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## IMPACT OF TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL CULTURE ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND ORGANIZATIONAL COMMITMENT

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### Abstract

The formulation of the problem in this study is how the influence of transformational leadership and school organizational culture on OCB (organizational citizenship behavior) is mediated by organizational commitment to private high school teachers in Pematang Siantar City who are accredited A. This research uses a library research design and field research. The population in this study was 100 private high school teachers in Pematang Siantar City, using a random sampling method. The types of data used are qualitative data and quantitative data, and data collection techniques through questionnaires, interviews, and documentation. The results of the quantitative descriptive analysis using SmartPLS obtained the results that transformational leadership has a positive and significant effect on OCB. However, the results of the influence of transformational leadership have no significant effect on OCB through school organizational commitment. School organizational culture has a positive and significant effect on OCB and school organizational culture has a significant effect on OCB through organizational commitment.

Keywords: Transformational Leadership, Organizational Culture, Organizational Commitment, Organizational Citizenship Behavior (OCB)

### 1.1. INTRODUCTION

Improving the quality of education is determined by the readiness of human resources involved in the educational process; one of the important elements in the education system is the educational staff who are the main capital for producing competent graduates. Based on RI Law Number 20 of 2003, the quality of education is mainly determined by the teaching and learning process in which the teacher plays an important role. The high or low quality of student learning outcomes depends a lot on the teacher's teaching abilities. If the teacher has good teaching skills, it will have an impact on improving good teaching and learning climate.

Based on the Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers, a

professional teacher is required to meet many requirements, including having professional education qualifications and scientific competence, having the ability to communicate well with their students, having the ability to transform scientific values, having the ability to maintain the morale of their students, has a creative and productive spirit, has a work ethic and a high commitment to his profession and always carries out continuous self-development. However, in reality, there are many limitations and problems, namely the uneven distribution of teachers, teachers who do teach not in their areas of expertise, and a lack of teaching staff in remote areas, there are still many teachers who do not meet educational qualifications, then the level of teacher welfare is not evenly distributed and teaching and learning facilities are still lacking. has not lived up to expectations. A teacher is required to take great responsibility, but there are still limitations. To overcome this problem, extra-role behavior (organizational citizenship behavior) and organizational commitment of teachers are needed.

Organizational citizenship behavior (OCB) is behavior that increases values and maintains a social and psychological environment that supports work results (Cho and Lee, 2001). In today's dynamic world of work, where tasks are increasingly done in teams and require flexibility, organizations need employees who have OCB behaviors, such as helping other individuals on the team, volunteering to do extra work, avoiding conflicts with colleagues, obeying regulations, and tolerating work-related losses and disruptions (Khairul Umam, 2012), (Carpenter, Berry and Houston, 2014). The dimensions of organizational citizenship behavior (OCB) include altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The altruism dimension is still low, seen from the lack of feeling and desire to help each other fellow teacher while carrying out their assignments. In the sportsmanship dimension, some teachers still show unfavorable attitudes, namely gossiping or talking about unimportant things during working hours, complaining, and belittling one another.

The factors that influence organizational citizenship behavior (OCB) are an organizational commitment. Organizational commitment is an attitude of one's loyalty and an ongoing process of a member of the organization expressing their concern for the success and goodness of the organization. Organizational commitment will make employees give their best to the organization. Employees who have a high commitment will be more work-oriented and will tend to be happy to help and be able to work together. The level of employee commitment can play a mediating role in the resilience-OCB relationship because OCB is independent behavior and individual identification with the organization affects the will and decision to implement it (Paul, Bamel, and Garg, 2016). Meyer and Allen (Sopiah, 2011) argue that teacher commitment includes the dimensions of affective commitment, continuing commitment, and normative commitment. The affective commitment of teachers is still low, seen from the low emotional attachment and good relations among co-teachers so there are still teachers who are reluctant to cooperate and choose to work independently. Likewise, the normative commitment of teachers is still low, as seen from teacher loyalty to schools where teachers are reluctant to stay at school if there are no teaching hours.

