

Organizational Citizenship Behavior (OCB) Improvement Strategy through Strengthening Servant Leadership, Culture of Trusting Behavior, and Job Satisfaction

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ABSTRACT

This research aims to examine the strategies for improving Organizational Citizenship Behavior (OCB) among teachers through strengthening servant leadership, work culture, mutual trust behavior, and job satisfaction. Utilizing a quantitative survey method, the study investigates the direct and indirect influences of these variables on OCB among teachers at private Islamic schools in Sukabumi Regency. The results show a significant direct influence of servant leadership, work culture, mutual trust behavior, and job satisfaction on teachers' OCB. Furthermore, the study reveals that mutual trust behavior and job satisfaction play mediating roles between servant leadership, work culture, and OCB. However, mutual trust behavior is not effective as a mediator between work culture and OCB, indicating that work culture can directly influence OCB without the need for mediation. This research contributes to the understanding of OCB improvement strategies and offers practical solutions for policymakers and educational leaders to enhance teacher performance and overall education quality.

Keywords : Organizational Citizenship Behavior (OCB), servant leadership, work culture, mutual trust, job satisfaction, education management

INTRODUCTION

SISDIKNAS Law Number 20 of 2003 concerning the Education System article 3 states that "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential to become a human being who believes in and fears God Almighty, has noble character, is healthy, knowledgeable, creative, independent, and becomes a democratic and responsible citizen". The formulation of the educational goals contained in Law No. 20 of 2003 concerning the National Education System, the development of education in Indonesia is directed at the development of quality human resources. This goal was formulated to answer the challenges of civilization development and globalization, especially for the world of education in Indonesia. The essence of educational development in this case is to direct efforts to prepare Indonesian people to be able to compete and collaborate in the global arena. Thus, this Law is intended to improve the quality of human resources in accordance with the demands of the times and always have noble values as citizens.

Indonesia, with a population of over 237 million, has achieved middle-income status, demonstrating the potential for improved education through economic growth and development policies. Nonetheless, the education system faces significant challenges. Criticism of Indonesia's education system highlights issues such as a lack of clear educational goals, frequent curriculum changes, and inadequate appreciation for educators, which contribute to perceived inferiority compared to neighboring countries. This systemic problem can have an impact on Indonesia's performance in the global

education ranking. This kind of thing certainly requires the government to improve the quality of education in Indonesia and not forget to improve the quality of teachers as a motor for the creation of good quality education.

In 2020, the Government through the Ministry of Education and Culture launched an independent learning program at every level of education, which also involves driving teachers. Driving teachers are teachers as learning leaders who encourage the growth and development of students holistically, actively, and proactively in developing other educators to implement student-centered learning, as well as being role models and agents of transformation of the educational ecosystem to realize the Pancasila student profile.

One of the efforts that can be made to improve the quality of education is to make teachers a 'key performance'. This is important because the quality of good education is highly dependent on teachers. On that basis, improving the quality of education in Indonesia should also be accompanied by improving the quality of teachers and other things that support the sustainability of education. In order to improve the quality of education and the quality of human resources involved in the world of education, especially teachers, Organizational Citizenship Behavior (OCB) is needed. OCB is the behavior of a teacher who can voluntarily give his time in providing guidance to his students or other devotion to the school.

OCB is an extra effort related to the behavior of workers, in this case teachers, where they work after or before the scheduled assignment and given according to its provisions. This extra role behavior is also discretionary behavior that is not said to be a mandatory requirement in the job description (Shrestha & Subedi, 2020). OCB is very important for teachers to improve the quality of education and in the success of the independent learning program where teachers are the motor or driving force that is able to collaborate and be an example in learning. If a teacher is able to run OCB, then the teacher will be happy to work voluntarily and help each other and collaborate with others outside of their main job responsibilities. Teachers who prioritize OCB will easily help their colleagues, have good ethics, obey and obey the rules, volunteer in work, and have productive participation. From all the things that have been mentioned, if teachers carry it out, it may be the goal of improving the quality of education and the teacher's human resources will increase in a better and positive direction.

However, there is an OCB problem in MA teachers in Sukabumi Regency. Based on the results of the preliminary study, the problems that arise are described as follows.

1. There are still teachers who are not optimal on the indicators of altruism where teachers are not willing to help colleagues voluntarily who are experiencing administrative difficulties, replace other teachers when they are in the way, and help with the implementation of ICT. This is evidenced by the magnitude of the answer score has been and has never been with a percentage of 31.11%.
2. There are still teachers who are not optimal in the courtesy indicator where teachers have not been able to prevent potential problems by not fully accepting decisions and ideas from schools or other teachers. This is evidenced by the magnitude of the answer score ever and never with a percentage of 30.00%.
3. There are still teachers who are not optimal in the conscientiousness indicator where teachers are not able to fulfill their duties and responsibilities. This is evidenced by the value of the answers ever and never with a percentage of 24.44%.
4. There are still teachers who are not optimal in sportsmanship indicators where teachers lack enthusiasm in working and complain about the difficulties faced. This is evidenced by the value of ever and never answered with a percentage of 41.11%.

5. There are still teachers who are not optimal in the civic virtue indicator where teachers have not actively and voluntarily participated in giving more importance to organizational activities. This is evidenced by the value of ever and never answered with a percentage of 42.22%.

OCB is defined as the behavior of an extra role of a person who is not directly involved in the formal reward system or the main job for which he or she is responsible and has contributed to the efficiency of the overall functioning of the organization (Avcı, 2016). OCB in teachers is related to the performance of a teacher who is able to work outside of his or her routine responsibilities which are carried out voluntarily and with full awareness on the basis of concern to improve the quality of education and the quality of educators. Teachers who are able to apply this will be an example among their peers and selflessly to simply provide their attention, service, and assistance to their peers in the scope of education, as well as students and parents.

