

The Effect of Transformational Leadership and Motivation on Organizational Citizenship Behavior in Primary Schools

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ABSTRACT

Along with so many crucial roles for teachers in schools and the low competence of teachers in general, school institutions certainly need a catalyst to increase their effectiveness to produce an excellent education system. Teachers who are creative, adaptive, and full of initiative are no longer just a necessity but an urgency for every school. Organizational citizenship behavior (OCB) which is a positive voluntary behavior that exceeds the formal job requirements is expected to have positive implications for teacher performance. Existing studies found OCB has greatly benefited organizational outcomes. The aim of this study was to determine the effect of transformational leadership and motivation on organizational citizenship behavior in primary schools Kecamatan Pinang, Kota Tangerang, Indonesia. The sample in this research were 112 teachers in Pinang primary schools. The study used a quantitative approach with a survey method. Path analysis was utilized to determine between variables. These results indicate that transformational leadership has a direct positive effect on organizational citizenship behavior, motivation has a direct positive effect on organizational citizenship behavior, and transformational leadership has a direct positive effect on motivation. Thus, to improve organizational citizenship behavior in schools, school principals should practice transformational leadership and teachers should maintain the level of motivation.

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1. INTRODUCTION

Based on the 2018 Human Development Index (HDI) published by UNESCO, Indonesia was ranked 116th out of 189 countries studied. Teachers, the parties who interact directly with students in schools, are the spearhead of educational development. However, based on the results of the Teacher Competency Test (UKG), which was last carried out in 2015, only 7 out of 34 provinces in Indonesia

scored above the national average (56.69), namely West Java (58.97), Central Java (63.30), Yogyakarta (67.02), the Special Capital Region of Jakarta (62.58), Bali, East Java (60.75), and Bangka Belitung. On the island of Java, only Banten Province (55.90) had results below the national average. When viewed from the geographical aspect, Banten Province has the advantage of being located on the island of Java and close to the capital city of Indonesia, which incidentally is more developed than other regions in Indonesia.

UKG mapping is used to measure basic competencies in the field of study and pedagogic competencies. In addition, teachers are also required to perform other roles in school. These roles include planning, administrative activities, or extracurricular activities. Teachers are also expected to provide learning innovations, collaborate with other teachers, and shape the character of their students. With so many crucial roles for teachers in schools and the low competence of teachers in general, school institutions certainly need a catalyst to increase their effectiveness to produce an education system that is relevant to global competition.

In organizational behavior, the term organizational citizenship behavior (OCB) has long been known. OCB is an attitude to do things outside the principal requirements of the job (Yohana, 2017) but helps the effectiveness of work and organizations (Sadeghi et al., 2016). OCB has been associated with positive organizational outcomes (Arshad et al., 2021) and an attractive environment to work (Sadeghi et al., 2016). OCB has been widely discussed in various studies (Organ et al., 2006) which OCB can help to determine how well employees function together and form a successful organization (Heimann et al., 2020).

School institutions are very dependent on the role of the teacher. The significant role of teachers in schools is attached to the main task, but there are also extra roles expected to increase school success (Sahudra et al., 2021). Similar to companies that are highly dependent on human resources that need an OCB to carry out all of their operational activities (Purwanto et al., 2021). It is proper that OCB also needs to be internalized by all teachers.

Given the importance of OCB, the OCB climate needs to be developed in every school. In general, there are 3 factors that can affect OCB in organizations, namely: 1) individual factors, covering the personalities of the members of the organization; 2) organizational factors, covering policies, organizational climate, and leadership; and 3) social factors, including influences from the social environment such as culture or religion (Ghavifekr & Adewale, 2019). The principal plays a strategic role as a leader and decision-maker (Mayasari & Kemal, 2020). This concept is in line with the concept of a manager in an organization. The principal has a strong influence on his subordinates (Khalili, 2017). With this influence, principals can stimulate teachers to shape and demonstrate OCB behavior in schools (Ghavifekr & Adewale, 2019). Thus, it can be said that the principal's leadership style can influence the OCB behavior of school teachers.

Transformational leadership style is considered suitable to be applied in school institutions in an effort to improve OCB behavior. Transformational leaders develop a willingness in employees to demonstrate citizenship behavior through inspirational motivation and individual attention so that employees can be moved to make extra efforts (Khalili, 2017; Majeed et al., 2017; Prasetyo & Anwar, 2021). Transformational leaders can motivate employees to do work beyond their demands to form OCB behavior in the organization. The reciprocal relationship between leaders and their members is at the core of the organization. This can increase their concern and loyalty to the organization and thus voluntarily adopt positive behavior beyond their obligations (Mi et al., 2019).