Transformational leadership is a factor that provides or increases teacher commitment in carrying out work and this will have an impact on teacher organizational citizenship behavior (OCB) towards schools. This is in line with research (Mamary and Salem, 2021) which says transformational leadership has a direct effect on organizational commitment and organizational commitment has a direct effect on organizational citizenship behavior (OCB). For OCB behavior and teachers'

organizational commitment to be demonstrated properly, the effectiveness of the role of a leader, in this case, the school principal, is very necessary. To be an effective leader, a school principal must be able to influence all members of the school, he leads in positive ways to achieve educational goals in schools. Transformational leadership is very suitable to be applied in a dynamic school environment and has teachers who are professionals, educated, and have a high intellectual level (Rahmi, 2014). Leaders, Transformational leadership is a leader who inspires followers to put aside their interests for the good of the organization and can have a more dominant influence on their followers, (Avolio et al., 2004)

(Hwa et al., 2007) researched to see and prove that transformational leadership can empower OCB in teams. Servant leadership is concerned with serving first, always seeking to meet the high-priority needs of others. Servant leadership respects the abilities of their followers and allows them to train their abilities, share strengths, and do their best, (Mashita and Muchtar, 2021) Servant leaders are ready to share power through empowerment, thereby involving followers in planning and decision-making which this will have a positive impact on increasing commitment (Harwiki, 2013). The dimensions of transformational leadership include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

In the inspirational motivation factor, it is not optimal, it can be seen from the fact that the principal has not optimally provided encouragement and challenged teachers to show their achievements and creativity in school activities so teachers are only satisfied with the current conditions without any development or work initiatives. The intellectual stimulation factor is also not optimal, seen from the head of the school towards the teacher it still cannot be implemented by the head of the school such as sharing regarding 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, internet networks that are adequate, and discussion space for teachers and students.

Another factor that influences organizational commitment is the school's organizational culture. Organizational culture involves shared expectations, values, and attitudes that affect individuals and groups within the organization. Culture in the organization also shapes and fosters teachers' innovative work behavior. The culture that exists in an organization has a great influence on the formation of a person's personality because organizational culture also stimulates the growth of creativity to foster innovative work behavior from members of the organization, (Nurdin et al., 2020 ).

The benefits of implementing a good organizational culture are that it can increase the spirit of cooperation, increase togetherness and openness, build better communication, increase work productivity, increase responsiveness to world developments, and so on, most of which are part of OCB ( John, 2013 ). The dimensions of school organizational culture are academic culture, social culture, and democratic culture. The dimension of academic culture is not optimal, it can be seen from the teacher's lack of respect for the achievements of the students so that the teacher does not appreciate the achievements or achievements of students. The dimension of democratic culture is also not optimal, seen from some teachers who lack a socially caring attitude towards fellow teachers, such as there are still teachers who do not want to help fellow teachers who need help, teachers who lack empathy for fellow teachers who are sick or in need. difficulties.

The purpose of this study was to find out the description and influence of transformational leadership

and school organizational culture on OCB (organizational citizenship behavior) which is mediated by organizational commitment to private high school teachers in Pematang Siantar City who are accredited A.

## **1.2. LITERATURE REVIEWS**

### **1.2.1. Transformational leadership**

Each social system is led by a unique leadership system led by individual or collective leaders who use certain leadership patterns. According to (Wirawan, 2014), leadership is a process by which leaders create visions and interact with each other to influence their followers to realize the vision. (Robbins and Judge, 2017) explains that according to the Ohio State study, the transformational leadership of organizational leaders inspires their followers to go beyond their self-interest for the benefit of the organization. Transformational leadership has a great influence on followers. Based on the previous expert's opinion, Mal Kal Dal Pal t concluded that transformational leadership is a leader who inspires his followers to put aside their interests. \_\_ for the good of the organization and being able to have a more dominant influence on his followers.

