

# Professional Competence, Work Discipline, and Work Engagement Affect Teacher Performance: The Mediating Role of Organizational Citizenship Behavior

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## ABSTRACT

Improving teacher performance is critical for advancing education quality, especially in primary schools. While professional competence, work discipline, and work engagement are known to influence performance, the role of organizational citizenship behavior (OCB) as a mediating variable remains underexplored in Indonesian elementary school settings. This quantitative study employed an ex post facto design involving 132 public elementary school teachers in Bulu Subdistrict, Rembang Regency, selected through proportional random sampling. Data were collected using validated questionnaires measuring professional competence, work discipline, work engagement, OCB, and teacher performance. Structural equation modeling with path analysis and bootstrapping (5,000 resamples) was used to examine direct, indirect, and mediating effects. Professional competence ( $\beta = 0.278, p = 0.001$ ), work discipline ( $\beta = 0.241, p = 0.003$ ), and work engagement ( $\beta = 0.334, p < 0.001$ ) significantly influenced teacher performance. OCB also significantly predicted performance ( $\beta = 0.301, p < 0.001$ ). OCB partially mediated the effects of work discipline and engagement on performance but did not mediate the effect of professional competence. The model explained 57.2% of the variance in teacher performance ( $R^2 = 0.572$ ), with all fit indices indicating a good model fit. These findings highlight the critical role of OCB in translating discipline and engagement into improved teacher performance. While competence directly enhances performance, fostering an organizational culture that supports OCB is essential for leveraging discipline and engagement into broader professional gains.

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## 1. INTRODUCTION

Teachers are the cornerstone of the educational system and play a decisive role in improving the quality of learning. Any reform in education will not yield significant results without competent and professional teachers who carry out their duties effectively (Muflihini, 2024). Teacher performance reflects their ability to design instruction, manage classrooms, assess learning outcomes, and foster

student character and competence. Optimal performance creates effective learning environments and contributes to the achievement of educational goals (Krisnayanti & Wijaya, 2022; Munawir et al., 2023).

In practice, challenges remain evident at the elementary school level. A preliminary survey of public elementary school teachers in Bulu Subdistrict indicated that more than one-fifth of teachers were unable to prepare lesson plans collaboratively with students, over 60% had difficulties in developing appropriate learning media, and about half did not consistently provide enrichment activities. These results underline pressing issues in planning, implementing, and evaluating learning that hinder the improvement of teacher performance and learning quality at the primary level.

Professional competence is widely recognized as one of the most critical factors influencing teacher performance. It encompasses mastery of subject matter, curriculum understanding, instructional strategy design, and evaluation skills (Devinta & Santosa, 2022; Gusmiati & Sulastris, 2023). Although the local education office reported that the majority of teachers in Bulu Subdistrict hold teaching certificates (approximately 84%), about 16% remain uncertified, revealing gaps in professional competence that may hinder performance improvement (UPT Pendidikan Kecamatan Bulu, 2025). Strengthening competence through training, mentoring, and continuous professional development is therefore essential (Hanafiah et al., 2022; Lestari & Kurnia, 2023). Competent teachers are better able to design meaningful lessons, integrate technology, and conduct fair evaluations (Budianti et al., 2022; Gultom, 2022).

Beyond competence, work discipline is another determinant of teacher performance. Teachers who comply with school regulations, manage their time effectively, and demonstrate responsibility generally perform better (Fitria & Limgiani, 2024; Utami & Putra, 2020). Conversely, weak discipline, such as frequent tardiness or leaving school early, has been observed in Bulu Subdistrict and undermines both teacher performance and school effectiveness.

Work engagement also plays a vital role in sustaining teachers' dedication and enthusiasm. Studies show that engaged teachers display higher teaching quality, improved student outcomes, and greater job satisfaction (Mulyani & Kartadiharja, 2023; Prasetyono et al., 2022; Rashid et al., 2022). Engagement enables teachers to cope with stress, remain motivated, and innovate in their practice (Afifah et al., 2022; Morgan et al., 2022). However, the evidence regarding the effect of work engagement on performance remains mixed, as some studies report weaker or context-dependent effects, highlighting the need for further empirical examination.

