

## Beyond the Lesson Plan: How Job Satisfaction Fuels Organizational Citizenship Behavior in Teacher

Ignatia Esti Aristaningrum<sup>1</sup>

<sup>1</sup>Faculty of Psychology, University of Indonesia  
Email: [ignatia.esti@ui.ac.id](mailto:ignatia.esti@ui.ac.id)

Tulus Budi Sulistyo Radikun<sup>2</sup>

<sup>2</sup>Faculty of Psychology, University of Indonesia  
Email: [tulus.radikun@gmail.com](mailto:tulus.radikun@gmail.com)

Correspondence:

Ignatia Esti Aristaningrum

Faculty of Psychology, University of Indonesia  
Email: [ignatia.esti@ui.ac.id](mailto:ignatia.esti@ui.ac.id)

### Abstract

Providing the best services is an obstacle for educational institutions in Indonesia considering the diversity of the nation's society. To improve education, this difficulty needs to be carefully handled, with a special emphasis on human resource management. In keeping with the claim made by Partono Prasetio et al. (2017) that an essential element is organizational effectiveness. To achieve their goals, organizations need to offer their clientele exceptional services. Administrators must motivate teachers to go above and beyond the call of duty in addition to urging them to fulfill their legal obligations if they are to successfully manage schools at this uncertain time (Somech and Oplatka, 2014). Organizational citizenship behavior (OCB) and organizational commitment (OC) have grown in importance as employee indicators to improve organizational performance. Based on quantitative research, the study was non-experimental utilizing a survey method for collecting data. The response or result Job Satisfaction was analyzing was the value of the Organizational Citizenship Behavior, which was predicted using the linear regression method. The study's premise states that organizational commitment acts as a mediator in the association between job satisfaction and organizational citizenship behavior. 175 Teachers from School X, an Indonesian SPK (Satuan Pendidikan Kerjasama), contributed the data which was gathered. The Pearson correlation coefficient indicates that there is a significant correlation ( $r(173) = 0.416, p = <0.001$ ) between Job Satisfaction and Organizational Citizenship Behavior. This relationship is partially mediated by Organizational Commitment, which is 39.5%. These results imply that schools can benefit strategically from investing in creating a favorable work environment that increases job satisfaction. Schools can foster a more committed and supportive teaching staff by carrying out their share of the social collaboration. In the end, this results in higher OCBs, which is advantageous for both students and the school community.

**Keyword :** School Employees, School, Organizational Citizenship Behavior, Job Satisfaction, Organizational Commitment

### Abstrak

Memberikan layanan terbaik merupakan kendala bagi institusi pendidikan di Indonesia mengingat keberagaman masyarakat Indonesia. Dalam rangka meningkatkan pendidikan, kesulitan ini perlu ditangani dengan hati-hati, dengan penekanan khusus pada manajemen sumber daya manusia. Sesuai dengan pernyataan yang dibuat oleh Partono Prasetio dkk. (2017) bahwa elemen penting adalah efektivitas organisasi. Untuk mencapai tujuan mereka, organisasi perlu menawarkan layanan yang luar biasa kepada pelanggan mereka. Administrator harus memotivasi guru untuk melakukan lebih dari sekadar menjalankan tugas mereka, selain mendorong mereka untuk memenuhi kewajiban hukum mereka, jika mereka ingin berhasil mengelola sekolah di masa yang tidak menentu ini (Somech dan Oplatka, 2014). Perilaku kewargaan organisasi (OCB) dan komitmen organisasi (OC) semakin penting sebagai indikator karyawan untuk meningkatkan kinerja organisasi. Penelitian ini merupakan penelitian kuantitatif, non-eksperimental dengan menggunakan metode survei untuk mengumpulkan data. Respon atau hasil dari kepuasan kerja yang dianalisis adalah nilai dari perilaku kewargaan organisasional, yang diprediksi dengan menggunakan metode regresi linier. Premis penelitian ini menyatakan bahwa komitmen organisasi berperan sebagai mediator dalam hubungan antara kepuasan kerja dan perilaku kewargaan organisasi. 175 guru dari Sekolah X, sebuah SPK (Satuan Pendidikan Kerjasama) di Indonesia, menyumbangkan data yang dikumpulkan. Koefisien korelasi Pearson menunjukkan bahwa terdapat korelasi yang signifikan ( $r(173) = 0.416, p = <0.001$ ) antara Kepuasan Kerja dan Perilaku Kewargaan Organisasi. Hubungan ini secara parsial dimediasi oleh Komitmen Organisasi, yaitu sebesar 39,5%. Hasil ini menunjukkan bahwa sekolah dapat memperoleh keuntungan secara strategis dengan berinvestasi dalam menciptakan lingkungan kerja yang menyenangkan yang meningkatkan kepuasan karyawan. Sekolah juga dapat meningkatkan komitmen staf dan memberikan dukungan dengan melakukan tugas mereka dalam kerja sama sosial. Pada akhirnya, OCB yang lebih besar akan terjadi, yang akan menguntungkan siswa dan komunitas sekolah secara keseluruhan.