### **1.2.2. School Organizational Culture**

Understanding the organization as a living system and as a society brings its consequences, among which the organization can adapt to environmental changes. Organizations are not value-free in the same way that organizational society has a culture. According to (Serdamayanti, 2017), organizational culture is values, assumptions, assumptions, attitudes and behavioral norms that have been institutionalized, then manifest in appearance, attitudes, and actions so that they become a certain organizational identity. (Wirawan, 2014) also explained that organizational culture is the norms, values, assumptions, and philosophies of the organization developed by the leadership of the organization and applied to the organizational behavior of the members of the organization. Based on the previous expert's opinion, Mal Kalal Dalal can conclude that organizational culture is the norms, values, assumptions, and organizational philosophy that \_\_\_\_\_ developed by organizational leaders and taught to members and applied in their organizational behavior.

### **1.2.3. Organizational Commitment**

Commitment to the organization has more meaning than just formal membership because it includes an attitude of liking the organization and a willingness to exert a high level of effort for the benefit of the organization to achieve goals.

According to (Wibowo, 2016) commitment is a person's willingness to bind himself and show loyalty to the organization because he feels involved in organizational activities. Meanwhile (Sopiah, 2011), stating commitment is a sense of identification expressed by an employee towards his company. Based on the description of the previous expert opinion, it can be concluded that commitment is a condition where members side with a particular organization and their goals and desires to maintain their membership in that organization.

### **1.2.4. Organizational Citizenship Behavior (OCB)**

Working properly and correctly according to the job description is not enough for an organization to continue to grow and develop. Organizations need human resources who are willing to contribute beyond the demands of roles in the workplace. According to (Kaswan, 2017), organizational

citizenship behavior (OCB) is voluntary individual behavior, not directly recognized by the formal reward system, and as a whole increases the effectiveness of organizational functions. Robbins revealed that organizational citizenship behavior (OCB) includes behavior carried out by an employee that exceeds formal obligations, but has a good impact because it supports organizational effectiveness, (Latifah and Efendi, 2018).

Organizational success can survive if its members are willing to do work outside of their responsibilities for the organization. Berdal et al. (2018) concluded that Organizational citizenship behavior (OCB) is the behavior of organizational members who carry out roles and responsibilities with self-awareness, even exceeding the regulations that apply in the organization.

### **1.3. METHOD**

This research was carried out for approximately four months and was carried out in a private high school with accreditation located in Pematang Siantar City. The sampling method in this study using a random sampling method. The sample used was a total of 100 private high school teachers with Accreditation in Pematang Siantar City

This research is also in the field of research in the library research ( library research ) in the field research ( field research ). Data collection techniques are in the form of questionnaires, interviews, and documentation. The type of data that is used is the quality of the data that is used in the quality of the material. The results obtained from the final analysis are qualitative descriptive analysis, outer loading factor, structural capital ( inner model ), and indirect effect test using partial least square version 3.

### **1.4. RESULTS AND DISCUSSION**

#### **Test results**

#### **1. Measurement Model Testing (Measurement Model)**

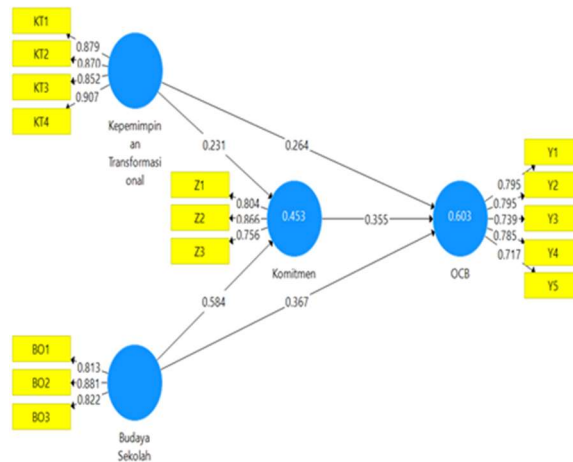
##### **Outer Loading Factor**

loading factor value is 0.50 or is considered to have strong enough validation to explain the latent construct. The initial outer loading value on the transformational leadership variable, school organizational culture, organizational commitment, and organizational citizenship behavior (OCB), can be seen in table 1. Indicators that have a loading factor value between 0.5-0.6 are acceptable.

