) through organizational commitment (X4)
From the results of calculating the indirect effect, the path coefficient value (β_{y24}) = 0.034, so H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect influence of the trust variable (X2) on organizational citizenship behavior (OCB) (Y) through organizational commitment (X4), meaning that stronger trust (X2) in individual teachers will strengthen organizational citizenship behavior (OCB) (Y) teachers through increasing organizational commitment (X4) individual Madrasah Tsanawiyah teachers in Central Jakarta.
- [14] The indirect positive influence of job satisfaction (X3) on organizational citizenship behavior (OCB) (Y) through organizational commitment (X4)

The obtained Z-count value (6.908) > Z-table value (1.96), with a significance level of $\alpha = 5\%$. And if you look at the probability (significance) value of the t-statistical test for the adversity intelligence (sig) variable, it is $0.00 < \alpha = 0.05$. So H0 is rejected and H1 is accepted, this shows that organizational commitment (X4) can mediate job satisfaction (X3) on organizational citizenship behavior (OCB) (Y).

From the results of calculating the indirect effect, the path coefficient value (β_{y34}) = 0.040, so Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence of the job satisfaction variable (X3) on organizational citizenship behavior (OCB) (Y) through organizational commitment (X4), meaning that stronger job satisfaction (X3) in individual teachers will strengthen organizational citizenship behavior (OCB). (Y) teachers through increasing organizational commitment (X4) individual Madrasah Tsanawiyah teachers in Central Jakarta.

- [15] The indirect positive influence of transformational leadership (X1) on organizational citizenship behavior (OCB) (Y) through work motivation (X5)

The obtained Z-count value (6.285) > Z-table value (1.96), with a significance level of $\alpha = 5\%$. And if you look at the probability (significance) value of the t-statistical test for the adversity intelligence (sig) variable, it is $0.00 < \alpha = 0.05$. So H0 is rejected and H1 is accepted, this shows that work motivation (X5) can mediate transformational leadership (X1) on organizational citizenship behavior (OCB) (Y).

From the results of calculating the indirect effect, the path coefficient value (β_{y15}) = 0.055, so Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence of the transformational leadership variable (X1) on organizational citizenship behavior (OCB) (Y) through work motivation (X5), meaning that the stronger the transformational leadership (X1) in individual teachers will strengthen organizational citizenship behavior (OCB). (Y) teachers through increasing work motivation (X5) individual Madrasah Tsanawiyah teachers in Central Jakarta.

- [16] The indirect positive influence of trust (X2) on organizational citizenship behavior (OCB) (Y) through work motivation (X5)

The obtained Z-count value (5.828) > Z-table value (1.96), with a significance level of $\alpha = 5\%$. And if you look at the probability (significance) value of the t-statistical test for the adversity intelligence (sig) variable, it is $0.00 < \alpha = 0.05$. So H0 is rejected and H1 is accepted, this shows that work motivation (X5) can mediate trust (X2) on organizational citizenship behavior (OCB) (Y).

From the results of calculating the indirect effect, the path coefficient value (β_{y25}) = 0.065, so Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence of the trust variable (X2) on organizational citizenship behavior (OCB) (Y) through work motivation (X5), meaning that stronger trust (X2) in individual teachers will strengthen organizational citizenship behavior (OCB).) (Y) teachers through increasing work motivation (X5) individual Madrasah Tsanawiyah teachers in Central Jakarta.

- [17] The indirect positive influence of job satisfaction (X3) on organizational citizenship behavior (OCB) (Y) through work motivation (X5)

The obtained Z-count value (6.829) > Z-table value (1.96), with a significance level of $\alpha = 5\%$. And if you look at the probability (significance) value of the t-statistical test for the adversity intelligence (sig) variable, it is $0.00 < \alpha = 0.05$. So H0 is rejected and H1 is accepted, this shows that work motivation (X5) can mediate job satisfaction (X3) on organizational citizenship behavior (OCB) (Y).