**Kata Kunci :** Karyawan Sekolah, Sekolah, Perilaku Kewargaan Organisasi, Kepuasan Kerja, Komitmen Organisasi

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Received 2024-04-26

Revised 2024-05-07

Accepted 2024-06-04



## BACKGROUND

Given the diversity of Indonesian society, educational institutions face a challenge in providing the best services possible. This challenge must be carefully addressed, with a focus on human resource management as a key component of improving education. In line with (Partono Prasetyo et al., 2017), assertion that organizational effectiveness is a crucial component. Organizations must provide their clients with superior services if they are to meet their objectives. In order to run schools in an uncertain period, administrators must inspire teachers to go above and beyond the call of duty in addition to encouraging them to carry out their statutory duties. (Somech & Oplatka, 2014). In order to increase organizational performance, organizational citizenship behavior (OCB) and organizational commitment (OC) have become increasingly important metrics for employee attitudes and behaviors. In 2023, school X, one of the cooperative education unit schools in Indonesia, conducted an employee survey on core values in the organizational environment. Among the scores that were deemed low were core team work and commitment.

Based on attendance records from 2022 to 2023, 50% of employees and teachers were recorded as late to school (School X, 2022). Observations made by the Human Resource Department also showed an attitude of rejection every time there was an additional task outside the main task. In addition, the turnover rate of School X in 2023 was 13.7%, which is high for the turnover rate in an organization. This was one of the efforts to improve human resources in schools, particularly for teachers. Based on the above provided rationale, it can be concluded that the behavior of School X employees demonstrates subpar organizational citizenship behavior. If it is not properly followed up on, it will negatively affect the organization's ability to continue in the future. If not addressed appropriately, low organizational citizenship behavior leads to a number of serious issues inside the school, including high turnover rates (Manoppo, 2020) and low performance and productivity (Yaakobi & Weisberg, 2020).

Organizational Citizenship Behavior has been shown to positively predict employee performance (Harry Gnanarajan & Kengatharan, 2022). In the school context, teachers' Organizational Citizenship Behavior was found to affect student achievement, which is a common standard of school effectiveness. Organizational Citizenship Behavior is one of the behaviors that has an effective role in increasing organizational effectiveness, which needs to know what factors influence it. The difficulty of defining a teacher's position within the parameters of a job description makes OCB extremely relevant in the setting of educational institutions (Mangadu Paramasivam, 2015). Teacher Organizational Citizenship Behavior refers to all voluntary and helpful behaviors provided to colleagues, principals, and students (Dipaola & Hoy, 2005). Organizational Citizenship Behavior is positively associated with various unit-level performance measures, including profitability, productivity, product quality, and efficiency. According to (Smith C et al., 1983) research, there are two distinct components of OCB:

generalized compliance and altruism. Therefore, it appears that Organizational Citizenship Behavior is important to the success of organizations and the people who work in them (Podsakoff et al., 2014b).

The conceptualization of organizational citizenship behavior is the conceptualization of (Podsakoff et al., 2014a) which divides OCB into seven dimensions. The seven (7) dimensions are altruism/helping behavior, organizational loyalty, organizational compliance (conscientiousness), sportsmanship, individual initiative, self-development and civic virtue. More simply, (Smith C et al., 1983) have an understanding of organizational citizenship behavior as a concept that has two dimensions that can explain from the individual and organizational sides (Smith C et al., 1983). Because of this, the researcher used the reference from (Smith C et al., 1983) in this study. This is in accordance with the nature of this research, which is centered on organizational citizenship behavior, namely to other people and organizations (Zeinabadi & Salehi, 2011) research establishes that organizational commitment is a good indicator of organizational citizenship behavior in addition to job satisfaction.