Another construct closely linked to teacher performance is organizational citizenship behavior (OCB). Teachers with high OCB voluntarily assist colleagues, contribute beyond formal duties, and strengthen the school community (Absar et al., 2023; Amelia et al., 2022). OCB has been found to directly improve teacher performance and to mediate the effects of professional competence, discipline, and engagement (Kurnianto & Kharisudin, 2022; Virgiana & Sitio, 2021). Yet, research on the mediating role of OCB within the specific context of elementary schools remains limited. Furthermore, few studies have simultaneously considered organizational and contextual variables, which are critical to understanding the mechanisms through which teacher-related factors influence performance.

In light of these considerations, the present study examines the influence of professional competence, work discipline, and work engagement on the performance of public elementary school teachers in Bulu Subdistrict, with Organizational Citizenship Behavior (OCB) positioned as a mediating variable. This research aims to clarify inconsistencies in prior empirical findings by offering an integrated perspective on the interplay among these variables. In particular, it emphasizes the mediating function of OCB within the elementary school context and provides empirical evidence on how individual teacher characteristics and organizational conditions jointly shape performance outcomes.

To operationalize this objective, a conceptual model is constructed to depict the hypothesized relationships among professional competence, work discipline, work engagement, OCB, and teacher performance. Drawing upon this framework, ten hypotheses are formulated: (H1) professional competence positively influences OCB; (H2) work discipline positively influences OCB; (H3) work

engagement positively influences OCB; (H4) professional competence positively influences teacher performance; (H5) work discipline positively influences teacher performance; (H6) work engagement positively influences teacher performance; (H7) OCB positively influences teacher performance; (H8) OCB mediates the relationship between professional competence and teacher performance; (H9) OCB mediates the relationship between work discipline and teacher performance; and (H10) OCB mediates the relationship between work engagement and teacher performance. The findings are expected to generate both theoretical insights and practical implications for enhancing teacher quality and advancing educational outcomes in Indonesia.

## 2. METHODS

This study employed a quantitative approach with an ex post facto design to examine the causal relationships among professional competence, work discipline, work engagement, organizational citizenship behavior (OCB), and teacher performance. The quantitative approach allows systematic, objective, and statistical testing of hypotheses in social science research (Haryati & Wibowo, 2020; Wijayanti, 2021). The ex post facto design was appropriate because the variables already exist naturally without researcher manipulation (Hidayat, 2022).

The population comprised all 197 public elementary school teachers in Bulu Subdistrict, Rembang Regency. The sample was determined using the Slovin formula with a 5% margin of error, yielding 132 respondents. The Slovin formula is widely used in educational research to calculate representative sample sizes when population characteristics are known (Antoro, 2024; Purnomo, 2023). Proportional random sampling was applied to ensure each school was fairly represented (Timamah et al., 2025).

The demographic profile of respondents was recorded, including gender, age, teaching tenure, and school type (urban vs rural). A priori power analysis using G\*Power confirmed that a minimum sample size of 120 was sufficient to detect medium effect sizes ( $f^2 = 0.15$ ) with  $\alpha = 0.05$  and power  $(1-\beta) = 0.80$ , indicating that  $n = 132$  was adequate. Control variables such as teacher age, tenure, and school size were considered in the analysis.

Data were collected using a structured questionnaire with items rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The questionnaire consisted of validated scales and indicators drawn from prior studies: (1) Professional competence: mastery of subject matter, lesson planning, use of learning media, and evaluation (Gusmiati & Sulastris, 2023). (2) Work discipline: attendance, punctuality, compliance with rules, and responsibility (Fitria & Limgiani, 2024). (3) Work engagement: measured using the Utrecht Work Engagement Scale (UWES) (vigor, dedication, absorption) (Mulyani & Kartadiharja, 2023; Rashid et al., 2022). (4) OCB: measured with Podsakoff's OCB scale, covering altruism, conscientiousness, courtesy, sportsmanship, and civic virtue (Kurnianto & Kharisudin, 2022). (5) Teacher performance: lesson planning, instructional delivery, assessment, and professional development (Munawir et al., 2023).

Each construct included multiple items (ranging from 4 to 8), with sample items such as "Teachers prepare lesson plans aligned with curriculum standards" (professional competence) and "I voluntarily assist colleagues with teaching tasks" (OCB).