From the results of calculating the indirect effect, the path coefficient value (β_{Y35}) = 0.064, so H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect influence of the job satisfaction variable (X3) on organizational citizenship behavior (OCB) (Y) through work motivation (X5), meaning that stronger job satisfaction (X3) in individual teachers will strengthen organizational citizenship behavior (OCB). (Y) teachers through increasing work motivation (X5) individual Madrasah Tsanawiyah teachers in Central Jakarta.

Table 1. Direct and indirect influences on organizational citizenship behavior

Variable	Effect		
	Direct	Indirect	
		X ₄	X ₅
Transformational Leadership (X1)	β_{Y1} 0,148	$(\beta_{X14})(\beta_{Y1})$ (0,309)(0,148) = 0,046	$(\beta_{X15})(\beta_{Y1})$ (0,230)(0,148) = 0,034
Trust (X2)	β_{Y2} 0,153	$(\beta_{X24})(\beta_{Y2})$ (0,261)(0,153) = 0,040	$(\beta_{X25})(\beta_{Y2})$ (0,358)(0,153) = 0,055
Job Satisfaction (X3)	β_{Y3} 0,232	$\beta_{X34})(\beta_{Y3})$ (0,281)(0,232) = 0,065	$(\beta_{X35})(\beta_{Y3})$ (0,275)(0,232) = 0,064
Organizational Commitment (X4)	β_{Y4} 0,224	-	-
Work Motivation (X5)	β_{Y5} 0,241	-	-

Sitorem Analysis Result

Table 2. Determination of SITOREM Analysis Results

TRANSFORMATIONAL LEADERSHIP ($\beta_{y1} = 0,148$) (rank. V)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Vision and mission	1 st	Respect (10.81%)	4.31
2	Proud	2 nd	Intelligence encouragement (10.81%)	4.07
3	Respect	3 rd	Giving Advice (10.81%)	3.98
4	Clear ideas	4 th	Providing Personal Attention (10.04%)	4.25
5	Expectation Level	5 th	Vision, mission (9.65%)	4.33
6	Intelligence encouragement	6 th	Clear ideas (9.65%)	4.16
7	Solution to problem	7 th	Sense of pride (9.65%)	4.12
8	Providing Personal Attention	8 th	Training (9.65%)	3.85
9	Training	9 th	Expectation Rate (9.65%)	3.84
10	Giving Advice	10 th	Problem Solving (9.27%)	4.19

TRUST ($\beta_{y2} = 0,153$) (rank. IV)		
Indicator in Initial State	Indicator after Weighting by Expert	Indicator Value

TRUST ($\beta y_2 = 0,153$) (rank. IV)				
1	The natural attitude of trusting	1 st	Likes the organization (15.29%)	3.89
2	Environmental influences on trustworthiness	2 nd	Organizational integrity (14.77%)	4.20
3	Organizational integrity	3 rd	Natural attitude of trust (14.77%)	3.82
4	Organizational competence	4 th	Organizational competency (14.21%)	4.20
5	Organizational virtues	5 th	Organizational virtues (14.19%)	4.20
6	Passion for organization	6 th	Similarity to organization (13.66%)	4.19
7	Similarity to the organization	7 th	Environmental influence for easy trust (13.12%)	4.11

JOB SATISFACTION ($\beta y_3 = 0,232$) (rank. II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Work	1 st	Salary (22.62%)	3.87
2	Wages	2 nd	Employment (20.44%)	4.10
3	Promotion	3 rd	Promotion (20.44%)	3.85
4	Work colleague	4 th	Supervision (18.98%)	3.99
5	Supervision	5 th	Coworkers (17.52%)	4.16

ORGANIZATIONAL COMMITMENT (X4) ($\beta y_4 = 0,224$) (rank.III)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	A sense of belonging	1 st	Loyal to work (14.98%)	3.85
2	Loyal to work	2 nd	Sense of belonging (14.97%)	4.28
3	Togetherness in organizations	3 rd	Reciprocity obtained from the organization (14.97%)	4.02
4	Desired service	4 th	Increased income and fulfillment of needs (14.97%)	3.59
5	Reciprocity obtained from the organization	5 th	Togetherness in the organization (13.37%)	4.31
6	Compatibility of abilities	6 th	Desired services (13.37%)	4.27
7	Increased income and fulfillment of needs	7 th	Ability suitability (13.37%)	4.18