Teacher job satisfaction is defined as "the sense of fulfillment and satisfaction that results from being a teacher and from working in a particular teaching job" (Mostafa, 2018). Several dimensions of job satisfaction which include the job itself, pay and benefits, supervision, coworkers, promotional opportunities, and organizational policies and practices (Luthans et al., 2021). A study found that job satisfaction has a positive relationship with OCB (Eisenberger et al., 1997). Research proves that job satisfaction has a direct effect on organizational citizenship behavior in teachers (Naway & Haris, 2017). Employees who are satisfied with their jobs are more likely to show altruistic behavior, responsibility, and sportsmanship. Thus, the purpose of this study is to predict organizational citizenship behavior by looking at job satisfaction.

In addition to employee job satisfaction, the antecedent to the emergence of OCB (Organizational Citizenship Behavior) is employee organizational commitment. Organizational commitment has a positive and significant effect on OCB (Suwandana, 2016). The dynamics of the effect of job satisfaction on organizational citizenship behavior, as well as organizational commitment can be explained within the framework of Social Exchange Theory. According to (Kustiawan et al., 2022) Social Exchange Theory states that rewards, sacrifices, and benefits affect social relationships.

Based on social exchange theory, job satisfaction can affect OCB through the mediation of organizational commitment. Numerous empirical studies on organizational citizenship behavior have shown promise in a variety of service organizations, including hotels, restaurants, and hospitals (Cheasakul & Varma, 2016). However, there are currently few studies that explain OCB in the context of schools, particularly in Indonesia, where teaching at the kindergarten-Secondary level is practiced. For this reason, conducting this research is crucial. The researcher wants to

see how the relationship between job satisfaction owned by teachers at School X and the level of organizational citizenship behavior, with organizational commitment as a mediator.

## RESEARCH METHODS

### Research Method

The exploratory aspect of this study is to investigate the relationship between college teachers' organizational citizenship behavior and job satisfaction mediated by organizational commitment. The population in this study was the teachers in the kindergarten through high school units of School X, a SPK (Satuan Pendidikan Kerjasama) in Indonesia, totaling 178. The total number of units is eight (8) units, consisting of kindergarten, elementary, junior high, and high school. The sampling method that will be used in this research is the convenience sampling method. With the criteria that respondents are Indonesian citizen teachers who have worked at School X for at least 1 year.

Based on the G-Power calculation with an effect size (p) of 0.1, an error rate of 0.05, and a power of 95%, and an assumption of significance of 5%, a research sample of 158 employees was obtained. According to (Bhardwaj, 2019) Convenience sampling is a non-probability sampling technique where individuals are chosen based on factors such as suitability, accessibility, availability, and proximity to provide study-related data.

Job satisfaction will be measured using a job satisfaction scale that refers to the dimensions by (Roelen et al., 2008) which has been adapted into Indonesian by (Radikun, 2019) consisting of 9 items with a reliability value ( $\alpha = 0.84$ ) and can be said to be reliable. The 16-item Organizational Citizenship Behavior (OCB) questionnaire utilized in this study is based on the understanding of (Smith C et al., 1983) which (Radikun, 2019) translated into Indonesian. It has a reliability value of ( $\alpha = 0.85$ ), indicating that it is deemed reliable. Three components make up the operationalization of the organizational commitment construct: nine (9) indicators and twenty-one (21) self-

developed questionnaire items. The internal consistency of a major organizational commitment assessment tool with a Cronbach's  $\alpha$  value  $> 0.7$  (Cronbach's  $\alpha = 0.888$ ) is demonstrated by the reliability test analysis (alpha-Cronbach). The degree of the link between organizational citizenship behavior and work satisfaction variables will also be evaluated by researchers using Pearson correlation. According to (Gravetter & Forzano, 2015) Pearson correlation quantifies and characterizes the strength and direction of a linear link between two variables. Multiple regression analysis approaches are used to examine the association between work satisfaction and organizational citizenship behavior to determine the mediating influence of organizational commitment.

This study will use descriptive statistics to provide an overview of the participants' demographics and each of the variables. The researcher will also use Pearson correlation to determine the strength of the correlation between the variables of job satisfaction and organisational citizenship behaviour. Meanwhile, to see the mediating effect of organisational commitment, the relationship between job satisfaction and organisational citizenship behaviour uses multiple regression analysis techniques. Data analysis will be carried out using JAMOVl.

