THE ROLE OF ORGANIZATIONAL CITIZENSHIP TO INCREASE THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND SCHOOL ORGANIZATIONAL CULTURE ON ORGANIZATIONAL COMMITMENT TO PRIVATE HIGH SCHOOL TEACHERS IN PEMATANG SIANTAR CITY

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Abstract. The formulation of the problem of this research is how the influence of transformational leadership and school organizational culture on organizational commitment mediated by organizational citizenship behavior (OCB) on teachers SMA Swasta in Pematang Siantar. This study uses a library research and field research design. The population in this study were 420 teachers SMA Swasta in Pematang Siantar. The types of data used are qualitative data and quantitative data., and data collection techniques are carried out by questionnaires, interviews, and documentation. Then the data analysis technique uses qualitative descriptive analysis and quantitative descriptive analysis. The results of the outer loading factor test, the value of each loading factor and AVE on the variable indicators of transformational leadership, school organizational culture, organizational citizenship behavior, and organizational commitment are above 0.7 for the loading factor and above 0.5 for AVE. Furthermore, the value of each reliability obtained by the composite reliability value of each research variable is above 0.7. For Cronbach's alpha value, the value for each variable is above 0.60, meaning that all research variables have good reliability values. 6. The R-square value of the endogenous variable is 0.344 for organizational commitment, meaning that the exogenous variable explaining organizational commitment is weak. The R-square value of the endogenous organizational citizenship behavior variable is 0.155, meaning that the overall ability of exogenous variables to explain organizational citizenship behavior is weak

Keywords: organizational citizenship; transformational leadership; organizational culture; organizational commitmen.

I. INTRODUCTION

Improving the quality of education is determined by the readiness of human resources involved in the educational process; One of the essential elements in the education system is the education staff, who are the main capital to produce competent graduates. The quality of education after the COVID-19 pandemic had an unfavorable effect on the quality of students because the learning process is carried out online from March 2020 to July 2021. The school experiences many obstacles in carrying out an effective learning process, such as unstable networks, learning methods that are still manual, and material that is not following the online model, resulting in the limitations of students in understanding the material presented by the teacher. To overcome this problem, the government provides cellular data for free, issues regulations to hold limited face-to-face meetings, and accelerates vaccinations for all students. All regions experience the learning process problem. One of them is a private high school located in Pematang Siantar City. Based on data from https://sekolah.data.kemdikbud.go.id/, 19 schools with 486 teachers in private high schools are still active after the Covid-19 pandemic. The impact of the Covid-19 pandemic made many schools have reduced the number of teachers because

the number of students enrolled in each school decreased. After the Covid-19 pandemic, the government has allowed to carry out face-to-face learning processes. In order for schools to continue their activities after the COVID-19 pandemic, it is hoped that the commitment of teachers and schools to encourage the learning process to persuade the public to continue to choose schools as a place to gain knowledge.

Organizational commitment is a loyal attitude and the ongoing process of an organization's members expressing their concern for the organization's success and goodness. Meyer and Allen in **[1]** suggest that teacher commitment includes dimensions of affective commitment, continuance commitment, and normative commitment. Teachers' affective commitment is still low, as seen from the involvement of teachers in attending seminars, training, and activities outside of their subjects so that teachers do not develop their skills and abilities **[2]**. Likewise, the normative commitment of teachers is still low, as seen from teacher loyalty to schools, where during the post-pandemic, teachers are reluctant to stay in school if there are no teaching hours. The factors that influence teacher commitment are organizational citizenship behavior (OCB). Organizational citizenship behavior (OCB) is a behavior that increases values and social maintenance and a psychological environment that supports work results **[3]**.

Organizational citizenship behavior (OCB) dimensions include altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [4]. The altruism dimension is still low, as seen from the willingness of teachers to replace other teachers to teach in classes whose teachers cannot attend the teaching and learning process. In the civic virtue dimension, teachers still have low participation in school activities. So, they experience a lack of support and innovative thinking for several school activities, such as developing learning methods, creating additional classes for students who are still unable to follow learning materials, and other extracurricular activities after the covid-19 pandemic [5].

Transformational leadership is a factor that influences teachers' organizational citizenship behavior (OCB), which has an impact on teacher commitment to schools [6]. Transformational leadership is characterized by a leader who inspires followers to put aside their personal interests for the sake of the organization and can exert a more powerful influence over their followers [7]. The dimensions of transformational leadership include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration [8]. Based on data from https://sekolah.data.kemdikbud.go.id/, 199 teachers have not been certified as professional teachers, so this needs to be considered by the principal. The inspirational motivation factor has not been optimal, as seen from the principal, that it has not maximally provided encouragement and challenges to teachers to show their achievements and creativity in activities at school. Hence, teachers are only satisfied with current conditions without any development or work initiatives. The intellectual stimulation factor is also not optimal, as seen from the principal on the teacher. It still cannot be implemented by the principal, such as sharing about the development of new methods and knowledge about more innovative learning materials based on the development of science and technology through completing teaching facilities such as laptops and good internet network, and discussion space for teachers and students [9].

Another factor that affects teachers' organizational citizenship behavior (OCB) is school organizational culture [10]. Organizational culture consists of shared expectations, values, and attitudes that affect individuals and groups within the organization [11]. The dimensions of school organizational culture are academic culture, socio-cultural culture, and democratic culture. In the dimension of academic culture, it is not optimal, judging from the teacher's lack of creativity in providing actions and policies in the learning process after the COVID-19 pandemic. The dimension of democratic culture is also not optimal, as seen from teachers who are less responsible for the existence of students in every activity carried out by students, both inside and outside school. The purpose of this research was to find out the description and influence of transformational leadership and school organizational culture on organizational commitment mediated by OCB (organizational citizenship behavior) in private high school teachers in Pematang Siantar City.

