The Effect of Principal Transformational Leadership, Teacher Job Satisfaction, and Organizational Commitment on Teacher Organizational Citizenship Behavior at Elementary School in Martapura

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ABSTRACT: This study aims to describe and analyze the direct and indirect effect of transformational leadership of school principals, teacher job satisfaction, organizational commitment to organizational citizenship behavior (ocb) of teachers at SDN in Martapura. This research was a descriptive-quantitative study. The total sample of this study was 174 teachers from SDN in Martapura. The sampling technique used was a proportional random sampling. The data analysis to test hypotheses used a path analysis. The results showed that there are: (1) principal's transformational leadership, job satisfaction, organizational commitment and Organizational Citizenship Behavior (OCB) teachers fall into a high category, (2) there is a direct effect of principal transformational leadership, job satisfaction, on Organizational Citizenship Behavior (OCB) through the organizational commitment of teachers at SDN in Martapura (3) there is an indirect effect of the transformational leadership of the principal, job satisfaction, on the Organizational Citizenship Behavior (OCB) of teachers through Organizational Commitment at SDN in Martapura.

KEYWORDS: principal transformational leadership, teacher job satisfaction, organizational commitment, organizational citizenship behavior

I. INTRODUCTION

The role of the teacher to show extra behavior is commonly called Organizational Citizenship Behavior (OCB). This behavior leads the teacher to perform positive actions that benefit the school organization. This OCB is demonstrated by the teacher's willingness to carry out his duties and roles beyond the main role he/ she has, the willingness to safeguard the interests of the organization, and taking enormous responsibility for advancing an organization. These teacher behaviors are obviously indispensable to be able to realize the goals of the school organization. Naway (2017) defined that OCB is an individual behavior that is voluntary, indirectly recognized by the formal reward system, and overall improves the effectiveness of organizational functions. By "voluntary", the behavior does not demand a role or job description that is coercive or mandatory, that is, the conditions of working with the company/ organization are clearly detailed. The work is more of a personal choice, and as such, if it is not done it is penalized. Therefore, there are three main characteristics of OCB derived from the definition, namely: (1) OCB is essentially voluntary and far beyond the traditional demands of the job, (2) OCB is not directly or formally recognized by the reward system, (3) OCB in aggregate promotes organizational functions effectively and efficiently.

According to Robbins (2015), Organizatinal Citizenship Behavior is the behavior of individuals that is voluntary and not part of the formal requirements of the work, but can improve the effective functioning of the organization. OCB as a special type of work habit is defined as individual behavior that is highly beneficial to the organization and constitutes freedom of choice, indirectly or explicitly recognized by the formal reward system. OCB is constructive behavior, but it is not included in the employee's formal job description. The results of Surya's research (2015) stated that not all teachers have OCB and highly uphold organizational goals. There are some attitudes that cannot be said to reflect OCB, such as for example conscientiousness seen in teachers who go home early before work hours are over, have a habit of smoking in the school district; courtesy can be seen from the presence of teachers who are ignorant or indifferent to their co-workers in providing constructive advice or input because they think they are no longer young children who have to get input from their co-workers, also the sharing of information related to fostering correlations between colleagues and extra role behavior is also not seen in the interaction correlations between teammates; sportsmanship can be seen from the decision to end its service period due to something, as well as complaints about existing policies; altruism can be seen from the behavior of certain teacher performance due to the existence of certain gaps that are always a living issue; civic virtue is seen by the inequality of views because certain individuals prioritize benefits instead of extra role behavior.

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The results of observations and interviews with several principals and teachers of SDN in Martapura showed that OCB teachers are still far from expected, such as a low sense of sincerity in their work, difficulty adapting to environmental changes, a low sense of organizational belonging, lack of respect for their leaders, low communication and interpersonal skills, weak job satisfaction levels, and unclear organizational commitment, and most are more concerned with material than job satisfaction. Based on the phenomenon in the field, the researcher then analyzed the factors that affect OCB. According to Organ (2006), there are five aspects that affect Organizational Citizenship Behavior (OCB), namely altruism, courtesy, sportmanship, conscientiousness and civic virtue. According to Wirawan (2014), factors that affect OCB include personality, organizational culture, organizational climate, job satisfaction, organizational commitment, transformational leadership & servant leadership, employee social responsibility, employee age, work involvement, collectivism and organizational justice.

The effectiveness of a leader who guides his/her organization determines the success of a company or educational facility and particularly elementary schools. A leader that practices transformational leadership has an vision on the future, can spot environmental changes, and can integrate such changes into the company. To foster a strong organizational commitment, transformational leadership also inspires and motivates workers. Organizational citizenship behavior can result from a variety of reasons, such as employee work satisfaction and high organizational commitment (Robbin & Judge, 2007). One of the factors that determines whether a business is successful or unsuccessful in achieving its objectives is employee commitment.