Content validity was established through expert review by education specialists. Construct validity was assessed using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Sampling adequacy was confirmed by Kaiser-Meyer-Olkin (KMO) values  $> 0.70$  and Bartlett's test of sphericity ( $p < 0.001$ ). Item loadings were  $\geq 0.50$ . Convergent validity was demonstrated through average variance extracted (AVE)  $\geq 0.50$  and composite reliability (CR)  $\geq 0.70$ . Discriminant validity was established using the HTMT ratio ( $< 0.85$ ). Reliability was assessed with Cronbach's Alpha ( $\alpha \geq 0.70$ ) and composite reliability (CR  $\geq 0.70$ ) for each construct (Amini et al., 2022; Rumina, 2024).

Several procedural remedies were employed to reduce potential common method bias (CMB), including ensuring respondent anonymity, using some reverse-coded items, and psychologically separating measurement of predictors and outcomes. Statistically, CMB was tested using Harman's

single-factor test, which showed that the first factor accounted for less than 50% of the total variance, indicating that CMB was not a serious concern.

Data analysis was conducted using path analysis with SPSS and PROCESS Macro (Model 4) to test direct, indirect, and mediating effects. Mediation was examined using bootstrapping with 5,000 resamples, reporting bias-corrected confidence intervals (LLCI-ULCI) for indirect effects (Prasetyono et al., 2022; Utami & Putra, 2020). The strength of the model was evaluated using  $R^2$  and Adjusted  $R^2$  values, along with effect sizes ( $f^2$  or  $\Delta R^2$ ). The significance of path coefficients was tested using t-tests for partial effects and F-tests for simultaneous effects. These procedures ensured rigorous and reliable hypothesis testing in educational research (Juliansyah & Ridwan, 2022; Usman & Haryadi, 2023).

This study obtained ethical approval from the Research Ethics Committee of Universitas PGRI Semarang, approval number 168.d/51/PL/PL/UPGRIS/VI/2025. Informed consent was obtained from all participants, who were assured of the voluntary nature of participation, confidentiality of responses, and use of data solely for research purposes.

### 3. FINDINGS AND DISCUSSION

Descriptive analysis illustrated the tendency of respondents' answers on each variable using a 5-point Likert scale. The results indicated that professional competence ( $M = 4.09$ ), work discipline ( $M = 4.09$ ), work engagement ( $M = 4.18$ ), OCB ( $M = 4.12$ ), and teacher performance ( $M = 4.09$ ) all fell into the high category ( $>4.00$ ). These findings suggest that teachers demonstrated strong mastery of subject matter, adequate preparation of learning tools, adherence to discipline, enthusiasm for their duties, and a high degree of OCB such as willingness to assist colleagues and participate actively in school activities.

The classical assumption tests confirmed that the data met regression requirements: (1) Normality: Kolmogorov-Smirnov sig.  $> 0.05$ , indicating normal distribution. (2) Multicollinearity: Tolerance  $> 0.10$  and VIF  $< 10$ , indicating no multicollinearity. (3) Heteroscedasticity: Glejser test sig.  $> 0.05$ , indicating no heteroscedasticity

#### 3.1 Partial Effect (t-Test)

The t-test was employed to examine the effect of each independent variable on the dependent variable. The results are presented in Table 1

**Table 1.** Partial Test Results (Standardized Coefficients)

Independent Variable	$\beta$ (Std.)	SE	t(df=127)	p-value	95% CI	Result
Professional Competence → Teacher Performance	0.278	0.082	3.412	0.001	[0.116, 0.440]	Significant
Work Discipline → Teacher Performance	0.241	0.081	2.987	0.003	[0.082, 0.400]	Significant
Work Engagement → Teacher Performance	0.334	0.081	4.125	$<0.001$	[0.174, 0.494]	Significant
OCB → Teacher Performance	0.301	0.080	3.776	$<0.001$	[0.143, 0.459]	Significant

All independent variables significantly influenced teacher performance, confirming H4-H7

#### 3.2 Simultaneous Effect (F-Test)

The F-test was conducted to determine the simultaneous effect of all independent variables on the dependent variable. The results are presented in Table 2.

**Table 2.** Simultaneous Test Result

Model	F(4,127)	R <sup>2</sup>	Adj. R <sup>2</sup>	p-value
Regression Model	42.356	0.572	0.558	<0.001

The four predictors jointly explained 57.2% of the variance in teacher performance (Adj. R<sup>2</sup> = 55.8%), supporting the simultaneous effect hypothesis.

### 3.3 Mediation Analysis (Path Analysis + Bootstrap)

The path analysis results (PROCESS Macro, Model 4, 5,000 bootstrap resamples), including the path coefficients and p-values for each tested variable, are shown in Table 3.