WORK MOTIVATION ($\beta y_5 = 0,241$) (rank. I)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Desire for achievement	1 st	Desire to achieve achievements (18.85%)	4.29
2	Desire to gain recognition	2 nd	Desire to make progress (17.00%)	4.08
3	Desire to be responsible	3 rd	Desire for recognition (16.98%)	3.71
4	Desire for progress	4 th	Desire to get working conditions (15.74%)	4.19
5	Desire to get working	5 th	Desire to be responsible (15.72%)	4.11

WORK MOTIVATION ($\beta_5 = 0,241$) (rank. I)				
	conditions			
6	Desire to obtain organizational procedures	6 th	Desire to obtain organizational procedures (15.72%)	3.98

ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Altruism	1 st	Conscientiousness (21.96%)	3.87
2	Conscientiousness	2 nd	Courtesy (19.70%)	4.10
3	Sportsmanship	3 rd	Altruism (19.70%)	3.91
4	Civic Virtue	4 th	Sportsmanship (19.68%)	4.27
5	Courtesy	5 th	Civic Virtue (18.96%)	4.19

SITOREM ANALYSIS RESULTS				
Priority order of indicators to be strengthened			Maintained indicators	
1 st	Desire for recognition (16.98%)(3.71)		1	Desire for achievement (18.85%)(4.29)
			2	Desire for progress (17.00%)(4.08)
2 nd	Desire to obtain organizational procedures (15.72%)(3.98)		3	Desire for working conditions (15.74%)(4.19)
			4	Desire to be responsible (15.72%)(4.11)
3 rd	Salary (22.62%)(3.87)		5	Employment (20.44%)(4.10)
4 th	Promotion (20.44%)(3.85)		6	Coworkers (17.52%)(4.16)
5 th	Supervision (18.98%)(3.99)			
6 th	Loyal to work (14.98%)(3.85)		7	Sense of belonging (14.97%)(4.28)
			8	Reciprocity obtained from the organization (14.97%)(4.02)
7 th	Increased income and fulfillment of needs (14.97%)(3.59)		9	Togetherness in the organization (13.37%)(4.31)
			10	Desired services (13.37%)(4.27)
			11	Ability suitability (13.37%)(4.18)
8 th	Likes the organization (15.29%)(3.89)		12	Organizational integrity (14.77%)(4.20)
			13	Organizational competency (14.21%)(4.20)
9 th	The natural attitude of trusting (14.77%)(3.82)		14	Organizational virtue (14.19%)(4.20)
			15	Similarity to organization (13.66%)(4.19)
			16	Environmental influence for easy trust (13.12%)(4.11)
10 th	Giving Advice (10.81%)(3.98)		17	Respect (10.81%)(4.31)
			18	Intelligence boost (10.81%)(4.07)
11 th	Training (9.65%)(3.85)		19	Providing Personal Attention (10.04%)(4.25)

SITOREM ANALYSIS RESULTS			
Priority order of indicators to be strengthened		Maintained indicators	
		20	Vision, mission (9.65%)(4.33)
12 th	Expectation Level (9.65%)(3.84)	21	Clear ideas (9.65%)(4.16)
		22	Sense of pride (9.65%)(4.12)
		23	Problem Solving (9.27%)(4.19)
		24	Respect (19.70%)(4.10)
13 th	Conscientiousness (21.96%)(3.87)	25	Sportsmanship (19.68%)(4.27)
		26	Policy (Civic Virtue) (18.96%)(4.19)
14 th	Devotion (Altruism) (19.70%)(3.91)		