According to Wibowo (2012: 519), organizational commitment is one that affects organizational citizenship behavior, namely being loyal to the organization. High organizational commitment will make employees loyal to their work and maintain their positions to be able to improve their performance in companies where the organization wants workers who are willing to do things that are new and have not been done before. Organizations only look for workers who have organizational citizenship behavior. Luthan and Ganzach (2015: 56) stated that the positive variables for job satisfaction, namely the type of work itself, salary/ pay, opportunities for promotion, their superiors and colleagues can be fulfilled, then commitment to the organization will arise well, so that satisfaction will have an impact on organizational commitment. However, there is also other empirical evidence showing the unclear correlation between work and organizational commitment where research conducted between the two variables shows inconsistent results (William & Mathieu, 2016).

Job satisfaction is the second factor that can increase the role of OCB. According to Robbins and Judge (2013), job satisfaction is a major determining factor of OCB behavior, satisfied employees tend to speak positively about the organization, help other individuals, and pass normal expectations in their work. The results of other studies showed that job satisfaction can affect OCB. This is shown from Rahmi's research (2014) stating that job satisfaction has a positive and significant effect on OCB, the higher a person's job satisfaction, the higher the OCB level. The results of previous studies stated that job satisfaction is able to affect OCB directly. This shows that there is an effect of transformational leadership and job satisfaction on Organizational Citizenship Behavior either directly or indirectly through organizational commitment. Based on this, this study wants to find out how transformational leadership and job satisfaction affect Organizational Citizenship Behavior (OCB), either directly or indirectly through organizational commitment in the context of SDN in Martapura, especially in teachers as educators. Thus, the researchers are interested in studying the problem into a study entitled "The effect of Transformational Leadership of School Principals, Teacher Job Satisfaction, Organizational Commitment to Organizational Citizenship Behavior (OCB) of Teachers at SDN in Martapura."

II. METHODOLOGY

This research utilized a quantitative approach. Design with causal correlation design because this study tried to find out causal correlations, especially on variables that are regressive, and if any, how close these effects were and whether or not they mean (Arikunto, 2016). The correlation between independent variables to dependent variables. The effect of the teacher OCB variable (Y), two independent variables, namely the principal transformational leadership (X1), teacher job satisfaction (X2) and the variable between organizational commitment (Z) to OCB can be seen in the Figure 1.
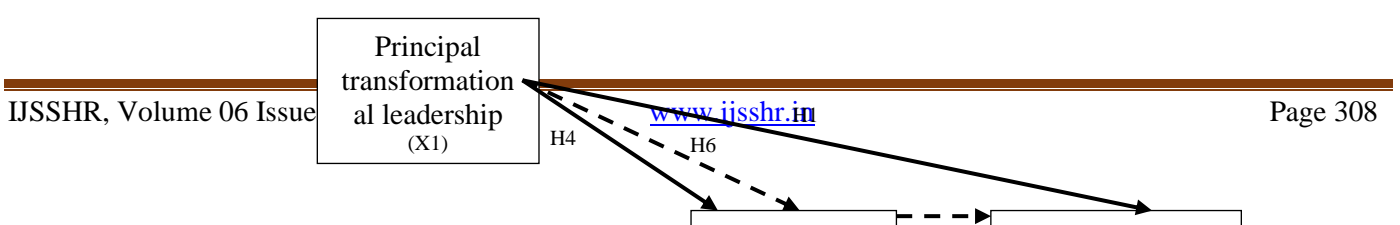
Principal transformational leadership (X1)

H4

H6

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Figure 1. Research Design correlation between Variables X_1, X_2, Z, and Y

The population of this study was all elementary school teachers in Martapura which consisted of 305 people from 34 schools and was homogeneous with the Slovin formula with a confidence level of 5%, then a sample of 174 teachers was obtained (Ridwan, 2010: 65). This research used random sampling technique because sampling of members of the population in a study was carried out randomly without looking at the strata present in that population (Notoatmodjo, 2011: 148). Based on the data collection method, this research was a quantitative research because this study was characterized by statistical analysis with multiple regression techniques. The design of this study consisted of two independent variables, one intermediate variable and one dependent variable. The data analysis process follows steps: (1) data description, (2) analysis requirements, and (3) hypothesis testing. The results of the data description were used as a reference to describe and describe the tendency of each researcher variable.