The effects of organizational commitment are categorized into four categories by behavioral, welfare, and attitudinal consequences. Employees with high OC are more likely to value the organization highly and will make every effort to support it, including engaging in OCB conduct, according to Organ et al. (2006). The satisfaction obtained by employees will affect how employees interact with the organizational environment, and provide extra services for others, beyond the main responsibilities. However, job satisfaction does not have a direct influence on OCB, there is a role of organizational commitment, teacher's propensity for organizational citizenship activity increases with their level of organizational commitment.

Figure 1 displays the research model as well as the suggested correlation between organizational commitment, job satisfaction, and OCB

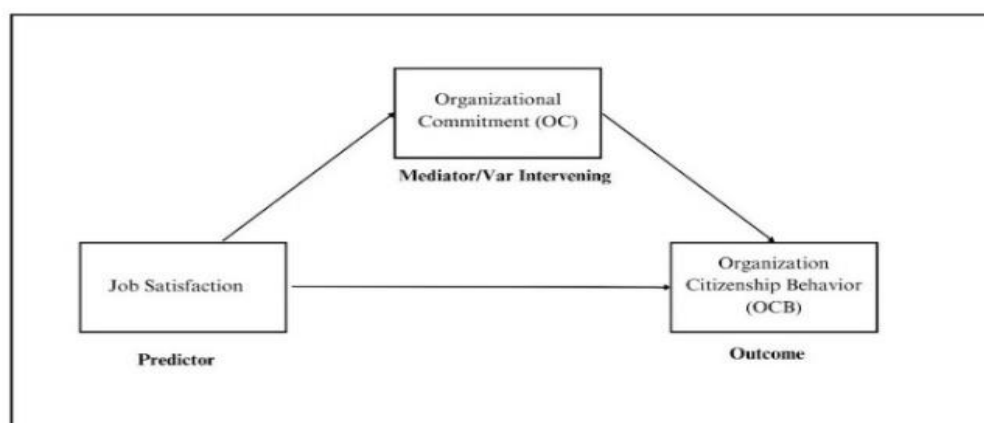


Figure 1. The Propose Research Model

## Hypothesis

Based on the explanation above, the researcher has an assumption that job satisfaction and organizational commitment affect the tendency of employee/organizational citizenship behavior, with the hypothesis:

1. H1 : Job satisfaction has a positive relationship with organizational citizenship behavior.
2. H2 : Organizational commitment has a positive relationship with organizational citizenship behavior.
3. H3 : Job satisfaction has a positive relationship with organizational commitment.
4. H4: Organizational commitment mediates the relationship between job satisfaction and Organization Citizenship Behavior.

## RESEARCH RESULTS

### Findings

Based on gender demographic data, most respondents were female as many as 117 (67%). Respondents are mostly 25-30 years old (37%). Respondents have mostly worked for 1-2 years as many as 56 respondents (32%) and more than 10 years as many as 48 (27%). Based on the level of education, most respondents are undergraduate with 139 (79%) and the least level of D3 as many as 4 respondents (2%). Respondents were divided into 4 main work units according to the level of teaching, namely kindergarten, elementary school, junior high school, and senior high school. The most respondents were from primary school work units with 90 respondents (52%), while the least were from kindergarten with 25 (14%).

Normality testing is carried out to provide an overview of the normality of the research data, the normality test uses the calculation of the W - Shapiro Wilk index. The W value for job satisfaction is 0.98,  $p < 0.05$ , not normally distributed. The W value for PKO is 0.96,  $p < 0.05$ , not normally distributed. The W value for Organisational Commitment is 0.98,  $p < 0.05$ , not normally distributed.

This research aims to determine Job Satisfaction and its predictions on Organizational Citizenship Behavior mediated by Organizational Commitment on teacher. Job satisfaction is measured using a job satisfaction scale that refers to the dimensions by (Roelen et al., 2008) which has been adapted into Indonesian by (Radikun, 2019) with Cronbach's alpha of 0.897. The operationalization of the organizational commitment construct consists of three components, 9 (nine) indicators, and 21 (twenty-one) items which are self developed questionnaires. Self developed questionnaire organizational commitment in research based on the theory of Allen and (N. Allen & J. Meyer, 1990). This study's Organizational Citizenship Behavior (OCB) questionnaire is based on an interpretation of (Smith C et al., 1983), which (Radikun, 2019) translated into Indonesian with a Cronbach's alpha of 0.761 as shown in Tabel 1 that showed all the instruments are reliable ( $\alpha > 0.7$ ).

