

How Leadership and Job Satisfaction Influence OCB: The Mediating Role of Organizational Commitment ?

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Abstract

The purpose of this study is to identify potential factors that enhance teachers' Organizational Citizenship Behavior (OCB) in schools. Specifically, this research investigates the influence of transformational leadership and job satisfaction on organizational commitment and OCB, as well as analyzing the mediating role of organizational commitment in the relationship between transformational leadership and job satisfaction on OCB. The respondents of this research were 140 non-ASN Early Childhood Education teachers in Pekalongan City. Data collection used questionnaires as research instruments. Data analysis was conducted using SEM-PLS method and SmartPLS4.1 software. The results showed that Transformational Leadership does not influence OCB; Transformational Leadership does not influence Organizational Commitment; Job Satisfaction significantly influences OCB; Job Satisfaction significantly influences Organizational Commitment; Organizational Commitment significantly influences OCB; Organizational Commitment mediates the influence of Job Satisfaction on OCB, but not the influence of Transformational Leadership on OCB. The research has theoretical and managerial implications.

Keywords: transformational leadership, job satisfaction, organizational commitment, OCB.

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INTRODUCTION

The implementation of Law Number 20 of 2003 concerning the National Education System in Indonesia is considered less than optimal. This is confirmed by data released by independent international institutions that observe education issues. The Program for International Student Assessment (PISA) in 2019 released data on the quality of the education system in Indonesia, which was ranked 72 out of 77 countries (Iwan Yanuar, 2023). Responding to the situation of the education system in Indonesia, the Indonesian Ministry of Education, Culture, Research and Technology launched the Independent Learning Curriculum, with an emphasis on teachers as the spearhead of educational transformation. Teachers as essential human resources in the world of education are not enough to just focus on the curriculum and their official obligations, but must be able to provide extra roles in carrying out their duties and obligations. Schools as organizations need to implement human resource maintenance mechanisms to achieve organizational targets appropriately. The effectiveness of schools depends on competent and qualified teacher human resources. Quality teachers not only teach knowledge but also play a role in forming character, moral values and good ethics for students. Be a role model and inspiration for students.

Indicators of competent and quality HR are providing extra-role behavior or OCB (Ridwan et al ., 2022). Organizational Citizenship Behavior (OCB) is a discretionary behavior or voluntary action of employees based on their own choice to contribute more to the organization beyond their official functional duties (Organ, 1988). Teachers with OCB

behavior have high empathy for their work environment, are able to align their values with established rules, have a high sense of responsibility, have sincerity in carrying out their duties and are ready to face various changes that occur (Paramitha and Rijanti, 2022). The willingness of employees to carry out extra-role behavior is influenced by many variables, including transformational leadership, job satisfaction and organizational commitment. The results of research by Rukmini et al ., (2017); Khaola & Rambe (2020); Mastur et al ., (2022) found that transformational leadership has a significant effect on OCB. Research by Pitaloka & Sofia (2014); Fitrio et al ., (2019); reported that job satisfaction has a significant relationship with OCB . Research by Nurjanah et al ., (2020) and Purwanto et al ., (2021) found that organizational commitment has a significant effect on OCB.

Research related to the influence of transformational leadership, job satisfaction and organizational commitment on OCB found inconsistent results. Research conducted by Nugraha (2021); Solihin et al ., (2024), found that transformational leadership had no effect on OCB. Research by Saputra & Riana (2021) reported that job satisfaction had no effect on OCB. The difference in results (gap) from previous studies is a reference for researchers to re-analyze the influence between these variables in the context of the teaching profession in schools. The novelty in this study is using the organizational commitment variable to mediate the influence of transformational leadership and job satisfaction on OCB, in the context of the teaching profession at the PAUD education level. Furthermore, as an initial assumption in this study, the author formulated 7 hypotheses.