The hypothesis was tested using simple regression analysis and multiple regression using a significance level of 0.05. If t-count > t table, then Ho rejected means significant. Conversely if t-count < t-table, Ho is accepted means insignificant. The steps taken and data collection methods used in this study were data on Transformational Leadership of School Principals (X1), Job Satisfaction (X2), Organizational Commitment (Z) to Organizational Citizenship Behavior (OCB) (Y) Teachers at SDN in Martapura. The data were obtained with questionnaires that have been tested for validity and reliability. As a respondent was the teacher that exists this was made a questionnaire. Before the research instrument was used to collect data, an instrument trial was carried out first so that the instrument used really meets the requirements of validity and reliability. Furthermore, hypothesis testing in this study used path analysis with path structure.
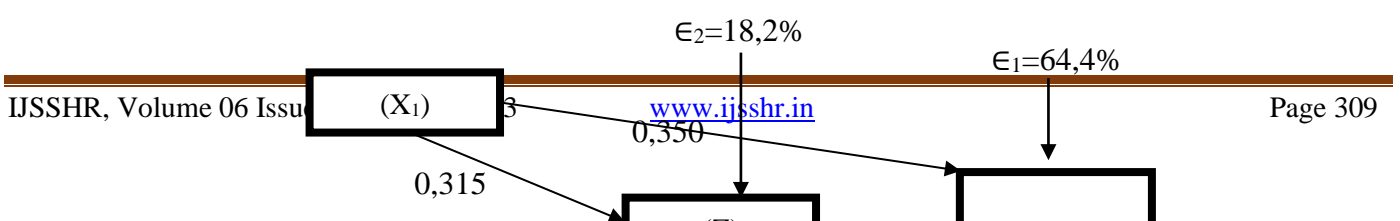
III.   RESULTS AND DISCUSSION

The data obtained in the study were data on Transformational Leadership of School Principals (X_1), Job Satisfaction (X_2), Organizational Commitment (Z) to Organizational Citizenship Behavior (OCB) (Y) Teachers at SDN in Martapura. The details of the data obtained a description of the data as follows.

Table 1 is recapitulation of the results of the calculation of transformational leadership of school principals (X_1), job satisfaction (X_2), organizational commitment (Z) and organizational citizenship behavior (Y) of teachers at SDN in Martapura.

Table 1. Descriptive Statistical Data

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Leadership (X_1)	174	52	28,00	80,00	55,63	12,807	164,014
Job Satisfaction (X_2)	174	27,00	39,00	66,00	54,14	5,120	26,216
Organizational Commitment (Z)	174	17,00	59,00	42,00	49,24	2,620	6,866
Organizational Citizenship Behavior (OCB) (Y)	174	46,00	50,00	96,00	77,78	9,776	95,562
Valid N (listwise)	174						

Furthermore, the analysis of the Principal Transformational Leadership path (X_1), Job Satisfaction (X_2), Organizational Commitment (Z) and Organizational Citizenship Behavior (OCB) (Y) Teachers at SDN in Martapura as presented in Figure 2.

$\in_2=18,2\%$

$\in_1=64,4\%$

(X_1)

0,350

0,315

0,338

0,403

Figure 2. The correlation Analysis of School Principal Transformational Leadership Path (X₁), Job Satisfaction (X₂), Organizational Commitment (Z) and Organizational Citizenship Behavior (OCB) (Y) Teachers at elementary schools in Martapura

Based on the results of the path analysis research between the Principal Transformational Leadership (X_1), Job Satisfaction (X_2), Organizational Commitment (Z) and Organizational Citizenship Behavior (OCB) (Y) Teachers at SDN in Martapura, the discussion of each hypothesis is as follows.

A. The Direct Effect of Transformational Leadership of Principals on Organizational Citizenship Behavior (OCB) of Teachers at SDN in Martapura

The test results of this study have provided answers to the hypotheses that have been outlined from the formulation of problems in the field. The first hypothesis of this study is the direct effect of Principal Transformational Leadership (X_1) on the Organizational Citizenship Behavior (OCB) (Y) of teachers at SDN in Martapura. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant direct effect of the Principal's Transformational Leadership (X1) on the Organizational Citizenship Behavior (OCB) (Y) of teachers at SDN in Martapura. Increasing principal transformational leadership (X_1) will improve teachers' Organizational Citizenship Behavior (OCB) (Y). One of the determining factors for the high level of low Organizational Citizenship Behavior (OCB) of SDN in Martapura teachers towards their schools is determined by the high level of transformational leadership of the principals of these teachers.