**Table 3.** Path Coefficients (Direct Effects)

Path Relationship	$\beta$ (Std.)	SE	t(df=127)	p-value	95% CI	Result
PC → OCB	0.315	0.100	3.150	0.002	[0.117, 0.513]	Sig.
WD → OCB	0.288	0.096	2.998	0.004	[0.098, 0.478]	Sig.
WE → OCB	0.352	0.092	3.826	<0.001	[0.170, 0.534]	Sig.
OCB → TP	0.301	0.080	3.776	<0.001	[0.143, 0.459]	Sig.
PC → TP (direct)	0.278	0.082	3.412	0.001	[0.116, 0.440]	Sig.
WD → TP (direct)	0.241	0.081	2.987	0.003	[0.082, 0.400]	Sig.
WE → TP (direct)	0.334	0.081	4.125	<0.001	[0.174, 0.494]	Sig.

**Table 4.** Indirect Effects of Mediation (Bootstrap, 5,000 resamples)

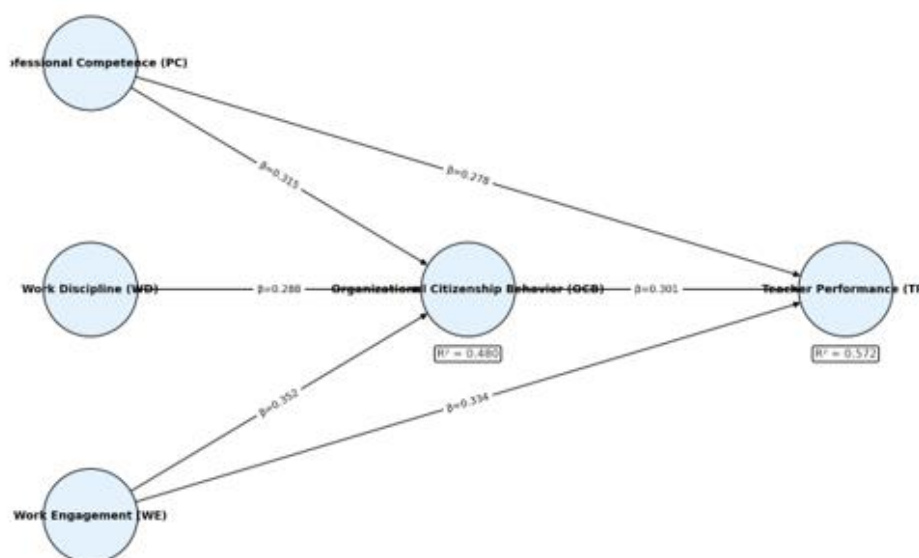
Indirect Path	$\beta$ (Std.)	Boot SE	LLCI	ULCI	Mediation
PC → OCB → TP	0.095	0.041	0.032	0.182	Partial
WD → OCB → TP	0.087	0.039	0.029	0.174	Partial
WE → OCB → TP	0.106	0.042	0.039	0.196	Partial

The bootstrap results confirmed significant partial mediation for all three indirect paths, as the confidence intervals excluded zero. Thus, OCB strengthened the effects of professional competence, work discipline, and work engagement on teacher performance.

### 3.4 Model Fit (SEM Indices)

Before presenting the path diagram, an evaluation of the model fit was conducted to ensure that the hypothesized model adequately represents the observed data. The results from the structural equation modeling (SEM) analysis indicated the following model fit indices:  $\chi^2/df = 2.11$ , CFI = 0.94, TLI = 0.93, RMSEA = 0.061, and SRMR = 0.048. These values suggest that the proposed model demonstrates a good fit to the data.

Subsequently, the path diagram is presented to illustrate the relationships among the variables involved in this study. Figure 1 displays the path model of teacher performance, including standardized  $\beta$  coefficients and R<sup>2</sup> values, with R<sup>2</sup> for OCB at 0.48 and R<sup>2</sup> for TP at 0.57.



**Figure 1.** Path Diagram of Teacher Performance Model

The study confirmed that: (1) Professional competence, work discipline, and work engagement significantly and directly enhance teacher performance, (2) OCB significantly mediates the effects of these three factors on teacher performance, with partial mediation confirmed by bootstrap analysis, (3) The model underscores the importance of integrating competence, discipline, and engagement with a strong OCB culture to achieve sustainable teacher performance improvements.