Transformational leadership has been shown to be a strong predictor of extra-role behavior (OCB) in organizations (Podsakoff et al ., 2000). Transformational leaders act as ideal role models who stimulate creativity, provide support, and inspire subordinates in achieving common goals (Bass and Avolio, 1995). According to social exchange theory, employees tend to reciprocate the quality leadership character of their superiors by providing extra-role behavior. Trust in leaders motivates subordinates to perform better. Previous studies, Wang et al., 2011; Supriadi et al ., 2016; Lee et al ., 2017; Khaola & Rambe, 2020; Mastur et al ., 2022) confirm the significant influence of transformational leadership on OCB. Based on the theory and research evidence above, the following hypothesis is formulated:

H 1: *Transformational leadership influences extra-role behavior (OCB).*

Transformational leadership is a major predictor of increased employee organizational commitment. Organizational commitment is an employee's responsibility towards organizational goals (Meyer & Allen, 1993) and the desire to maintain themselves in the organization (Robbins & Judge, 2015). Ausat et al . (2022) research on 43 SMEs in Karawang found that superior transformational leadership increased employee organizational commitment . Leader support makes employees more enthusiastic about achieving organizational goals. This finding is supported by research by Marnis Atmojo (2012), Feizi et al ., (2014), Bano Batool (2013), and Atif Quraan (2016). Based on the theory and research evidence above, the following hypothesis is formulated :

H 2 : *Transformational leadership has an effect on organizational commitment .*

Job satisfaction is an employee's positive feelings towards their work (Robbins & Judge, 2013) or a pleasant emotional attitude reflected in morale, discipline, and work performance (Hasibuan, 2016). Job satisfaction is a catalyst for the emergence of high work enthusiasm, proactivity, and extra-role behavior. Employees with high job satisfaction show strong intrinsic motivation to contribute beyond their official duties. Research by Putranto et al ., (2022) found that satisfied employees feel supported by the organization. These findings support Luthans' (1995) opinion that job satisfaction is influenced by the fulfillment of salary needs, promotions, and superior supervision. The significant influence of job satisfaction on OCB is confirmed by research by Fitrio et al ., (2019), Nurjanah et al ., (2020), and Purwanto et al ., (2021). Based on the theory and research evidence above, the following hypothesis is formulated:

H 3 : *Job satisfaction influences extra-role behavior or OCB .*

Job satisfaction is a predictor of organizational commitment. Satisfied employees experience joy in working, creating a strong emotional attachment to the organization. Slattery and Selvarajan (2005) emphasized that job satisfaction explains the extent of employee commitment to their organization. Research by Ilahi et al ., (2017) on 70 employees of PT. PLN (Persero) East Java Distribution Malang Area proved that job satisfaction has a significant and positive effect on organizational commitment. Good compensation contributes to employee psychological well-being and ongoing commitment. Ivancevich et al ., (2007) stated that job satisfaction is influenced by rewards, coworkers, and working conditions. Studies by Eslami & Gharakhani (2012) in Iran; Ismail & Razak (2016) in Malaysia; Azeem & Akhtar (2014) in India, confirmed a significant relationship between job satisfaction and organizational commitment. Based on the theory and research evidence above, the following hypothesis is formulated:

H 4: *Job satisfaction has an effect on organizational commitment .*

Organizational commitment drives employee extra-role behavior (OCB). Employees who feel treated fairly, connected to the organization and internalize organizational values tend to take actions beyond their official duties. The interests of the organization have become part of their identity. Wahyuni and Suparta's (2019) research on 91 employees of Dash Hotel Seminyak Bali proved that organizational commitment has a positive and significant effect on OCB. High OCB is shown through discipline and cross-division coordination to achieve organizational targets. In line with Meyer and Allen (1993), employees with high dedication have the desire to contribute more to drive organizational success. Based on the theory and research evidence above, the following hypothesis is formulated:

H 5: *Organizational commitment influences extra-role behavior (OCB).*

Organizational commitment transforms the influence of inspirational leadership into intrinsic employee motivation. Leaders who inspire employee commitment encourage their extra-role actions. Maharani et al .'s (2017) study of 140 employees of a government Islamic bank in Malang Raya found that transformational leadership did not have a direct effect on OCB, but had an effect through organizational commitment. Organizational commitment proved to be a perfect mediator (complete mediation). The implication is that good transformational leadership practices increase organizational commitment, which then increases OCB. In line with Luthans' (2012) theory, organizational commitment includes an attitude of loyalty and a desire to give the best effort voluntarily. This finding is supported by research by Pratama & Putri (2019), Santi & Rahyuda (2019), Praditya et al ., (2021, and Dewi et al ., (2022). Based on the theory and research evidence above, the following hypothesis is formulated:

H6. *Organizational commitment mediates the effect of transformational leadership on extra-role behavior (OCB).*

Organizational commitment plays a role in strengthening the influence of job satisfaction on OCB. Positive organizational behavior produces employees who are satisfied with their jobs and committed to their organizations. Meyer and Allen's theory (1993) emphasizes that employees who are satisfied with their jobs tend to be more committed to the organization. Ng & Feldman's study (2011) reported that committed employees tend to prefer to work hard and make more efforts than expected in their official descriptions, such as being serious about work, being able to tolerate less than ideal situations in the company, and helping their coworkers. The results of the study above are supported by the research of Prasetio et al ., (2017), on 320 state-owned banking employees in Bandung, who work in the marketing department. The study found that the existence of organizational commitment further strengthens the influence of job satisfaction on the extra-role behavior of employees in the banking industry. This study is also supported by the research of Uddin et al ., (2019) which

reported that organizational commitment that arises from job satisfaction can end in increased OCB. Based on the theory and research evidence above, the following hypothesis is formulated:

H7 : *Organizational commitment mediates the effect of job satisfaction on OCB.*

RESEARCH METHODS.

This type of research is quantitative research, aimed at testing the proposed hypothesis by explaining the influence of independent variables on the dependent variables in this study. The study was conducted in Pekalongan City, Central Java, with 140 respondents of non-ASN PAUD teachers. Sampling used a probability sampling approach, namely simple random sampling. Determination of the number of respondents refers to the theory of Hair et al., (2014) known as the 10 times rule method. This research instrument uses a questionnaire containing a set of statements that are arranged in a structured manner, covering several variables that are relevant to the research objectives. Respondents' answers are measured using a Likert scale of 1 to 5 with answer options Strongly Disagree (STS, score 1), Disagree (TS, score 2), Neutral (N, score 3), Agree (S, score 4) and Strongly Agree (SS, score 5). The research data analysis technique uses Structural Equation Modeling-Partial Least Square (SEM-PLS), with SmartPLS 4.1 software.

HYPOTHESIS TEST RESULTS & DISCUSSION

Evaluation of the Measurement Model (outer model) in this study was carried out by Validity Test and Reliability Test. Validity test was carried out through convergent validity test and discriminant validity test. Convergent validity test was carried out by calculating the outer loading value of each indicator. According to Ghazali & Latan (2014), the outer loading value is said to be valid if its value is greater than 0.7. The results of calculating the outer loading value found that 32 out of 46 indicators were declared valid and 14 others were declared invalid. The factor that caused the 14 indicators to be invalid was that some respondents gave answers to the questionnaire statements by copying each other, not being original, so that the indicators did not meet the validity test and had to be deleted. The 32 indicators that were declared valid were the ones that would then be used as research objects in the next test stage. In addition to calculating the outer model value, the convergent validity test also calculated the AVE value. Based on Table 1 below, it is known that each variable has an AVE value greater than 0.5, which means that all latent variables used in this study are declared valid.