Based on the results of respondent distribution data, it showed that respondents' answers regarding these transformational leadership statements show high value. The value of the Idealized effect indicator is obtained on the consideration indicator, it can be interpreted that the principal has had an ideal effect on his subordinates as an exemplary figure where the principal has shown and has an authoritative nature in leading the school, the principal also always invites their followers to maintain a sense of community in the school, the principal is able to cultivate the confidence of followers in completing tasks. In addition, the principal is also a trustworthy figure and is used as a role model by his subordinates and the principal is able to determine and make wise and best decisions for the organization being run.

Based on the acquisition of the Intellectual Stimulation score, despite obtaining the smallest average score, the principal can be said to have become a transformational leader who is able to encourage their subordinates to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. The principal encourages creativity from each subordinate and does not make public criticism of the individual mistakes of his subordinates. New ideas and problem solutions are creatively collected from subordinates, including in the process of overcoming problems and finding solutions. The principal also encourages each subordinate to try a new approach, and the ideas of subordinates are not criticized ideas that are different from the ideas of the leaders.

A person who has a high OCB is willing not to be paid in the form of money or certain bonuses, but rather the social behavior of each individual to work beyond what is expected, such as helping colleagues during recess voluntarily (Ahdiyana, 2011). This is shown from the increasing number of times leaders encourage employees to achieve organizational goals (intellectual stimulation) and more and more employees feel confident in their ability to carry out tasks and this indirectly effects employees to be willing to do OCB (Hee Lee et al., 2013).

Research conducted by Saeed and Ahmad (2012) stated that transformational leadership and OCB are positively correlated. This research shows that transformational leaders encourage alturism, politeness and awareness in subordinates. Research conducted by Jung Lin et al., (2012) showed that transformational leadership has a significant positive correlation with job characteristics and OCB. Research conducted by Srimulyani (2012) stated that theoretically it is said that the more transformational the leadership style in an organization, the better the OCB of employees in the organization. These findings support the theory of transformational leadership having a direct and significant effect on OCB where the direction of correlations was positive. Based on the description above, it is suspected that the transformational leadership of the principal has an effect on Organizational Citizenship Behavior

(OCB). The results of this study strengthen Suriansyah's research (2014) which found that school culture affects Organizational Citizenship Behavior (OCB).

B. The Direct Effect of Job Satisfaction on Organizational Citizenship Behavior (OCB) of Teachers at SDN in Martapura

The second hypothesis of this study is the direct effect of Job Satisfaction (X_2) on the Organizational Citizenship Behavior (OCB) (Y) of teachers at SDN in Martapura. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant direct effect of the variable Job Satisfaction (X_2) on the Organizational Citizenship Behavior (OCB) (Y) of teachers at SDN in Martapura. Increasing job satisfaction will increase teachers' Organizational Citizenship Behavior (OCB). One of the determining factors for the high level of low Organizational Citizenship Behavior (OCB) of teachers at SDN in Martapura is determined by the high level of low job satisfaction of teachers. Based on the results of respondent distribution data, it shows that respondents' answers regarding job satisfaction statements are pleasant or unpleasant emotional states in which employees perceive their work. Job satisfaction reflects a person's feelings towards their work (Handoko 2014). Mangkunegara (2016) states that job satisfaction is a feeling that supports or does not support employees who are related to work or to their condition.

The satisfaction referred to in this study is the tendency in a person's attitude and feelings to enjoy the work entrusted to him. Sergiovanni (2014) stated that teacher job satisfaction is one of the dimensions of a measure of school effectiveness, therefore the principal as an education manager in schools including the managers of teachers as subordinates, should the principal pay attention to the level of teacher satisfaction so that the effectiveness of the school organization can be realized as a whole and integrated. Thus, understanding the concept of job satisfaction is also necessary for principals who are expected to foster and provide satisfaction to teachers. Job satisfaction is a form of job security and comfort.

This research indicates that job satisfaction is a person's emotional state that is pleasant or unpleasant, whether they like it or not, positive or negative and a person's perspective on their work. Everyone's job satisfaction will be different because of the differences in age, length of service, rank or class, position and educational background of each employee. A person's job satisfaction, among others, can be seen from the level of nervousness and desire to move. Employees who have a high level of job satisfaction will be lower in their oversight. Meanwhile, one of the factors causing the desire to move to work is employee dissatisfaction at the current workplace. The different perspectives on the different jobs should get serious attention from the principal. Such differences should be viewed as a wealth of inspiration further developed with correct management techniques. Robbins and Judge (2014) state that job satisfaction is moderately correlated with OCB, as people who are more satisfied with their work are more likely to engage in OCB. According to Robbins and Judge (2014), it is logical to assumed that job satisfaction should be the main determining factor of an employee's organizational citizenship (OCB) behavior. Satisfied employees seem to tend to speak positively about the organization, help other individuals, and pass normal expectations in their work. In addition, satisfied employees may find it easier to do more in the work because they want to respond to their positive experiences. Early discussions about OCB thought that this had a lot to do with satisfaction. Kaswan (2015: 290) mentions that job satisfaction is consistently identified as one of the strongest predictors of OCB. Likewise, Aslamiah (2015) in Rizky (2022) states that there is a direct correlation between transformational leadership and job satisfaction. Through this study, it is suspected that there is an effect of job satisfaction on Organizational Citizenship Behavior (OCB).