The questionnaire was distributed through an online survey to 178 employees at School X, within one week. A total of 175 respondents filled out the online survey which was then used in this study. The results of data analysis as shown

in Tabel 2 showed that Job Satisfaction ( $M = 38.6$ ,  $SD = 6.53$ ), Organizational Citizenship Behavior ( $M = 65.8$ ,  $SD = 6.87$ ) and Organizational Commitment ( $M = 107$ ,  $SD = 17.5$ ).

**Tabel 1. Reliability Test**

Variable	Cronbach's $\alpha$	McDonald's $\omega$
Job Satisfaction	0.897	0.903
OCB	0.761	0.784
Organizational Commitment	0.888	0.901

**Tabel 2. Normality Test**

	JS	OCB	OC
N	175	175	175
Missing	2	2	2
Mean	38.6	65.8	107
Median	39.0	66.0	107
Standard deviation	6.53	6.87	17.5
Minimum	18.0	42.0	35.0
Maximum	50.0	80.0	147
Shapiro-Wilk W	0.980	0.962	0.977
Shapiro-Wilk p	0.012	< .001	0.005

A Pearson correlation coefficient was performed to evaluate the relationship between Job Satisfaction and Organizational Citizenship Behavior. The results indicated that the relationship between Job Satisfaction and Organizational Citizenship Behavior was significant,  $r(173) = 0.416$ ,  $p < 0.001$ . It supported earlier research showing that job happiness is a crucial component of worker productivity and success. Satisfied workers will go above and above the call of duty, which will increase organizational effectiveness (Karuna, Anand; Aruna, 2021).

**Tabel 3. Linear Regression Test Job Satisfaction and OCB**

Model	R	R <sup>2</sup>	Overall Model Test			
			F	df1	df2	p
1	0.413	0.170	35.5	1	173	< .001

The OCB of employees will rise in correlation with job satisfaction and will fall in correlation with low job satisfaction (Nurjanah et al., 2020). The results of linear regression analysis showed that job satisfaction significantly influenced organizational citizenship behavior, which resulted in a  $F(1, 173) = 35.5$ ,  $p < 0.001$ .

Effectiveness on an individual, team, and organizational level can be greatly impacted by OCB. Helping others makes employees more satisfied at work because their teammates are more supportive of them. Additionally, OCB enhances the effectiveness of teams in which members rely on one another. Hence, this study finds a significant



relationship between organizational commitment and organizational citizenship behavior with a  $F(1, 173) = 37.9, p < .001$ .

Along with the aforementioned, this study demonstrates a strong correlation between job satisfaction and the organization's commitment with a  $F(1, 173) = 92.0, p < .001$ .

**Tabel 4. Linear Regression Test Organizational Commitment and OCB**

Model	R	R <sup>2</sup>	Overall Model Test			
			F	df1	df2	p
1	0.424	0.180	37.9	1	173	< .001

**Tabel 5. Linear Regression Test Job Satisfaction and Organizational Commitment**

Model	R	R <sup>2</sup>	Overall Model Test			
			F	df1	df2	p
1	0.589	0.347	92.0	1	173	< .001

**Tabel 6. Regression Analysis of The Correlation of Job Satisfaction, Organisational Citizenship Behavior and Organisational Commitment**

Correlation Matrix

		OCB	OC	JS
Organizational Citizenship Behavior	Pearson's r	—		
	df	—		
	p-value	—		
Organizational Commitment	Pearson's r	0.424 ***	—	
	df	173	—	
	p-value	< .001	—	
Job Satisfaction	Pearson's r	0.416 ***	0.591 ***	—
	df	173	173	—
	p-value	< .001	< .001	—

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

An examination of mediation The purpose of Hayes was to investigate the mediation role of intrinsic motivation, job satisfaction, and organizational commitment. The total effect of the model was found to be significant,  $b = 0.476, SE = 0.0725, z = 6.03, 95\% CI [0.962, 1.236], p < .001$ . It was found that there was a statistically significant direct effect,  $b = 0.790, SE = 0.0987, z = 8.01, 95\% CI [0.597, 0.984], p < .001$ . A

statistically significant indirect effect was also found,  $b = 0.434, SE 0.0796, z = 5.46, 95\% CI [0.26255, 0.590] p < .001$ . These results indicate that the relationship between Job Satisfaction and Organizational Citizenship Behavior is partially mediated by Organizational Commitment, which is 39.5% as shown in Tabel 7.