Transformational leaders have a vision of the future and can change the status quo in the organization by looking at problems in the organization and empowering employees to achieve the set vision (Kim, 2014; Lussier & Achua, 2016; Mukhtar et al., 2019). Transformational leadership in schools can improve teacher efficacy, work culture, and schoolwork climate and even improve student academic achievement (Chamberlain, 2017). Furthermore, transformational leadership increases employee motivation by internalizing and prioritizing common interests over the leader's interests (Hutasuhut, 2019). Transformational leaders are good at changing employees' work to be more effective

by instilling the value of togetherness, giving consideration to individuals, stimulating the intellect, and providing freedom (Bin Saeed et al., 2019; Lussier & Achua, 2016).

Moreover, motivation is one of the factors forming OCB in organizations. It can shape job satisfaction which will later lead to OCB behavior by meeting the needs of individual autonomy, competence, and relevance to the organization (Abuiyada & Chou, 2012; Shin et al., 2019). Employees who have intrinsic motivation are not forced to do work, help their work colleagues, work voluntarily for the organization, are highly committed, and have little job (Danish et al., 2020; Martinez, 2014).

Every teacher is an individual with different motivations. Motivation affects individual performance, which can improve organizational performance and can be used as a catalyst in the organization (Sekhar et al., 2013). Therefore, motivation is a stimulus for someone to act (Bakar, 2014). Motivation is very important to determine a person's desire to learn (Ardiana, 2017). In addition, groups with high motivation also have a greater likelihood of success than less motivated groups (Bakar, 2014). Motivation is an element that fulfills an individual's internal need to deal with the environment (Van Doorn, 2014) and causes humans to achieve optimal results (Hasibuan, 2014).

Research on OCB and its influence factors are important to be placed in the context of educational institution. The principal's transformational leadership style and teacher motivation may be two factors that can synergize significantly to show OCB which is expected to have positive implications for problems that exist in schools, one of which is teacher competence. There are several studies on other fields and organization such as petrochemical companies (Moghadam & Makvandi, 2019), tourism industry (Huang et al., 2019), and bank employees (Sripirabaa & Indumathi, 2017) have shown that OCB has a significant impact on work performance. Apart from other problems that still cover up Indonesia education, nowadays the rapid change of globalization has made education become increasingly dependent on teachers. Teachers who are creative, adaptive, and full of initiative are no longer just a necessity but an urgency for every school. This research is expected to be an effort that can accelerate the quality of education through its main actors: teachers and school principals. This study aims to determine the effect of transformational leadership style and motivation on OCB in the school environment.

2. METHODS

The study is considered as non-experimental research. The purpose of the study was to understand the impact of transformational leadership and motivation on organizational citizenship behavior at the public primary school in Kecamatan Pinang Kota Tangerang. The study used a quantitative approach with a survey method. The population of this study consists of 155 teachers in 10 schools in Kecamatan Pinang, Kota Tangerang, as the case study. 112 samples were selected from the population using Slovin's formula. Therefore, a proportionate random sampling was used to select 112 teachers from the 10 schools to participate in the study.

Organizational citizenship behavior was measured by a questionnaire consisting of 32 items in 5 dimensions, altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The organizational citizenship behavior questionnaire uses a 5-point Likert scale ranging from 1 = never to 5 = frequently, if not always. The questionnaire has a Cronbach's alpha value of 0,802. Transformational leadership was measured by a questionnaire consisting of 30 items in 4 dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The transformational leadership questionnaire uses a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The questionnaire has a Cronbach's alpha value of 0,918. Motivation was measured by a questionnaire consisting of 33 items in 12 dimensions that consists of 2 core subscales using two factor theory. First is motivation factors with 6 dimensions, achievement, recognition, the

work itself, responsibility, advancement, and growth. Second is hygiene factors, company policies, supervision, relationship, work conditions, salary, and security. The motivation questionnaire uses a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The questionnaire has a Cronbach's alpha value of 0,943.