Conclusion

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. Increasing organizational citizenship behavior (OCB) can be done by strengthening transformational leadership, trust and job satisfaction as exogenous variables by strengthening organizational commitment and work motivation as intervening variables.
2. From the qualitative research conducted, it was found that other variables had a positive and dominant influence on organizational citizenship behavior (OCB), namely transformational leadership, trust, job satisfaction, organizational commitment, and work motivation.
3. How to prove the influence between variables is done using path analysis. The results of the analysis are as follows:
 - There is a positive direct influence between transformational leadership on organizational citizenship behavior (OCB) with a path coefficient (βy_1) of 0.148 so strengthening transformational leadership can increase organizational citizenship behavior (OCB).
 - There is a positive direct influence between trust on organizational citizenship behavior (OCB) with a path coefficient (βy_2) of 0.153 so strengthening trust can increase organizational citizenship behavior (OCB).
 - There is a positive direct influence between job satisfaction and organizational citizenship behavior (OCB) with a path coefficient (βy_3) of 0.232 so strengthening job satisfaction can increase organizational citizenship behavior (OCB).
 - There is a positive direct influence between organizational commitment on organizational citizenship behavior (OCB) with a path coefficient (βy_4) of 0.224 so strengthening organizational commitment can increase organizational citizenship behavior (OCB).
 - There is a positive direct influence between work motivation on organizational citizenship behavior (OCB) with a path coefficient (βy_5) of 0.241 so increasing work motivation can increase organizational citizenship behavior (OCB).
 - There is a positive direct influence between transformational leadership on organizational commitment with a path coefficient (βX_{14}) of 0.309, so strengthening transformational leadership can increase organizational commitment.
 - There is a positive direct influence between trust and organizational commitment with a path coefficient (βX_{24}) of 0.261 so strengthening trust can increase organizational commitment.
 - There is a positive direct influence between job satisfaction and organizational commitment with a path coefficient (βX_{34}) of 0.281 so strengthening organizational satisfaction can increase organizational commitment.

- There is a positive direct influence between transformational leadership on work motivation with a path coefficient (β_{X15}) of 0.230 so strengthening transformational leadership can increase work motivation.
- There is a positive direct influence between trust and work motivation with a path coefficient (β_{X25}) of 0.358, so strengthening trust can increase work motivation.
- There is a positive direct influence between job satisfaction and work motivation with a path coefficient (β_{X35}) of 0.275 so strengthening job satisfaction can increase work motivation.
- There is a positive indirect influence between transformational leadership on organizational citizenship behavior (OCB) through organizational commitment with a path coefficient (β_{y14}) of 0.046 so strengthening transformational leadership can increase organizational citizenship behavior (OCB) through increasing organizational commitment.
- There is a positive indirect influence between trust on organizational citizenship behavior (OCB) through organizational commitment with a path coefficient (β_{y24}) of 0.034 so strengthening trust can increase organizational citizenship behavior (OCB) through increasing organizational commitment.
- There is a positive indirect influence between job satisfaction and organizational citizenship behavior (OCB) through organizational commitment with a path coefficient (β_{y34}) of 0.040 so strengthening job satisfaction can increase organizational citizenship behavior (OCB) through increasing organizational commitment.
- There is a positive indirect influence between transformational leadership on organizational citizenship behavior (OCB) through work motivation with a path coefficient (β_{y15}) of 0.055, so strengthening transformational leadership can increase organizational citizenship behavior (OCB) through increasing work motivation.
- There is a positive indirect effect between trust in organizational citizenship behavior (OCB) through work motivation with a path coefficient (β_{y25}) of 0.065, so strengthening trust can increase organizational citizenship behavior (OCB) through increasing work motivation.
- There is a positive indirect influence between job satisfaction and organizational citizenship behavior (OCB) through work motivation with a path coefficient (β_{y35}) of 0.064 so strengthening job satisfaction can increase organizational citizenship behavior (OCB) through increasing work motivation.

2. Based on the SITOREM analysis, the optimal solution is obtained as follows, Priority order for handling indicators to be improved:

1st Desire to get recognition, 2nd Desire to get organizational procedures, 3rd Salary, 4th Promotion, 5th Supervision, 6th Loyalty to work, 7th Increased income and fulfillment of needs, 8th Likes the organization, 9th Natural attitude of trust, 10th Giving Advice, 11th Training, 12th Level of Hope, 13th Conscientiousness, 14th Altruism.