Table 1. AVE values

No	Variables	AVE Value	Decision
1	Transformational Leadership (X1)	0.683	Valid
2	Job Satisfaction (X2)	0.598	Valid
3	Organizational Commitment (Z)	0.625	Valid
4	OCB (Y)	0.616	Valid

The discriminant validity test is carried out by calculating the Fornel-Larcker Criterion (FLC) value. Based on Table 2 below, it is known that each indicator has the largest FLC value in its own latent construct compared to the FLC value in other constructs, so it is declared valid. This explains that the constructs in this research model are empirically different from each other, do not overlap with other constructs and are not redundant.

Table 2. Fornell-Larcker Criterion (FLC) Values

	Satisfaction Work (X2)	OCB (Y)	Commitment Organizational (Z)	Leadership Transformational (X1)
Job Satisfaction (X2)	0.773			
OCB (Y)	0.740	0.785		
Organizational Commitment (Z)	0.765	0.741	0.790	
Leadership Transformational (X1)	0.704	0.567	0.561	0.826

The reliability test in this study was conducted by calculating the Cronbach's Alpha value and the composite reliability value (rho_a). According to Ghazali and Latan (2014), the Cronbach's Alpha value and the composite reliability value (rho_a) are declared reliable if each value is greater than 0.7.

Table 3. Reliability Test Values

	Cronbach's alpha	Composite reliability (rho_a)	Decision
Leadership (X1)	0.953	0.957	Reliable
Job Satisfaction (X2)	0.888	0.891	Reliable
Organizational Commitment (Z)	0.924	0.927	Reliable
OCB (Y)	0.844	0.850	Reliable

Structural Model Evaluation (inner model) is carried out by Determination Coefficient Test and Model Goodness of Fit Test. In the SEM-PLS technique, the determination coefficient test is carried out by considering the R- square value , which has a range between 0 and 1. The higher the R- square value , indicates the model has better predictive ability.

Table 4. R-square value

Dependent Variable	Mark R-square	Criteria
Organizational Commitment (Z)	0.586	Moderate/ Medium
OCB (Y)	0.624	Moderate/ Medium

Table 4 above shows the R- squared value on the organizational commitment variable is 0.586; indicating the influence of transformational leadership and job satisfaction variables on the organizational commitment variable is 58.6%. The R- square value on the OCB variable is 0.624; indicating the influence of transformational leadership and job satisfaction variables on the OCB variable is 62.4%.

The goodness of fit test of the model is carried out by observing the Standardized Root Mean Square Residual (SRMR) value and the Q- square value . According to the theory of Hair et al ., (2019), an SRMR value of less than 0.08 indicates that the model is fit or suitable. Table 5 below shows the SRMR value in this research model of 0.072 (less than 0.08).

Table 5. SRMR values

	Saturated model	Estimated model	Description
SRMR	0.072	0.072	Fit model

To calculate the Q- square value , the formula is used $Q^2 = 1 - [(1 - R_1^2) \times (1 - R_2^2)]$. Table 4 above shows the R- square 1 value is 0.586 and the R- square 2 value is 0.642.

The calculation results using the formula above, it is known that the Q- square value is 0.852 (or 85.2%), approaching the value of 1 or the maximum value. This concludes that the model built has very good predictive ability and is worthy of use for further analysis stages.

Hypothesis testing is used to test all initial assumptions in this study objectively, namely based on primary data. The results of the hypothesis test are presented in the following table.

Table 6. Hypothesis Test Results

	Relationship Between Variables	Original Sample (O)	T-statistics	P-values	Decision
H1	Transformational Leadership (X1) →OCB (Y)	0.073 (positive)	0.735	0.462	Not Significant
H2	Transformational Leadership (X1) →Organizational Commitment (Z)	0.045 (positive)	0.556	0.578	Not Significant
H3	Job satisfaction (X2)→ OCB (Y)	0.368 (positive)	3.170	0.002	Significant
H4	Job satisfaction (X2)→ Organizational commitment (Z)	0.733 (positive)	9.183	0.000	Significant
H5	Organizational commitment (Z) →OCB (Y)	0.418 (positive)	5.106	0.000	Positive & Significant
H6	Transformational Leadership (X1) →Organizational Commitment (Z)→ OCB (Y)	0.019 (positive)	0.543	0.587	Not Significant
H7	Job satisfaction (X2) →Organizational commitment (Z)→ OCB (Y)	0.307 (positive)	4,509	0.000	Significant

The influence of transformational leadership on extra-role behavior (OCB).