In order to measure the construct of the study, path analysis was utilized to determine variables X1 and X2 on Y variables. After the data were collected, several prerequisite tests were performed including normality test, significance and linearity test, multicollinearity test, heteroscedasticity test, correlation coefficient test, and t-test. Afterwards, the hypothesis will be carried out using the t-test and f-test to determine the effect between variables partially or simultaneously. Data was analyzed using SPSS software.

3. FINDINGS AND DISCUSSION

The results of the descriptive data for Transformational leadership (X1), Motivation (X2), and Organizational Citizenship Behavior (Y) can be seen in Table 1.

Table 1. Summary of statistics data of the research

Analysis	Organizational Citizenship behavior (Y)	Transformational Leadership (X1)	Motivation (X2)
n	112	112	112
Minimum score	80	88	99
Maximum score	130	135	162
Range	50	47	63
Mode	114	120	147
Mean	108.36	113.93	133.85
Std. Deviation	11.340	10.548	13.744
Variance	127.454	110.272	188.218

Before implementing a path analysis, the data were tested using normality test, linearity test, homogeneity test, multicollinearity test, heteroskedasticity test, and significance and regression coefficient linearity test. The result for normality test with Kolmogorov Smirnov of asym-sig (2-tailed) is 0,66, so it can be concluded the data was in normal range. The result for Linearity test of organizational citizenship behavior (Y) and transformational leadership (X1) has an F-linearity = 134,095, and organizational citizenship behavior (Y) and motivation (X2) has an F-linearity = 171,177. The data results can be concluded that there was a linear relationship between variables. The multicollinearity test tolerance value is 0,376 (greater than 0,100) and VIF 2,66 (less than 10,00), it can be concluded that the data have no symptoms of multicollinearity. The result for heteroscedasticity test with Glejser, significance value for transformational leadership (X1) is 0,898 (greater than 0,05) and motivation (X2) is 0,313 (greater than 0,05). It can be concluded that there is no heteroscedasticity problem. Lastly, the study uses correlation tests to determine correlation between variables. The correlation between transformational leadership (X1) and organizational citizenship behavior (Y) is 0,696. The correlation between motivation (X2) and organizational citizenship behavior (Y) is 0,744, and the correlation between transformational leadership (X1) and motivation (X2) is 0,790.

Table 2. Coefficient of Determination Value

R	R Square	Adjusted R Square	Std. Error of the Estimate
.765 ^a	.585	.577	7.37474

Table 3. Path Coefficient and T-Test

	Unstandardized Coefficients		Standardized Coefficients		t	t _{table}	Sig.	Result
	B	Std. Error	Beta					
(Constant)	16.275	7.732			2.105		.038	
Motivation	.425	.083	.515		5.116	1.981	.000	Significant
Transformational Leadership	.311	.108	.289		2.875	1.981	.005	Significant

Table 4. Analysis of Variance

	Sum of Squares	df	Mean Square	F _{empiric}	F _{table}	Sig.	Result
Regression	8346.698	2	4173.349	76.735	3,080	.000 ^b	Significant
Residual	5928.159	109	54.387				
Total	14274.857	111					

Table 2 Shows the total coefficient of determination of 0,599. It can be concluded that 58,5% of the variation in organizational citizenship behavior is influenced by variations in transformational leadership and motivation. While the remaining 41,5% is explained by other factors not included in the model. Based on the results of multiple linear regression analysis as presented in Table 3, the structural equation from the study is $Y = 16,275 + 0,311 + 0,425 + e$. This shows that each increase of 1 score, both from variable X1 and variable X2, affects the increase of the score of variable Y by 0,311 and 0,425 at a constant of 16,275.

Table 3 shows coefficient correlation calculated between the variables, transformational leadership (X1) and motivation (X2) affect organizational citizenship behavior (Y) partially. transformational leadership (X1) on organizational citizenship behavior (Y) has the statistical t-value = 2,875 (greater than 1,981) and p-value = 0,005 (less than $\alpha = 0,05$) therefore, H0 is rejected, and Ha is accepted. Thus, there is a significant positive relationship between transformational leadership and organizational citizenship behavior. Motivation (X2) on organizational citizenship behavior (Y) has the statistical t-value = 5,116 (greater than 1,981) and p-value 0,000 (less than $\alpha = 0,05$) therefore, H0 is rejected, and Ha is accepted. Which means, there is a significant positive relationship between motivation and organizational citizenship behavior.