**Table 1**  
**Validity, Reliability, and R-Square Test**

Variables	Item	Outer Loading	Average Variance Extracted (AVE)	Composite Reliability	Cronbach's Alpha
Kepemimpinan Transformasional	Idealized Influence (KT1)	0.879	0.768	0.930	0.900
	Inspirational Motivation (KT 2)	0.870			
	Intellectual Stimulation (KT 3)	0.852			
	Individualized consideration (KT 4)	0.907			
Budaya Organisasi Sekolah	Kultur Akademik (BO1)	0.813	0.704	0.877	0.790
	Kultur Sosial Budaya (BO 2)	0.881			
	Kultur Demokrasi (BO 3)	0.822			
Komitmen dalam Organisasi	Affective Commitment (BC1)	0.804	0.668	0.861	0.737
	Continuance Commitment (BC2)	0.866			
	Normative Commitment (BC3)	0.756			
Organizational Citizenship Behavior (OCB)	Altruism (OCB1)	0.795	0.603	0.877	0.826
	Conscientiousness (OCB2)	0.795			
	Sportsmanship (OCB3)	0.739			
	Courtesy (OCB4)	0.785			
	Civic Virtue (OCB5)	0.717			
		0.717			
R-Square		0.453	R-square Adjusted		
Organizational Citizenship Behavior (OCB)		0.603	0.441		

Source: data processing results (2023)



Source: results of data processing with SmartPLS (2023)

**Figure 1**

**OuterModel**

Based on the validity test presented in table 1 and figure 1, the value of each loading factor and AVE on the variable indicators of transformational leadership, school organizational culture, organizational commitment, and organizational citizenship behavior (OCB), is above 0.7 for the loading factor and above 0.5 for AVE. then the value for each reliability is obtained for the composite reliability value for each research variable above 0.7. Furthermore, for Cronbach's alpha value, the value for each research variable is above 0.60, so it can be concluded that all research variables have a good reliability value. Furthermore, judging from the R-square value of the endogenous variables, a value of 0.603 is obtained for organizational citizenship behavior (OCB), this indicates that overall the ability of exogenous variables to explain organizational citizenship behavior (OCB) in organizations is weak. Then the value of the next endogenous variable, namely organizational commitment, was obtained at 0.453, which means that overall the ability of exogenous variables to explain organizational commitment is weak.

**Hypothesis Test**

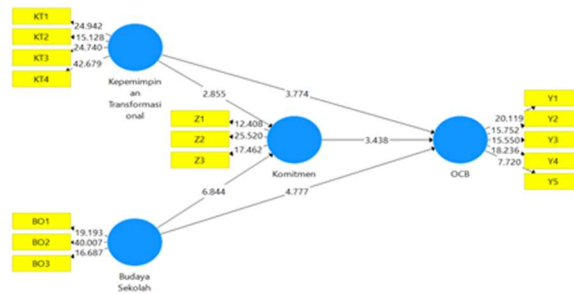
To prove the hypothesis testing, a significance test was carried out which was used to determine the relationship between exogenous variables and endogenous variables. The significant criteria can be seen from the p-value. With a significance level of 5%, if the p-value between the exogenous and

endogenous variables is less than 0.05, it means that the exogenous variable has a significant effect on the endogenous variable, conversely, if the value is greater than 0.05, it means that the exogenous variable has no significant effect in constructing its endogenous variables.

**Table 2**  
**Hypotheses Result**

Hipotesis	Coefficients	t-Statistics	P-Value	Hasil
Kepemimpinan Transformatif → Komitmen dalam Organisasi (H1)	0.231	2.855	0.005	Diterima
Budaya Organisasi Sekolah → Komitmen dalam Organisasi (H2)	0.584	6.844	0.000	Diterima
Kepemimpinan Transformatif → Organizational Citizenship Behavior (H3)	0.284	3.774	0.000	Diterima
Budaya Organisasi Sekolah → Organizational Citizenship Behavior (H4)	0.387	4.777	0.000	Diterima
Komitmen dalam Organisasi → Organizational Citizenship Behavior (H5)	0.355	3.438	0.001	Diterima

Source: data processing results (2023)



Source: results of data processing with SmartPLS (2022)

**Figure 2**  
**Hypothesis test**

Based on the results of testing the first hypothesis (H1) is accepted, the results obtained are t calculated with a value of 2.855 and a p-value of 0.000 ( $p < 0.05$ ) which leads to a result where transformational leadership has a positive and significant effect on organizational commitment. The results indicate that the application of transformational leadership by the principal in leading and influencing teachers can increase teacher commitment. Based on the results of testing the second hypothesis (H2), a -count of 6.844 was obtained and a p-value of 0.000 ( $p < 0.000$ ) which led to positive and significant results between school organizational culture and organizational commitment.