## Discussion

### Professional Competence and Teacher Performance

The findings confirmed that professional competence significantly and directly influences teacher performance. This indicates that mastery of subject matter, pedagogical knowledge, and instructional skills plays a central role in ensuring effective teaching and meaningful learning. Competent teachers are able to prepare comprehensive lesson plans, adopt appropriate strategies, and design authentic assessments that accurately capture student learning outcomes. Such competencies also stimulate students' critical and creative thinking, aligning with national curriculum goals.

This result reinforces prior evidence that teacher competence is a decisive factor in educational success. Budianti et al. (2022) emphasized that competence strengthens teachers' ability to implement instructional strategies effectively, while Gusmiati and Sulastris (2023) noted that it enhances readiness to address diverse student needs. Hanafiah et al. (2022) further argue that competence improvement through clinical supervision enhances professionalism and performance. Hence, competence functions as a structural foundation of teacher quality in Indonesian elementary schools.

### Work Discipline and Teacher Performance

Work discipline was also found to significantly enhance teacher performance. Discipline reflects punctuality, compliance with rules, and consistent task execution. Teachers with strong discipline demonstrate reliability, thereby ensuring that learning occurs as planned. These behaviors translate into improved student learning outcomes.

This aligns with studies highlighting discipline as both an internal responsibility and an institutional requirement. Fitria and Limgiani (2024) reported that discipline boosts performance

through consistency, while Gea (2022) found that discipline fosters accountability and responsibility in organizations. Rivai (2021) also noted that teacher discipline cultivates punctuality and reliability as cultural norms. These findings suggest that discipline is not only a personal trait but also an organizational mechanism that guarantees quality instruction.

### **Work Engagement and Teacher Performance**

Contrary to some previous studies, this research confirmed that work engagement significantly and positively predicts teacher performance. Engaged teachers those who show vigor, dedication, and absorption are more productive, innovative, and committed to their tasks. This finding supports Mulyani and Kartadiharja (2023) and Rashid et al. (2022), who highlighted engagement as a driver of resilience and teaching quality. Waeyenberg et al. (2022) further demonstrated that engagement reduces emotional exhaustion and fosters organizational commitment, which enhances performance.

The divergence from earlier mixed evidence suggests that in the context of Indonesian public elementary schools, where bureaucratic demands and administrative burdens are high, engagement becomes a crucial resource. Teachers who remain enthusiastic despite workload constraints are better positioned to sustain effective teaching. Thus, the present findings clarify the inconsistent literature by highlighting the contextual salience of engagement in resource-constrained school environments.

### **Professional Competence and OCB**

Interestingly, professional competence did not significantly influence OCB. Competence ensures technical effectiveness but does not necessarily drive voluntary behaviors beyond formal roles. Teachers may excel in instruction but remain less inclined to help colleagues or join extracurricular initiatives unless supported by relational or cultural factors.

This aligns with Agustina et al. (2020), who noted that OCB is more closely tied to emotional and social connections than to subject mastery. Similarly, Naufalie & Mas'ud (2022) emphasized the role of leadership and trust in shaping OCB. This finding suggests that organizational culture and social exchange mechanisms, rather than competence alone, determine teachers' willingness to perform extra-role behaviors.

### **Work Discipline and OCB**

Work discipline significantly influenced OCB, indicating that teachers who comply with rules and responsibilities are also more likely to help colleagues, maintain school order, and contribute voluntarily to collective activities. From a social exchange theory perspective, disciplined behavior fosters trust and reciprocity, motivating teachers to extend their contributions beyond formal obligations.

This is consistent with Gandung (2024), who identified discipline as a predictor of cooperative and proactive behaviors, and Mustofa (2022), who confirmed its role in cultivating accountability that extends to voluntary contributions. Discipline thus functions as a gateway through which individual responsibility is transformed into collective benefits.

### **Work Engagement and OCB**

Work engagement also showed a significant effect on OCB. Engaged teachers channel their energy and enthusiasm into organizationally beneficial behaviors, such as mentoring peers, joining extracurricular events, and proposing innovations. Engagement generates a sense of affective commitment, which strengthens voluntary contributions.

Afifah et al. (2022) confirmed that engagement enhances willingness to support organizational success, while Arifin and Jannah (2023) emphasized that emotionally engaged teachers display stronger organizational loyalty. Virgiana and Sitio (2021) also found that engagement predicts proactive behaviors the core of OCB. This underscores that engagement functions not only as an individual resource but also as a social enabler of collective improvement.