Table 4 shows transformational leadership and motivation affect organizational citizenship behavior simultaneously. It can be concluded from the statistical F-value = 76,735 (greater than 3,080) and sig value = 0,000 (less than 0,05). Therefore, transformational leadership and motivation simultaneously affect organizational citizenship behavior. Based on the results of the t-test and f-test, the three variables prove that they affect each other in a positive way.

First, the results of the calculation of the coefficients show the direct positive influence of transformational leadership on organizational citizenship behavior. The study indicates the better transformational leadership, the better organizational citizenship behavior will be. Transformational leaders are expected to be the role models (Nurjanah et al., 2020). School principals that have high social skills and are more successful increase the level of OCB in their organization. This result was also supported by Gunawan and Hendrawan studies (Gunawan, 2016; Hendrawan, 2020). These findings also suggest that inspirational motivation dimension from transformational leadership was found significant on OCB. School principals should take the inspirational motivation dimension into their leadership management. Aside from the inspirational motivation dimension, the study couldn't foresee

the intellectual stimulation dimension which can encourage followers to innovate and challenge themselves. The many roles that teachers have and the low skills problem should be encouraged by the school principals. This dimension concerns organizational problems resolution in a creative and innovative way. There are already a lot of past studies that offer various insights into the association between transformational leadership and OCB, however the present study offers specific context in education. The established findings in the study suggest that, in order to increase the level of OCB in schools, school principals should adopt the transformational leadership style.

Second, there is a direct positive influence of motivation toward organizational citizenship behavior. Ibrahim & Aslinda study found the effect of intrinsic motivation to be bigger than extrinsic motivation (Ibrahim & Aslinda, 2015). Intrinsic motivation factor such as achievement, acknowledgement, responsibility, advancement, job itself, and the possibility to improve perform more than extrinsic motivation factors such as supervision, government policy, relationship with superior, salary, and working conditions on organizational citizenship behavior. The result of the study on the direct positive influence of motivation toward OCB is also in line with the findings on Hasnain et al and Mahendra & Surya (Hasnain et al., 2017; Mahendra & Surya, 2017). Thus, in a school environment, this means highly motivated teachers tend to work harder and achieve more from the terms of job responsibilities. In terms of job responsibilities, motivation is a capital to move and direct employees to carry out their duties and achieve goals with full awareness, enthusiasm, and responsibility. Highly motivated teachers also could increase the interest to help other colleagues in the workplace. Therefore, teacher motivation level should be maintained to achieve OCB.-

Third, the present study not only enhanced the earlier proven relationship between transformational leadership with OCB, and motivation with OCB. But also, show a high direct positive influence of transformational leadership toward motivation. From the analyzed data, the influence of transformational leadership on motivation was found to have the greatest effect. According to Pongpearchan study, significant relationship between transformational leadership and motivation leads to the task performance of government business lecturers (Pongpearchan, 2016). Therefore, it can be applied at the primary school level. The result of the study is also consistent with Maskurochman et al which states that transformational leadership has a significant and positive effect on motivation (Maskurochman et al., 2016). Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their follower's work. As a leader, principals have the role of building the success of the teachers, thus the students. Principals should practice transformational leadership to provide guidance and counselling, therefore increase their level of motivation. Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their follower's work.

The data gathered from 112 teachers working in 10 public schools. Therefore, results need to be validated with a large sample size including private school as well to enhance the generalizability. The results are based on a teacher in Tangerang, Indonesia and may not be generalizable to other contexts. Irrespective of few limitations, the main objective of the study is accomplished.

4. CONCLUSION

This study provides a positive and significant influence on both variables. Principals should practice transformational leadership to increase organizational citizenship behavior in Region Pinang primary schools. Teachers should maintain a high level of motivation, therefore increase the level of OCB in schools. Principals should practice transformational leadership to increase teachers' motivation level. Furthermore, principals and teachers' influence on OCB in schools should maintain their cooperative work and a high level of OCB in schools may be realized.

This research has extended knowledge through which OCB at school can be increased by transformational leadership of principal and teacher's motivation. Students majoring in educational management may utilize this research in order to equip themselves on organizational citizenship

behavior and deepening their knowledge about educational management to boost their future performance.

This study still has weaknesses in its implementation, because in the data collection process it is only limited to using the questionnaire technique in the google form application, no observations have been made to get more complete information. Future researchers who will discuss similar matters may take more samples and are advised to deepen and include other variables not examined in this study.

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