C. The Direct Effect of Organizational Commitment to Organizational Citizenship Behavior (OCB) of Teachers at SDN in Martapura

The third hypothesis of this study is the direct effect of Organizational Commitment (Z) on Organizational Citizenship Behavior (OCB) (Y) Teachers at SDN in Martapura. The conclusion that can be drawn based on the tests that have been carried out is that there is a direct positive and significant effect of Organizational Commitment (Z) on Organizational Citizenship Behavior (OCB) (Y) Teachers at SDN in Martapura. Increasing the organizational commitment of teachers, it will increase the organizational commitment of teachers. One of the determining factors for the high level of low Organizational Citizenship Behavior (OCB) of SDN in Martapura teachers is determined by the high level of organizational commitment of these teachers. Based on the results of respondent distribution data on the pie chart chart, it shows that respondents' answers regarding statements of teacher organizational commitment are in the high category. This means that the loyalty or loyalty of the teachers to their school is quite high. This can be seen from the respondents' answers that gave the results of obtaining a fairly high score regarding the attachment of teachers' feelings, attitudes, and involvement to schools as an indicator of affective commitment from the assessment of organizational commitment.

The same results were also obtained from the answers of respondents who got good scores regarding the dimensions of a teacher's attachment to his school which was based on his sustainability attachment to the school and was based on considering the profit and loss if he left his job as a teacher from his school. This is an indicator of an assessment of organizational commitment regarding commitment continuance. Likewise, normative commitment indicators that outline statements about dimensions about

attachment based on loyalty or loyalty to schools, also get quite good marks from respondents. These dimensions can be effected by the high level of organizational culture of the teachers.

Based on the results of respondent distribution data, it shows that respondents' answers regarding statements of commitment to teacher organizations are mostly in the high category. This means that indicators of organizational commitment, both internal and external, from teachers are getting quite good results. Factors of teacher organizational commitment from internal include the encouragement to achieve achievements in carrying out duties as a teacher. As a teacher, the achievement to be achieved is of course the achievement of the completeness of student learning with satisfactory results. If students get a high category assessment evaluation score, then it means that the teacher has successfully carried out his duties in learning activities. This achievement will encourage teachers to be even more enthusiastic in carrying out learning activities to get the best grades from students.

Organizational Citizenship Behavior (OCB) can arise from various factors in the organization, including due to job satisfaction from employees and high organizational commitment (Robbin and Judge, 2007). Employee commitment is one of the keys that help determine the success or failure of an organization to achieve its goals. According to Wibowo (2012: 519), organizational commitment is one that affects organizational citizenship behavior, namely being loyal to the organization. High organizational commitment will make employees loyal to their jobs and maintain their positions to be able to improve their performance in companies where the organization wants workers who are willing to do things that are new and have not been done before. Organizations are only looking for workers who have Organizational Citizenship Behavior (OCB). Thus, allegations arise that organizational commitment affects Organizational citizenship behavior (OCB).

D. The Direct Effect of Transformational Leadership of Principals on Teacher Organizational Commitment at SDN in Martapura

The fourth hypothesis of this study is the direct effect of the principal's transformational leadership on the organizational commitment of teachers at SDN in Martapura. There is a negative and insignificant direct effect of the principal's transformational leadership on the organizational commitment of teachers at SDN in Martapura. The increased transformational leadership of the principal will not affect the commitment of the organization. Meanwhile, the effect of transformational leadership on affective, continuance, and normative components based on the results of the test analysis shows that there is a positive and significant effect.