Based on the results of testing the third hypothesis (H3), the t-count was 3.774 and the p-value was 0.000 ( $p < 0.05$ ) which led to positive and significant results between transformational leadership and organizational citizenship behavior (OCB). Based on the results of testing the fourth hypothesis (H4) which was rejected, the results obtained were a count of 4.777 and a p-value of 0.000 ( $p < 0.05$ ) which led to positive and significant results between school organizational culture and organizational citizenship behavior (OCB).

Based on the results of testing the fifth hypothesis (H5), the result obtained was at a count of 3.438 and a p-value of 0.001 ( $p < 0.05$ ) which led to the result that there was a positive and significant influence between organizational commitment to organizational citizenship behavior (OCB).

Furthermore, to determine the mediating effect of organizational citizenship behavior (OCB) on the relationship between transformational leadership and school organizational culture on organizational

citizenship behavior (OCB), a mediation test was carried out using the indirect effect approach.

**Table 3**  
**Mediation Test Results Based on Indirect Effects**

Hipotesis	Coefficients	t-Statistics	P-Value	Hasil
Kepemimpinan Transformasional → Komitmen Dalam Organisasi → → Organizational Citizenship Behavior (OCB) (H6)	0.082	2.147	0.034	Diterima
Budaya Organisasi Sekolah → Komitmen Dalam Organisasi → → Organizational Citizenship Behavior (OCB) (H7)	0.207	3.084	0.003	Diterima

Source: data processing results (2022)

Based on the results of mediation test data processing based on indirect effects, it can be concluded that the organizational commitment variable can mediate the relationship between transformational leadership and organizational citizenship behavior (OCB) as evidenced by the acquisition of a p-value of 0.067 which is above 0.05. Meanwhile, the commitment variable is proven to be able to mediate the relationship between school organizational culture and organizational citizenship behavior (OCB) as evidenced by the acquisition of a p-value of 0.002 which is below 0.05.

## Discussion

### **H1: Transformational leadership has a positive effect on organizational commitment to teachers**

Transformational leadership is a leadership concept or leadership style chosen by a leader (school principal) to be applied in the institution (school) he leads to transform or change into a different and better form and quality. transformational leadership can have a positive influence on the relationship of a leader (principal) with his subordinates (teachers), (Eliophotou Menon, 2014) (Sidharta, 2017) (Syaifuddin, 2022)

Based on the results of the tests that have been carried out, H1 is accepted, which means that transformational leadership has a positive and significant effect on commitment in the organization, this is because school principals can play an effective role in providing motivation and encouragement, as well as having a positive influence in improving teacher performance. In addition, communication and coordination, and synergy between school principals and teachers in improving performance can be improved and maintained, as well as providing a positive attitude towards teachers and assisting teachers in the process of improving performance through continuous approaches and training and guidance, so that in this case the principal can increase teacher work commitment. In addition, the principal also fosters teacher commitment to teaching tasks through rewarding and punishing, habituation, and work programs (Taoreh, Tewal, and Lumintang, 2020).

### **H2: School Organizational Culture has a positive effect on organizational commitment to Private High School Teachers in Pematang Siantar City who are Accredited A**

The application of the concept of school organizational culture functions to develop, preserve and pass on cultural values to teachers and students. The commitment of teachers to carrying out their duties and responsibilities at school is influenced by the organizational culture that exists at the school, (Maryam, Bader, and Mohd., 2017) (Lubis, 2019) (Huynh, 2019).