Indicators to be maintained or developed:

The desire for achievement, desire for advancement, desire for working conditions, desire for responsibility, work, colleagues, sense of belonging, reciprocity obtained from the organization, togetherness within the organization, desired service, compatibility of abilities, organizational integrity, competence organization, organizational virtues, similarity to the organization, environmental influence for easy trust, respect, encouragement of intelligence, giving personal attention, vision, mission, clear ideas, sense of pride, problem-solving, courtesy, sportsmanship, civic virtue.

Implications

Based on the research conclusions above, the following implications can be drawn from this research:

1. If organizational citizenship behavior (OCB) is to be improved, it requires strengthening transformational leadership, trust, and job satisfaction as exogenous variables with organizational commitment and work motivation as intervening variables.
2. If transformational leadership is to be strengthened, it is necessary to improve indicators that are still weak, namely: Providing Advice, Training, and Level of Expectations, as well as maintaining or developing indicators as respect, Encouragement of intelligence, Providing Personal Attention, Vision, mission, Clear ideas, Pride, and Problem Solving.
3. If trust is to be strengthened, it is necessary to improve indicators that are still weak, namely, Liking the organization, and a natural attitude of trustworthiness as well as maintaining or developing indicators such as organizational integrity, organizational competence, organizational virtues, similarity to the organization, and environmental influence for easy trusting.
4. If job satisfaction is to be strengthened, it is necessary to improve the indicators that are still weak, namely, Salary, Promotion, and Supervision, as well as maintain or develop the indicators of work and Colleagues.
5. If organizational commitment is to be strengthened, it is necessary to improve indicators that are still weak, namely, Loyalty to work, Increased income, and fulfillment of needs, as well as maintaining or developing indicators of a sense of belonging, Reciprocity obtained from the organization, Togetherness within the organization, and Service desired, and suitability of abilities.
6. If work motivation is to be strengthened, it is necessary to improve indicators that are still weak, namely, the desire to gain recognition, and the desire to obtain organizational procedures, as well as maintaining or developing indicators: The desire to achieve achievements, The desire to gain progress, The desire to obtain working conditions and The desire to be responsible.

Suggestion

Findings from the research results, discussions, conclusions, and implications that have been presented, it can be seen that increasing organizational citizenship behavior (OCB) can be optimized. To increase organizational citizenship behavior (OCB), it is necessary to strengthen transformational leadership, trust, and job satisfaction, as well as increase organizational commitment and work motivation. It is recommended that indicators that are already good be maintained or developed and indicators that are not good should be improved. Based on the results of the SITOREM analysis, data on indicators for each variable, both indicators obtained maintained and priority indicators must be immediately improved. The priority order for indicators that must be improved is: 1). Desire to gain recognition (16.98%)(3.71), 2). Desire to obtain organizational procedures (15.72%) (3.98), 3). Salary (22.62%)(3.87), 4). Promotion (20.44%)(3.85), 5). Supervision (18.98%)(3.99), 6). Loyal to work (14.98%)(3.85), 7). Increased income and fulfillment of needs (14.97%) (3.59), 8). Likes the organization (15.29%)(3.89), 9). The natural attitude of trusting (14.77%)(3.82), 10). Giving Advice (10.81%)(3.98), 11). Training (9.65%)(3.85), 12). Expectation Level (9.65%)(3.84), 13). Seriousness (21.96%) (3.87), and 14). Devotion 19.70%)(3.91)

Based on the explanation above, several things can be done as strategies and ways to improve teachers' organizational citizenship behavior (OCB). The way to improve this is by making improvements to several variable indicators that are still low and maintaining good indicators. The following are suggestions that can be made by making improvements to several variables

and indicators that are still low, especially those in the "priority for immediate improvement" category. As well as maintaining or developing good indicators. Implementation of each of the following suggestions is based on the scale of results of the SITOREM analysis by considering the capabilities of organizational resources in each agency.

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