Indicators in organizational commitment can be effectd by leadership from the principal, that is, transformational leadership. Based on the respondents' answers, it was shown that the leadership of the principal of SDN in Martapura did not have a significant effect on the commitment of teachers. From the answers of respondents in the questionnaire, it can be seen that the teacher's commitment to schools is included in the high category which is effectd by other variables. Respondents who are teachers of SDN in Martapura Subdistrict showed a sense of happiness working as a teacher, felt emotionally attached to work as a teacher and had great personal significance, it was very difficult to leave work as a teacher, felt a loss if they quit their job as a teacher, worked as a teacher as they wished, felt very heavy hearted to leave work as a teacher, will lose his job if he stops working as a teacher, is loyal to his job as a teacher, feels unethical to move away from work as a teacher, feels moral responsibility to continue working as a teacher, feels bad about leaving work as a teacher, maintains loyalty as a teacher, maintains his career as a teacher, and feels that being a teacher is wise.

Based on the response from the teachers of SDN in Martapura Subdistrict, it shows that the majority of teachers are very aware that a teacher must be loyal to his job as a teacher in his school. The teachers felt that working as teachers in schools had great personal significance for teachers and teachers were very happy working as teachers in schools. On the other hand, respondents' answers stated that teachers felt ethical about moving from a job as a teacher to another job and would not lose their jobs if they stopped working as teachers at school. Questionnaire statements regarding the behaviors of the principal that generate respect and self-confidence, provide challenges and meanings for the work of the people he leads, demonstrate the type of leadership and always explore new ideas and creative solutions of the people he leads, always listen attentively, pay special attention to the achievements and needs of the people he leads, can effect the high level of teacher organizational commitment.

From the respondents' answers, in general, it can be said that the principal is less able to increase mutual respect and respect between colleagues, is less able to increase employee confidence, prioritizes duties over his personal interests, does not provide guidance and direction to employees, lacks enthusiasm to work harder, gives less appreciation or praise, does not provide the widest opportunity for teachers to develop, explore new ideas, do not provide solutions to all problems wisely and intelligently, do not act creatively and innovatively, do not understand every problem faced by employees, do not listen to input from criticism and suggestions of employees, do not pay special attention to achievement needs, and pay less attention to every employee need.

The results of this study are different from the results of the research of Yuliawan & Supartha (2012) which proved that leadership has a positive and significant effect on the commitment of employees within the Denpasar City Regional Secretariat. Further research conducted by Suciono (2016) showing that transformational leadership has a positive and significant effect on organizational commitment. The results of the research on the contrary with this research were also obtained in the research of Darmawan & Putri (2017) which obtained the results that leadership style affects organizational commitment mediated by job

satisfaction. This research was also strengthened by Rumanti & Aslamiyah & Muhyani (2022) who stated that the transformational leadership of school principals has a significant effect on organizational commitment.

E. The Direct Effect of Job Satisfaction on Teacher Organization Commitment at SDN in Martapura

The fifth hypothesis of this study is the direct effect of Job Satisfaction (X_2) on the Organizational Commitment (Z) of SDN teachers in Martapura. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant direct effect of Job Satisfaction (X_2) on the Organizational Commitment (Z) of teachers at SDN in Martapura. Increasing job satisfaction will also increase the Organizational Commitment of teachers. One of the determining factors for the high level of low organizational commitment of teachers at SDN in Martapura is determined by the high level of job satisfaction of these teachers.

Job satisfaction and organizational commitment are two inseparable things. In many ways, one's organizational commitment will arise due to the effect of effective job satisfaction (Sedarmayanti, 2014). A teacher with high job satisfaction can make an employee feel strongly committed to doing things. According to Verma, the commitment of subordinate organizations can be done by: binding job satisfaction (Usman, 2019). Previous experts have stated in their research that if a person feels that all his needs and desires have been met by the organization, they will automatically increase the level of commitment that exists in him, this is in accordance with the opinion of Luthan and Ganzach (2015: 56) who stated that the positive variable for job satisfaction is the type of work itself, salary, opportunities for promotion, their bosses and colleagues can be fulfilled, then commitment to the organization will arise well, so satisfaction will have an impact on organizational commitment. But there is also other empirical evidence showing the unclear correlation between job satisfaction and organizational commitment where research conducted between the two variables shows inconsistent results William and Mathieu (2016: 132). Through this research, it is suspected that there is an effect of job satisfaction on organizational commitment.