In the first hypothesis (H1), the t-statistic value is 0.735 (less than 1.96) and the p-value is 0.462 (greater than 0.05). This indicates that the effect of transformational leadership on OCB is not significant. Hypothesis H1 is rejected. In the context of this study, transformational leadership does not have a direct effect on OCB. The results of this study are supported by previous studies, Pratama, L & Putri, V (2019); Nugraha, A (2021); Ramadhani & Suhana (2024), which reported that transformational leadership does not have a direct effect on employee OCB.

One example of teacher OCB is showing initiative to improve school quality through innovative thinking as a response to the actual situation in the school environment. The principal as a superior should be able to stimulate subordinate innovation. This is inconsistent with the respondents' answers describing that the principal has not fully created an environment where teachers feel very comfortable to convey new & innovative ideas. This is confirmed by the relatively low score on the intellectual stimulation dimension.

School organizations that are hierarchically under the foundation or under the education office, with a multi-layered approval process, have the potential to become obstacles to the flow of innovative ideas from teachers to decision makers. Schools with an established culture with long-standing traditions and practices tend to view proposed changes, even if innovative, as something that is considered disruptive and somewhat troublesome because it requires significant adjustments. Often the transformational leadership model clashes with conventional organizational culture.

The influence of transformational leadership on organizational commitment.

In the second hypothesis (H2), the t-statistic value is 0.556 (less than 1.96) and the p-value is 0.578 (greater than 0.05). This indicates that the effect of transformational leadership

on organizational commitment is not significant. Hypothesis H2 is rejected. In the context of this study, transformational leadership does not have a direct effect on organizational commitment. This is explained when associated with the relatively low score on the dimension of ongoing commitment in the organizational commitment variable. The mean value on this dimension is only 3.89, which is quite a large gap from the average target score of 4.50. The mean value of 3.89 indicates that some respondents do not yet fully feel emotionally attached to the school where they work. This is confirmed by the participation of non-ASN PAUD teachers (honorary & private teachers) who routinely participate in the CASN or P3K teacher selection. This finding is also supported by respondent data based on salary which shows that 80% of respondents have a monthly salary below the Pekalongan City UMK. It can be concluded that respondents still want to work as teachers but want better employment status and income even though they are no longer at the school.

The results of this study are supported by research by Azizah et. al., (2019) on 42 teachers at SMK Abdurrahman Wahid Lamongan, East Java. The study reported that the high or low attitude of transformational leadership of leaders did not affect teacher commitment. Teachers' work commitment is based on their profession as educators, not on the organization or locus of work. This is what distinguishes the teaching profession from company workers.

The influence of job satisfaction on extra-role behavior (OCB).

In the third hypothesis (H3), the t-statistic value is 3.170 (greater than 1.96) and the p-value is 0.002 (smaller than 0.05). This indicates that job satisfaction has a significant effect on OCB. Hypothesis H3 is accepted. The path coefficient value shows a positive 0.368 which means that the direction of the relationship between the two variables is in the same direction. The higher the level of teacher job satisfaction, the more massive the teacher's extra-role behavior (OCB).