**Tabel 7. Regression Analysis of Mediation of Organizational Commitment Between Job Satisfaction and Organizational Citizenship Behavior**

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	a × b	0.172	0.0532	0.0760	0.289	3.23	0.001	39.5
Direct	c	0.263	0.0986	0.0639	0.458	2.66	0.008	60.5
Total	c + a × b	0.434	0.0796	0.2625	0.590	5.46	< .001	100.0

## DISCUSSION

The social exchange theory (SET) is a highly esteemed framework for comprehending workplace conduct. (Cropanzano et al., 2017) described the SET as (i) an actor's initiation toward the target, (ii) the target's reciprocal attitude or behavior reaction, and (iii) the relationship that results. In this study, organizational commitment was examined as a potential mediator in the association between teachers' work satisfaction and organizational citizenship behavior (OCB). Our results provide credence to the proposed model, indicating that organizational commitment acts as a partial mediating factor between job satisfaction and OCB. This result is align with the previous research of (Iqbal Baihaqi et al., 2023; Justina et al., 2022; Merdiaty et al., 2023; et al., 2023). It is compatible with SET to find that organizational commitment acts as a mediator in the association between job satisfaction and OCB. Teachers are more likely to reciprocate for job satisfaction when they have a strong sense of identity and belonging to the school (organizational commitment). This dedication increases the intrinsic drive to participate in OCBs that advance the academic performance of the school.

According to earlier studies conducted in educational contexts, there is a favorable correlation between job satisfaction and OCB (Karuna, Anand; Aruna, 2021). Beyond their official job tasks, teachers who are satisfied in their jobs are more inclined to take on behaviors that help the school. This can involve lending a hand to coworkers, taking part in extracurricular activities, or going above and beyond for pupils.

Our results further emphasize the role that organizational commitment contributes to partially mediating the relationship between job satisfaction and OCB. If teachers feel deeply connected to their school and aspire to contribute to its growth, they are more likely to transform their teaching fulfilment into concrete acts of citizenship. This is in line with the hypothesis that commitment acts as a

psychological conduit, channeling the positive effects of job satisfaction toward initiatives that advance the organization's objectives. The result is supporting the previous works by (AKKOCA, 2023; et al., 2023).

These results imply that schools can benefit strategically from investing in creating a favorable work environment that increases job satisfaction (A. Gomez & C. Tantiado, 2023; Han et al., 2023). Schools can foster a more committed and supportive teaching staff by carrying out their share of the social collaboration. In the end, this results in higher OCBs, which is advantageous for both students and the school community as a whole.

### Limitation

This study's limitation is that the sample data was only obtained from one Indonesian school organization; as a result, it does not represent the general population and cannot be used to compare the policies, resources, and procedures of other school organizations that support teachers' work in the classroom. In an effort to improve efficacy and efficiency at work, this research can be further upon in the future and utilized as a guide to establish regulations for educational institutions.

### CONCLUSION

Conclusions drawn from the research are emphasize the significant influence of job satisfaction as a predictor in predicting organizational citizenship behavior, also partially influenced by organizational commitment. Based on the results described in the previous section, it can be concluded that job satisfaction affects organizational citizenship behavior, with the organization's commitment as a mediator partially. Employees who show job satisfaction in the workplace will show organizational citizenship behavior. An employee who has organizational citizenship behavior will demonstrate some behaviors such as altruistic behaviour, ining good relationships with the entire school stakeholder, completing tasks on time, etc. The important point is that employees are involved in OCBs because they choose, not because they should or because they will be officially appreciated to do so.

Following the reasoning taken from (Homans, 1958) and (Blau, 1964) studies on SET, it is quite clear that satisfaction is a positive organization initiative that drives the organization's commitment which will result in a positive organisation initiative. Organizational citizenship behavior (OCB) is one of the forms of social investment that teachers make in schools. When teachers show OCB behavior, such as helping co-workers, completing additional tasks, and participating in school activities, they expect to receive positive rewards from the school, like recognition, appreciation, or promotion opportunities. The premise that "satisfaction will be positively linked to the glimmer of organizational citizenship" is supported by the research findings. The findings are in line with previous research findings (Tafzal Haque et al., 2019).

Additionally, it was discovered in this study that the association between job satisfaction and organizational

citizenship behavior is partially mediated by organizational commitment. Because the research primarily limited to teachers at a single Indonesian SPK (Cooperative Education Unit) school, the findings cannot be generalized to other industries or the nation as a whole.

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