F. The Indirect Effect of Principal Transformational Leadership (X1) on Organizational Citizenship Behavior (OCB) (Y) through Organizational Commitment (Z) Teachers at SDN in Martapura

For the sixth hypothesis of this study, there is an indirect effect of the Transformational Leadership of the Principal (X1) which is mediated by Organizational Commitment (Z) to Organizational Citizenship Behavior (OCB) (Y) teachers of SDN in Martapura. There is a positive and significant indirect effect of the Principal's Transformational Leadership variable (X1) on Organizational Citizenship Behavior (OCB) (Y) through Organizational Commitment (Z) at SDN in Martapura. Increasing Transformational Leadership of Principals, thus improving teachers' Organizational Citizenship Behavior (OCB) through Organizational Commitment (Z). This means that the indirect effect between the Principal's Transformational Leadership on Organizational Citizenship Behavior (OCB) mediated by the Organizational Commitment variable (Z) is significant. One of the determining factors for the high level of low Organizational Citizenship Behavior (OCB) of teachers at SDN in Martapura Subdistrict is determined by the high level of Transformational Leadership of the principals through organizational commitment. However, based on the data, it shows that the stronger effect of Principal Transformational Leadership on Organizational Citizenship Behavior (OCB) directly than indirectly effect through Organizational Commitment.

Organ et al. (2016:8) defined OCB as individual behavior that is promiscuous, and does not directly receive rewards from the formal reward system, but can overall improve the efficiency and effectiveness of organizational functions. The behavior is free and voluntary, as the behavior is not required by role requirements or job descriptions that are clearly required under a contract with the organization, but rather as a personal choice. In today's dynamic world of work, where tasks are increasingly being worked on in teams and require flexibility, organizations need employees who have OCB behaviors, such as helping other individuals in the team, volunteering to do extra work, avoiding conflicts with colleagues, obeying regulations, and tolerating work-related losses and disturbances (Robbins and Judge, 2013:40).

Organizational commitment according to Luthans (2016:249) is an attitude of employee loyalty and the ongoing process of an organization's members expressing their attention to the success and good of their organization. This attitude of loyalty is indicated by three things, namely: (1) a person's strong desire to remain a member of his organization; (2) a willingness to exert its efforts for its organization; (3) strong belief and acceptance of the values and goals of the organization. The commitment of the organization will make workers give the best to their organization. Workers who have a high commitment will be more work-oriented, will tend to be happy to help and can cooperate.

In order for the OCB behavior and organizational commitment of teachers to be well demonstrated, the effectiveness of the role of a leader, in this case the principal, is necessary. To be an effective leader, a principal must be able to effect all the citizens of the school he leads through positive ways to achieve educational goals in the school. Transformational leadership is very suitable to be applied to a dynamic school environment and has teachers who are professionals, educated and have a high level of intellectuality. A transformational leader is a leader who inspires his/her followers to put aside their self-interest for the good of the organization and is able to have a tremendous effect on his followers. Transformational leaders are able to pay attention to the self-development needs of their followers, change the awareness and perspective of followers on problems that occur, and are able to please and

inspire their followers to work hard to achieve common goals (Robbins and Judge, 2013:90). Based on the description above, it is alleged that through organizational commitment, there is an effect of the principal transformational leadership on Organizational Citizenship Behavior (OCB).

G. The Indirect Effect of Transformational Leadership of Principals on Organizational Citizenhip Behavior (OCB) through Teacher Organization Commitment at SDN in Martapura

For the sixth hypothesis, this research is that there is an indirect effect of the Principal's Transformational Leadership (X1) which is mediated by Organizational Commitment (Z) to Organizational Citizenship Behavior (OCB) (Y) teachers of SDN in Martapura. There is a positive and significant indirect effect of the Principal's Transformational Leadership variable (X1) on Organizational Citizenship Behavior (OCB) (Y) through Organizational Commitment (Z) at SDN in Martapura. Increasing Transformational Leadership of Principals, thus improving teachers' Organizational Citizenship Behavior (OCB) through Organizational Commitment (Z). This means that the indirect effect between the Principal's Transformational Leadership on Organizational Citizenship Behavior (OCB) mediated by the Organizational Commitment variable (Z) is significant. One of the determining factors for the high level of low Organizational Citizenship Behavior (OCB) of teachers at SDN in Martapura Subdistrict is determined by the high level of Transformational Leadership of the principals through organizational commitment. However, based on the data, it shows that the stronger effect of Principal Transformational Leadership on Organizational Citizenship Behavior (OCB) directly than indirectly effect through Organizational Commitment.

Organ et al. (2016:8) define OCB as individual behavior that is promiscuous, and does not directly receive rewards from the formal reward system, but can overall improve the efficiency and effectiveness of organizational functions. The behavior is free and voluntary, as the behavior is not required by role requirements or job descriptions that are clearly required under a contract with the organization, but rather as a personal choice. In today's dynamic world of work, where tasks are increasingly being worked on in teams and require flexibility, organizations need employees who have OCB behaviors, such as helping other individuals in the team, volunteering to do extra work, avoiding conflicts with colleagues, obeying regulations, and tolerating work-related losses and disturbances (Robbins and Judge, 2013:40).