Based on the tabulation of primary data, the mean value of the indicator 'level of closeness of relationships with coworkers and superiors' of the job satisfaction variable has a high score. This indicates a good and constructive relationship between respondents and the principal and fellow teachers. This supports the opinion of Robins & Judge (2012) that communication, coworkers, interpersonal relationships and superior support are factors that influence employee job satisfaction. Furthermore, job satisfaction experienced by teachers acts as the main driver that stimulates increased work enthusiasm, proactive attitudes and other extra-role behaviors. The results of this study are supported by previous studies, Pitaloka & Sofia (2014); Sabahi & Dashti (2016); Fitrio et. al., (2019); who argue that job satisfaction significantly influences OCB.

The influence of job satisfaction on organizational commitment.

In the fourth hypothesis (H4), the t-statistic value is 9.180 (greater than 1.96) and the p-value is 0.000 (smaller than 0.05). This indicates that job satisfaction has a significant effect on organizational commitment. Hypothesis H4 is accepted. The path coefficient value shows a positive 0.733, which means that the direction of the relationship between the two variables is in the same direction. The higher the level of teacher job satisfaction, the stronger the organizational commitment.

The findings of this study prove that teacher job satisfaction is closely related to their organizational commitment. This is confirmed by the high mean value (4.27) on the indicator "I am willing to give my best effort for the progress of the school". This value describes that in general respondents are very willing to give their best effort for the progress of the school. This willingness shows the happiness of teachers while working at the school and high organizational commitment.

The results of this study are supported by Spector's theory (in Sopiah, 2008) which states that organizational commitment is greatly influenced by the reciprocal relationship between the contributions given by the organization to its members and vice versa. The form of exchange from the organization can be in the form of compensation, job characteristics, work

environment and relationships with coworkers. When these forms of exchange are in line with employee expectations, it will create job satisfaction which in turn strengthens their commitment to the organization.

The influence of organizational commitment on extra-role behavior (OCB).

In the fifth hypothesis (H5), the t-statistic value is 5.106 (greater than 1.96) and the p-value is 0.000 (smaller than 0.05). This indicates that the influence of organizational commitment on OCB is significant. Hypothesis H5 is accepted . Path coefficient value shows a positive 0.418 which means the direction of the relationship between the two variables is in the same direction. The higher the level of organizational commitment of teachers, the more massive their extra-role behavior.

58% of respondents in this study have a work period of more than 10 years at the school where they currently work. This indicates that respondents are teachers who are quite experienced and stable. Respondents have a deeper understanding of organizational dynamics, work processes and challenges faced. Long work experience correlates with a good understanding of roles and responsibilities, as well as the organizational commitment they have. Teachers with good organizational commitment not only carry out tasks that are already their obligations, but also have a culture of carrying out extra roles, such as helping colleagues who are experiencing difficulties, maintaining the good name of the school, obeying established regulations, working as hard as possible to achieve organizational targets.

The results of this study are supported by previous studies conducted by Wahyuni & Supartha (2019); Huda & Farlan (2019); Purwanto et. al ., (2021); Takwisti & Suhana (2022), which reported that organizational commitment has a positive and significant effect on extra-role behavior.

The role of organizational commitment mediates the influence of transformational leadership on extra-role behavior (OCB).

In the sixth hypothesis (H6), the t-statistic value is 0.543 (smaller than 1.96) and the p-value is 0.587 (greater than 0.05), which means the effect is not significant. This indicates that organizational commitment does not mediate significantly, or does not play any role in the influence of transformational leadership on OCB. Hypothesis H6 is rejected . Organizational commitment is not able to act as an effective mediator (full mediation).

This situation is consistent with the findings in hypothesis H2, transformational leadership does not have a significant effect on organizational commitment. The principal's transformational leadership style does not significantly increase teachers' sense of attachment and loyalty to the school organization. As a result, organizational commitment does not act as an effective mediator in linking the influence of transformational leadership to OCB. The findings of this study are supported by the research of Aisyah & Wartini (2016) which states that organizational commitment does not mediate the influence of transformational leadership on OCB.