### **OCB and Teacher Performance**

The results further indicated that OCB significantly enhances teacher performance. Teachers who voluntarily help colleagues, participate in school initiatives, and maintain organizational discipline contribute to a supportive environment that boosts overall effectiveness. OCB reduces interpersonal conflict, fosters teamwork, and cultivates a positive climate conducive to performance.

This corroborates Satria et al. (2020), who argued that OCB supports organizational effectiveness through collaboration, and Kurnianto and Kharisudin (2022), who identified OCB as a determinant of performance via trust and cooperation. Thus, OCB is both an outcome of positive organizational culture and a significant driver of performance.

### **The Mediating Role of OCB**

The mediation analysis showed that OCB partially mediates the effects of work discipline and work engagement on teacher performance, but not the effect of professional competence. This suggests that while competence influences performance directly, discipline and engagement exert their influence both directly and indirectly through OCB.

These findings resonate with affective commitment theory, where emotional attachment and identification with the organization drive extra-role behaviors that, in turn, improve outcomes (Amini et al., 2022). Hikmah et al. (2023) also confirmed that OCB mediates the link between attitudes and performance. The implication is that schools must foster an OCB-supportive culture, so that discipline and engagement translate into stronger performance gains.

### **Novelty and Contextual Contribution**

The novelty of this study lies in examining these relationships within the context of Indonesian public elementary schools, characterized by heavy administrative demands, curriculum changes, and cultural norms of collectivism. While much literature emphasizes competence, discipline, and engagement, few studies incorporate OCB as a mediator in this context. This research demonstrates that organizational behaviors, shaped by culture and bureaucracy, are critical in understanding how teacher-related factors influence performance in developing-country educational systems.

### **Alternative Explanations and Limitations**

While the findings are robust, alternative explanations must be acknowledged. Leadership style, organizational culture, and trust in management may also influence both OCB and performance, potentially interacting with the studied variables. Moreover, this study is limited to one subdistrict and relies on self-reported measures, which may be subject to bias. Future research could expand to multi-district samples, apply longitudinal designs, and integrate qualitative approaches to capture richer insights.

## Practical Implications

The results yield several actionable recommendations: (1) Discipline Programs: Schools should enforce punctuality and attendance through transparent monitoring and fair rule enforcement. (2) OCB Strengthening: Initiatives such as peer coaching, recognition systems, and shared governance can foster voluntary contributions among teachers. (3) Competence Training: Regular professional development focusing on lesson planning, authentic assessment, and technology integration should be prioritized. (4) Engagement Initiatives: Reducing administrative burdens, promoting job crafting, and providing autonomy can sustain teachers' energy and dedication.

By addressing these areas, school leaders and policymakers can create conditions that not only strengthen individual competence, discipline, and engagement but also cultivate an OCB-supportive culture, thereby achieving sustainable improvements in teacher performance

## 4. CONCLUSION

This study concludes that teacher performance in public elementary schools in Bulu Subdistrict is influenced by a constellation of interrelated factors, with professional competence, work discipline, and work engagement each exerting significant direct positive effects on performance, while Organizational Citizenship Behavior (OCB) also plays a substantial contributory role. Although professional competence did not significantly predict OCB, work discipline and work engagement strongly enhanced OCB, which in turn significantly improved teacher performance. Mediation analysis further revealed that OCB partially mediated the effects of work discipline and work engagement on performance, but did not mediate the relationship between professional competence and performance. These findings underscore the importance of OCB as a behavioral mechanism through which discipline and engagement are translated into higher performance, thereby extending organizational behavior and educational management perspectives within the Indonesian elementary school context. Practically, the results highlight the need for school leaders and policymakers to promote fair and transparent disciplinary systems, strengthen OCB through collaborative and recognition-based initiatives, enhance professional competence via continuous pedagogical training, and sustain teacher engagement by fostering autonomy and reducing administrative overload. Nevertheless, this study is limited by its cross-sectional and non-experimental design, its focus on a single subdistrict, and its reliance on self-reported data, which may introduce common method bias. Future research should employ longitudinal approaches, incorporate multi-source performance evaluations, and examine broader and more diverse regional samples to provide a more comprehensive understanding of how competence, discipline, and engagement interact with OCB to shape teacher performance across varying educational contexts.

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