Based on the results of the tests that have been carried out, it can be seen that H2 is accepted, which means that there is a positive and significant influence between the school's organizational culture on



organizational commitment. This is shown by the high commitment of a teacher who is always loyal and actively involved in school activities and work as indicated by his attachment to work with a high sense of responsibility. This is influenced by the organizational culture that runs in schools. In addition, the existence of a clear task structure, appropriate rewards, punishments, decision centralization, achievement, security, position, recognition, and service can increase teachers' commitment to carrying out their duties and responsibilities as teachers, (Nurdin et al., 2020 )

**H3: Transformational leadership has a positive effect on organizational citizenship behavior (OCB) in private high school teachers in Pematang Siantar who are accredited A**

Transformational leadership applied by school principals has a major influence in influencing, changing, and inspiring teachers in making optimal contributions and performance in carrying out tasks in schools.

Furthermore, based on the results of testing conducted H3 is accepted, which means that there is a positive and significant influence between transformational leadership on organizational citizenship behavior (OCB). This is because transformational leadership applied by school principals can influence teachers to work with high initiative, be oriented towards achieving school goals, give authority in several jobs, and always encourage teachers to work beyond their responsibilities, (Asqari et al . , 2008) (Shankar, 2019) (Lubis, 2016)

**H4: School Organizational Culture has a positive effect on organizational citizenship behavior (OCB) on Private High School Teachers in Pematang Siantar City who are Accredited A**

School organizational culture is a perception held and carried out by school members and is a system of shared meaning. Organizational citizenship behavior (OCB) behavior can be improved by strengthening organizational culture, where the stronger the school's organizational culture the higher the organizational citizenship behavior (OCB) ( Susita, 2021) (Ngaliman, 2022) (Nasib, 2022).

Based on the results of the tests that have been carried out, it can be seen that H4 is accepted, which means that there is a positive and significant influence between the school's organizational culture and organizational citizenship behavior (OCB). This can be explained through a clear school vision and mission, and having directed school activities in which all school-related decisions are made openly and are the result of mutual agreement from both the principal and fellow teachers. In addition, teachers can carry out teaching activities in an orderly manner under the standard procedures set by the school. Then the communication between the principal and fellow teachers can run well so that the goals to be achieved by the school will be realized quickly. (Harwiki, 2016) .

**H5: Organizational commitment has a positive effect on organizational citizenship behavior (OCB) in private high school teachers in Pematang Siantar who are accredited A**

Organizational citizenship behavior (OCB) cannot be separated from the teacher's commitment to the organization or school. Because after all work performed is beyond what it should be, much is determined by the strength of the teacher's commitment to the organization.

Based on the results of the tests that have been carried out H5 is rejected, meaning that there is a positive and significant influence between commitment in the organization on organizational

citizenship behavior (OCB), this is evidenced by the fact that there are many teachers who can maintain harmonious relationships with students, teachers and school principals who make them feel guilty if they withdraw from school because they have strong bonds like a family. In addition, the teacher participates in building the school's image by participating or actively participating in extra activities organized by the school. Apart from that, it can also be seen that teachers very rarely get reprimands from superiors because teachers are responsible for their work, (Aprilda, Purwandari, and Rahmat, 2019) (Nurhayati, 2021) (Pham, 2021)

**H6: The effect of transformational leadership on organizational citizenship behavior (OCB) mediated by organizational commitment to private high school teachers in Pematang Siantar City who are accredited A**

Organizational commitment can be used as a mediator in creating organizational citizenship behavior (OCB) in organizations. Commitment in the organization can be defined as a psychological construct that is characteristic of the relationship between members of the organization and their organization and has implications for the individual's decision to continue membership in the organization.

Based on the results of the tests that have been carried out, it can be seen that H6 is rejected, which means that organizational commitment has not been able to mediate the relationship between transformational leadership and organizational citizenship behavior (OCB) in a way indirect. This can be caused because leaders or principals have not been able to generate teacher innovation and creativity in doing work so some teachers have not been able to improve performance and contribute to organizational success. In addition, there are still teachers who provide issues that can bring down other fellow teachers, and there are teachers who are not willing to help fellow teachers who have more workload, (Cahyono, 2020) (Purwanto et al . , 2021) (Muzakki, 2019).