In general, transformational leadership is viewed positively as being able to increase subordinate motivation and performance, but some of its dimensions may be less effective in encouraging OCB among teachers. Aspects such as inspiration or intellectual stimulation that are part of transformational leadership may not directly translate into drivers of extra-role behavior. In the context of the world of education, teachers may need a form of motivation that is more concrete and relevant to the reality of their classrooms compared to abstract inspiration or intellectual stimulation.

Other factors beyond transformational leadership and organizational commitment may have a more significant influence on OCB, such as job satisfaction, organizational justice, coworker support, and individual teacher characteristics. In an educational setting, teacher OCB is more influenced by practical and relational factors such as relationships with students, balanced workload, administrative support, salary received, and overall school culture than by the principal's leadership style alone.

The role of organizational commitment mediates the influence of job satisfaction on extra-role behavior (OCB).

In the seventh hypothesis (H7), the t-statistic value is 4.509 (greater than 1.96) and the p-value is 0.000 (smaller than 0.05), which means the results are significant. Organizational commitment significantly mediates the effect of job satisfaction on extra-role behavior or OCB. Hypothesis H7 is accepted. These results describe that organizational commitment plays a role in strengthening the effect of job satisfaction on extra-role behavior or OCB. Teachers with high levels of job satisfaction and organizational commitment tend to show stronger OCB behavior.

The findings of this study strengthen the equity theory which explains the relationship between job satisfaction, organizational commitment and OCB. Teachers who are satisfied with their jobs will tend to be more committed to the school institution where they work. Teachers with a high level of organizational commitment tend to prefer to work hard and make more efforts than expected in their official descriptions, such as being serious about work, being able to tolerate less than ideal situations in the company, and helping their coworkers.

The results of this study are consistent with the research of Haque et al., (2019) in Bangladesh, with 210 respondents working as garment employees; Prasetio et al., (2017) research in Bandung with 320 respondents banking employees in the marketing field; Chhabra & Mohnaty's (2014) research in India with 449 respondents working as IT professionals; Putra & Riana's (2020) research in Bali with 106 respondents working at Kuta Seaview Resort. These studies found that organizational commitment significantly mediates the effect of job satisfaction on extra-role behavior or OCB.

CONCLUSION

The results of the study indicate that the principal's transformational leadership has no direct effect on extra-role (OCB) or organizational commitment of teachers. In the context of this study, this condition is thought to be influenced by the factor of suboptimal intellectual stimulation given by the principal to teachers, which is confirmed by the low score on this dimension. Other factors include the hierarchical structure of the school, the multi-layered decision-making process and the 'patent' culture in the school that has the potential to hinder innovative ideas from teachers. Regarding the organizational commitment variable, in the context of this study, the level of ongoing commitment of non-ASN PAUD teachers is relatively low. A mean score of 3.89 indicates a lack of emotional attachment of teachers to the school. This is influenced by the salary factor below the UMK. 80% of respondents have salaries below the UMK. By participating in the selection of CASN teachers and PPPK teachers, they hope to pass the selection so that they have better employee status and income. It doesn't matter if they have to move to another school.

The results of the study also found that job satisfaction has a positive and significant effect on teacher OCB. The more satisfied teachers are with their work, the more likely they are to give extra roles. The closeness of relationships and cooperation with colleagues and superiors is an indicator of high job satisfaction. In addition, job satisfaction also has a positive and significant effect on organizational commitment. Respondents showed a high willingness to give their best efforts for the progress of the school by prioritizing organizational interests rather than individual interests. Job satisfaction strengthens teacher work commitment through a reciprocal relationship between teacher contributions and school appreciation. This study also found that organizational commitment has a positive and significant effect on teacher OCB. 58% of respondents have worked for more than 10 years in their current workplace. This shows a real, high and stable organizational commitment of teachers. Teachers with high organizational commitment not only carry out their mandatory duties, but also actively help colleagues, maintain the good name of the school, fight for school values and work hard to achieve organizational targets.