II. RESEARCH METHODS

This research was conducted for approximately four months and carried out at a private high school in Pematang Siantar City. This study's population was 420 private high school teachers in Pematang Siantar City. This study's sample was 205 teachers, where the determination technique used the Slovin formula. This research design is library and field research—data collection techniques in questionnaires, interviews, and documentation. The types of data used are qualitative and quantitative data. The results of the data obtained from the field of reason were analyzed descriptively qualitatively, outer loading factor, structural capital (inner model), indirect effect test.

III. RESULTS AND DISCUSSION

Transformational Leadership at Private High Schools in Pematang Siantar City

Leadership reflects the assumption that leadership involves social influence, where one person (or group) exerts influence on others to structure activities and relationships within a group or organization. Success for schools in implementing a leadership style needs to be considered. One of the leading styles applied by school principals is transformational leadership [12]. According to the outcomes of the tests, transformational leadership at private high schools in Pematang Siantar City is considered good and must be improved from time to time. To improve it, the principal must play an influential role. In order to be an effective leader, a school principal must be positively influencing the school community he leads in order to achieve educational goals at school. Transformational leadership is very suitable to be applied in a dynamic school environment and has professional, educated, and highly intellectual teachers [7]. In addition, the principal should be closer to each teacher and understand each teacher's nature and behavior to provide direction that follows the nature or character of each teacher. The principal also has to foster teacher confidence by providing trust and opportunities for each teacher to rely on and use the expertise or skills to provide the best school performance [13].

Organizational Culture at Private High Schools in Pematang Siantar City

School culture at Private High Schools in Pematang Siantar City is a school characteristic that can be identified through the values and norms it adheres to, which is displayed through interactions between students and teachers, teachers and teachers, and between teaching staff in a school. Individuals and groups within the organization are affected by shared expectations, values, and attitudes within the school's organizational culture [14]. Basically, all cultures adopted and applied to all members of the organization are very useful and beneficial for the progress of members and the organization itself [15]. To improve the organizational culture at private high schools in Pematang Siantar City, principals can make basic rules and policies that can influence school residents to obey and carry out every culture or rule that applies at schools,

such as time culture and dress. In addition, school principals can also provide training, coaching, and motivation or encouragement to teachers to be able to provide creative ideas in carrying out learning processes that can adapt to technology [16].

Organizational Citizenship Behavior (OCB) on Private High School Teachers in Pematang Siantar City

Organizations are experiencing increasingly competitive competition in this era, so they must maximize their resources. In this case, the most important resource is human resources, or all members of the organization are required to work optimally exceeds their formal work, which is known as OCB (organizational citizenship behavior) culture [17]. Organizational citizenship behavior (OCB) must be considered and improved [18]. In order to improve organizational citizenship behavior (OCB), principals and fellow teachers should be able to create good cooperative relationships and have open communication. So that teachers can help each other complete a job and conduct discussions or share in finding solutions when experiencing a problem in doing work both in the school environment and outside the school [19].

Commitment of teachers at private high schools in Pematang Siantar City

Commitment is a condition when a person is willing and confident to stay in an organization, participate in shared goals, wishes to remain a member of the organization [20]. Based on the results of tests that have been carried out, organizational commitment at private high schools in Pematang Siantar City can be said to be good, so this needs to be improved for a long time. Organizational commitment can increase with healthy relationships and communication between school components and the principal [21]. To increase teacher commitment at private high schools in Pematang Siantar City, the principal should provide opportunities and trust for teachers to express opinions related to work at school. Principals can also involve teachers in every activity and decision-making and find solutions in solving a problem that may occur or be experienced by the teacher. In addition, the principal must also respect existing opinions and provide support or motivation to each teacher so that teachers can be more involved in carrying out school activities.

IV. CONCLUSION

The qualitative descriptive analysis of transformational leadership results obtained the overall answer criteria strongly agree. Then the highest average value is found in the intellectual stimulation dimension, with the leader indicator encouraging teachers to show creativity at work. The lowest dimension is inspirational motivation, with leader indicators motivating teachers to work better. The qualitative descriptive analysis of school culture results is powerful. Then the highest average value of the socio-cultural dimension of the tolerance indicator was received from the leadership. In contrast, the lowest average value on the

dimensions of academic culture is on the creativity indicator during the learning process. The results of the qualitative descriptive analysis on OCB (organizational citizenship behavior) are excellent. The highest score is on the courtesy dimension, the indicator of respecting other fellow teachers. The lowest score is on the altruism dimension. The indicator helps other teachers when there is a problem. The results of the qualitative descriptive analysis on organizational commitment at private high schools in Pematang City are good. Then the highest average value on the normative commitment dimension with the indicators of willingness to work in the organization. While the lowest average value on the dimension of affective commitment with indicators of involvement in solving problems. The outer loading factor test results, the value of each loading factor, and AVE on the variable indicators of transformational leadership, school organizational culture, organizational citizenship behavior (OCB), and Organizational commitment is greater than 0.7 for the loading factor and greater than 0.5 for the AVE. Furthermore, each of the above reliability values obtained by composite reliability for each research variable is greater than 0.7. The R-square value of the endogenous variable was 0.344 for organizational commitment. This demonstrates that exogenous variables' overall ability to explain organizational commitment is weak. The R-square value of the next endogenous variable, organizational citizenship behavior (OCB), was 0.155, indicating that the exogenous variable's overall ability to explain organizational citizenship behavior (OCB) is weak. The hypothesis test results showed that H1, H2, H3, H5, H6, and H7 were accepted, meaning that organizational citizenship behavior had a positive and significant influence on organizational commitment (OCB). However, H4 is rejected, implying that the school's organizational culture has no direct and significant influence on organizational commitment.

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