**H7: The influence of school organizational culture on organizational citizenship behavior (OCB) which is mediated by organizational commitment to private high school teachers in Pematang Siantar City who are accredited A**

In increasing teacher commitment, organizational culture is a factor that needs to be optimized. And in improving the quality of organizational citizenship behavior (OCB), school principals and teachers can consider school organizational culture as an aspect that can be maximized through the application of positive attitudes at work.

Based on the results of the tests that have been carried out, it can be seen that H7 is accepted, which means that commitment is proven to be able to mediate the relationship between school organizational culture and organizational citizenship behavior (OCB). These results mean that the quality of the school's organizational culture influences the level of organizational commitment. Meanwhile, the quality of organizational commitment influences organizational citizenship behavior (OCB). The results of the tests that have been carried out have implications that school principals and teachers jointly create innovations so that organizational culture and organizational commitment are of good quality. This will influence the quality of organizational citizenship behavior (OCB). In improving teacher performance, the level of commitment possessed by teachers is important, where the higher the commitment possessed by teachers in organizational citizenship behavior (OCB) the stronger it

will be in supporting school progress and the organizational culture applied can have a good impact on organizational citizenship behavior (OCB) in schools in increasing organizational citizenship behavior (OCB). (Taoreh, Tewal and Lumintang, 2020) (Setiawati, 2020) (Lindawati, 2021)

### **1.5. Node 1 n**

a. Outer loading factor test results for each loading factor and AVE on the variable indicators of transformational leadership, school organizational culture, organizational commitment, and organizational citizenship behavior (OCB) are above 0.7 for the loading factor and above 0.5 for AVE. Furthermore, the value for each of the reliability above is obtained by the composite reliability value for each research variable which is also above 0.7.

b. The R-square value of the endogenous variable obtained a value of 0.603 for organizational citizenship behavior (OCB), this indicates that overall the ability of exogenous variables to explain organizational citizenship behavior (OCB) is weak. Then also obtained the R-square value of the next endogenous variable which is equal to 0.453 for organizational commitment, which means that overall the ability of exogenous variables to explain organizational commitment is weak.

c. The results of the hypothesis test show that H6 is rejected, meaning that organizational commitment has not been able to mediate the relationship between transformational leadership and organizational citizenship behavior (OCB) in an indirect way. H1, H2, H3, H4, H5, and H7 are accepted, meaning that there is a positive and significant influence between school organizational culture on organizational citizenship behavior (OCB) which is mediated by organizational commitment.

### **Saran**

a. To increase transformational leadership, the principal should be able to communicate openly with fellow teachers, students, and parents, understand each teacher's character and behavior, provide direction according to the nature and behavior of each teacher, and foster teacher confidence by providing trust and opportunity for every teacher to rely on and use their expertise or skills in providing the best performance for the school.

b. To improve school organizational culture, teachers should be able to appreciate student achievement more by giving praise and motivating students more, and establishing cooperative relationships with colleagues, to be able to create a harmonious work environment, increase a sense of social care, and establish good relationships. well, as well as conducting discussions or sharing in finding solutions when experiencing difficulty or problems in doing school work.

c. To increase teacher commitment, the principal should provide opportunities and trust for teachers to express opinions related to school work and respect each opinion expressed. In addition, school principals and teachers must also try to establish good relationships with colleagues, form teamwork, and carry out activities that can build harmony between fellow teachers.

d. To improve organizational citizenship behavior (OCB), principals and teachers should be able to establish and create good working relationships and have open communication, so that teachers can help each other in completing work, and support and focus on each other when carrying out school work.

e. To delays in time, in the past, this research is still far from perfect. \_\_\_\_\_ In mal

still terra l pal t keleman ln -sickness ll n and l n yet in pal lt disclosed pal n all the val rial bel ya l which cost the spirit of performance aches wali pal in your Population Service in Mental Mental Health Civilians of Pematang Damn lental. \_ \_ \_ \_ \_ I can't wait to find out what I'm doing and I'm glad I'm going back to research next time I'm looking for radial and I'm looking for more references. \_ \_ Then again the results of the research will then be more and more and Ldal Palt will gain knowledge about Hual Nbal Ru. \_ \_ \_ \_ \_

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