Organizational commitment according to Luthans (2016:249) is an attitude of employee loyalty and the ongoing process of an organization's members expressing their attention to the success and good of their organization. This attitude of loyalty is indicated by three things, namely: (1) a person's strong desire to remain a member of his organization; (2) a willingness to exert its efforts for its organization; (3) strong belief and acceptance of the values and goals of the organization. The commitment of the organization will make workers give the best to their organization. Workers who have a high commitment will be more work-oriented, will tend to be happy to help and can cooperate.

In order for the OCB behavior and organizational commitment of teachers to be well demonstrated, the effectiveness of the role of a leader, in this case the principal, is necessary. To be an effective leader, a principal must be able to effect all the citizens of the school he leads through positive ways to achieve educational goals in the school. Transformational leadership is very suitable to be applied to a dynamic school environment and has teachers who are professionals, educated and have a high level of intellectuality. A transformational leader is a leader who inspires his followers to put aside their self-interest for the good of the organization and is able to have a tremendous effect on his followers. Transformational leaders are able to pay attention to the self-development needs of their followers, change the awareness and perspective of followers on problems that occur, and are able to please and inspire their followers to work hard to achieve common goals (Robbins and Judge, 2013:90). Based on the description above, it is alleged that through organizational commitment, there is an effect of the principal's transformational leadership on Organizational Citizenship Behavior (OCB).

H. The Indirect Effect of Job Satisfaction on Organizational Citizenhip Behavior (OCB) through Teacher Organization Commitment at SDN in Martapura

The seventh hypothesis of this study is the indirect effect of Job Satisfaction (X2) on Organizational Citizenship Behavior (OCB) (Y) through Organizational Commitment (Z) of SDN teachers in Martapura. The conclusion that can be drawn based on the tests that have been carried out is that there is a positive and significant indirect effect of Job Satisfaction mediated by organizational commitment to organizational citizenship behavior (OCB) of teachers at SDN in Martapura. Increasing Job Satisfaction will increase teachers' Organizational Citizenship Behavior (OCB) through Organizational Commitment. This means that the indirect effect between the variables of Job Satisfaction on Organizational Citizenship Behavior (OCB) through the variable of Organizational Commitment is stated to be significant. One of the determining factors for the high level of low Organizational Citizenship Behavior (OCB) of SDN in Martapura teachers is determined by the high level of low job satisfaction through organizational commitment.

According to Robbins and Judge (2013:113), job satisfaction is a major determining factor of OCB behavior. Satisfied employees tend to speak positively about the organization, help other individuals, and pass normal expectations in their work. In addition, it is easier for satisfied employees to do more in the work because they want to respond to their positive experience. Research by MacKenzie et al. (1998) also showed that job satisfaction commits employee organizations to perform OCB voluntarily.

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Hughes et al. (2012:337) stated that job satisfaction is related to a person's attitude towards work. Satisfied workers are more likely to survive working for the organization. Satisfied workers also tend to engage in organizational behaviors that go beyond the description of their duties and roles, as well as help reduce the workload and stress levels of other members of the organization. Disgruntled workers tend to be defiant in relation to leadership and engage in a variety of counterproductive behaviors. Dissatisfaction is also the main reason a person leaves the organization.

Bolon (2014: 79) posits that job satisfaction and organizational commitment are the two most important variables as predictors of OCB behavior. According to Alotaibi (2011: 35), the variables of perception of justice, organizational commitment and job satisfaction have a significant positive correlation to OCB behavior. Research by Huang et al. (2012: 102) on nurses in Taiwanese hospitals proves that hospitals can improve employee OCB by influencing the organization's ethical climate, job satisfaction, and organizational commitment. Jahangir et al. (2004) proved that job satisfaction, organizational commitment, and leadership style effect employee OCB. Therefore, it is suspected that through organizational commitment, there is an effect of job satisfaction on Organizational Citizenship Behavior (OCB).

IV. CONCLUSION

Based on the results of the analysis and discussion of the research results as described above, it can be concluded that: (1) Transformational Leadership of the Principal, Job Satisfaction, Organizational Commitment and Organizational Citizenship Behavior (OCB) of teachers fall into the high category, (2) there is a direct effect of Transformational Leadership of the Principal, Job Satisfaction, on Organizational Citizenship Behavior (OCB) through the Organizational Commitment of teachers at SDN in Martapura (3) there is an indirect effect of the Transformational Leadership of the Principal, Job Satisfaction, on the Organizational Citizenship Behavior (OCB) of teachers through Organizational Commitment at SDN in Martapura.

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