In the context of this study, organizational commitment does not mediate the effect of transformational leadership on OCB; however, organizational commitment significantly mediates the effect of job satisfaction on OCB. This indicates that the extra-role behavior of teachers is not primarily influenced by the principal's leadership but rather by their job satisfaction and strong commitment to the school organization. The conclusion of all the results of this study is the importance of the teacher's job satisfaction factor in increasing the extra-role behavior and organizational commitment of non-ASN PAUD teachers in Pekalongan City.

Although transformational leadership has not shown significant influence at present, improvements in stimulating teachers' intellectual and addressing potential structural barriers may have a positive impact in the future. In addition, teacher welfare factors, better employment status and income are crucial factors in increasing teacher commitment to the organization.

Theoretical implications.

From a theoretical perspective, the results of this study provide several important implications. First, it supports the theory of justice in education. A sense of justice has been shown to be related to job satisfaction, which affects teachers' commitment and OCB behavior. Second, the results of the study provide an overview of the relationship between variables in this study that is still not robust. These results provide a broad perspective on the relationship between variables that may vary in relation to different research objects.

Managerial implications.

The results of this study present several important implications that can be considered by related parties. First, the study found that 80% of teachers are paid below the UMK. The foundation and education office need to evaluate and increase the salaries of non-ASN PAUD teachers. A fair and open reward system is also important to improve teacher job satisfaction and commitment. Second, good relationships between teachers and with superiors are very important for job satisfaction. Special efforts are needed to maintain this positive relationship. Because teachers are less encouraged to think creatively, it is important to create an environment that supports new ideas, for example through discussion forums or support for new teaching methods.

Third, principals need to develop a leadership style that suits the needs of PAUD teachers. Special leadership training that focuses on how to motivate teachers, provide constructive input, and encourage innovation is needed. Fourth, teachers have low ongoing commitment, strategies are needed to increase teachers' emotional ties to the school. In addition, a clear career path for non-ASN teachers will provide long-term hope and motivation, so that teachers feel appreciated and have a more certain future.

Research limitations .

This study has several limitations that need attention. First, the study was only conducted on non-ASN PAUD teachers in Pekalongan City. The results may not be suitable for application at higher levels of education. Second, 14 out of 46 indicators were found to be invalid because some respondents copied each other's answers. This could reduce the accuracy of the overall research results. Third, this study only looked at the influence of transformational leadership style and job satisfaction on OCB and teacher commitment. In fact, there are many other factors that may have an influence, such as internal motivation, school support, teacher personal characteristics, or other external factors. Without including these factors, the study does not fully describe the actual situation.

Fourth, the use of questionnaires as a data collection tool has limitations in understanding teachers' feelings and behaviors in depth. Questionnaires only provide a general overview and may not be able to capture the detailed reasons behind respondents' answers. Methods such as in-depth interviews or direct observation may be able to provide a

better understanding. It is important to understand these limitations so that the results of the study are not over-interpreted. Further research with a wider scope, diverse data collection methods, and control for response bias would be very useful.

Agenda for further research.

Based on the findings and limitations of this study, several directions for further research can be considered to gain a deeper and more comprehensive understanding of OCB and the factors that influence it in the context of education in Indonesia. First, expand the research sample by involving teachers from various levels (elementary, junior high, senior high) and status (civil servants, permanent teachers of foundations) to gain a more complete picture of teacher volunteer behavior. Second, add other relevant variables such as school culture, sense of justice in the organization, or teacher personal characteristics (personality, intrinsic motivation, self-confidence) to better understand the factors that influence volunteer behavior.

Third, use mixed methods that combine questionnaires with interviews and direct observations to gain a deeper and more comprehensive understanding. Fourth, conduct long-term research to see changes in teachers' commitment and voluntary behavior over time, especially when there are changes in education policy. Fifth, develop a research model that is more appropriate to the Indonesian context by considering local cultural aspects such as values of togetherness or patterns of social relationships that may influence teacher behavior in schools.

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