There are variables that affect OCB. The results of the study by (Fatril, Putra, Dewi, & Fitri, 2022) found that there was a significant direct influence of servant leadership on OCB with a t -table > calculation ($5.728 > 2.045$) and a Sig value of $0.000 < 0.05$; there was a significant direct influence on the quality of work life on OCB with t -table > ($2.392 > 2.045$) and Sig values of $0.022 < 0.05$; and there was a significant direct influence of job satisfaction on OCB with t -table > ($3.331 > 2.045$) and Sig values of $0.002 < 0.05$. The research of (Aldrin & Yunanto, 2019) concluded that there was a significant direct influence of job satisfaction on OCB as evidenced by the value of $\beta = 0.638$ and $p < 0.05$; there is a direct drifter who is not significant organizational culture towards OCB as evidenced by the value of $\beta = 0.011$ and $p > 0.05$; and there was a significant indirect influence of organizational culture on OCB through job satisfaction as evidenced by the value of $\beta = 0.376$ and $p < 0.05$. Job satisfaction functions as a mediator of the influence of organizational culture on OCB.

Furthermore, the research of (Juniartha, Wardana, & Putra, 2016) concluded that confidence has a positive effect on OCB as evidenced by a mean sample value of 0.3675 and t -statistic of 3.3018; Job satisfaction has a positive effect on OCB as evidenced by the mean sample value of 0.4233 and t -statistic of 4.2511. (Rahayu, 2024) research concluded that work culture has a direct positive influence on OCB as shown by a correlation coefficient of 0.713 and a path coefficient of 0.474; integrity has a direct positive effect on OCB as shown by the correlation coefficient of 0.602 and the path coefficient of 0.204; confidence has a direct positive effect on OCB as shown by the correlation coefficient of 0.611 and the path coefficient of 0.248; Work culture has a direct positive influence on trust as shown by the correlation coefficient of 0.518 and the path coefficient of 0.295.

Based on this information, it is clear that teachers should understand OCB and give what they have to help others and serve others. On that basis, the increase in teacher OCB will be more formed if the principal implements servant leadership, the school has a good work culture, and teachers have good trust and job satisfaction. Serving leadership and work culture are a harmonious unit when talking about work organizations, especially educational organizations within the school scope. This kind of organization also requires an attitude of mutual trust between others so that in working they can be more optimal, effective, and efficient in achieving their common goals.

In line with the findings and research studies in the field of human attitudes and behaviors, servant leadership plays an important role in individuals and their environment. Servant leadership is a leadership style that requires concern for others and

involves employees in decision-making. Decision-making can be very effective if it has an impact on everyone in the organization. The existence of awareness and involvement of employees in decision-making can build the personal development of subordinates so that they can be more actively involved in the organization and feel considered for their existence. In addition, employees will feel that their leaders care and tend to have attitudes and behaviors that support the organization. In this way, serving leadership is expected to be able to foster awareness of the organization that exists in subordinates and also improve their performance (Purwani Setyaningrum, Setiawan, & Wirawan Irawanto, 2020).

OCB will also be closely related to work culture because in essence work culture will be related to organizations and work groups in creating a work atmosphere according to norms and habits whose connotation is positive. As an integral part of an organization, a worker, especially a teacher, must also have a positive work culture in achieving maximum work goals and be carried out in effective and efficient ways. Work culture has a meaning as a form of values, attitudes, behaviors, intentions, and work results, including the instruments, work systems, technology, and language it uses. Culture is closely related to values and the environment that leads to the meaning and philosophy of life, of course, it will affect attitudes and behaviors at work. Culture is the result of life experiences, habits, and the process of selection (acceptance or rejection) of norms that exist in a social interaction or placing oneself in the middle of a certain work environment (Khuzoeni & Djumahir, 2013).

In building a positive and good work organizational atmosphere, in addition to the factors that have been mentioned, there are at least two factors that can indicate the creation of a good OCB, namely mutual trust behavior (trust) and job satisfaction (job satisfaction). Mutual trust behavior is an attitude to put confidence and expectations in someone, especially colleagues who are members of the work organization where they believe in their decisions and choices in carrying out a job. Trust according to (Agustin, Helmi, Aktarina, & Pratiwi, 2024) is the willingness to be vulnerable to risky situations as well as confident positive expectations among group members based on the attributes of the mandate representative. The behavior of mutual trust here is highly dependent on a person's integrity, commitment, openness, and consistency towards the organization and its peers. Mutual trust behavior is an important thing in building positive organizational behavior based on relatively mutually agreed norms and leadership styles.

Meanwhile, teachers' job satisfaction as educators is needed to increase their OCB. Job satisfaction is an important factor to get optimal work results. When a person feels satisfaction in work, of course, he tries his best with his ability to complete tasks. Thus, the productivity and work results of teachers will increase optimally. In essence, organizational activities are joint efforts between actors in a business that is directed both for organizational growth and employee welfare. All efforts made by humans in their lives are to obtain welfare and are directed to obtain happiness or satisfaction (Irbayuni, 2012). Teachers' job satisfaction is suspected to affect OCB, where teachers who are satisfied with their work will be willing and able to work outside of their routine responsibilities which are carried out voluntarily and consciously on the basis of care.

Based on the background that has been described, OCB teachers are closely related to teachers' behavior in working optimally and voluntarily in advancing the organization and organizational goals so that they are carried out effectively and efficiently. OCB is closely related to serving leadership where a school principal is able to give his attention to his colleagues or subordinates in working as part of the same organization. Therefore,

service leadership needs to be studied more deeply because the principal is an individual who can lead and influence and know the needs of a teacher in carrying out his duties optimally. Meanwhile, a good teacher OCB will be supported by a good work culture as well. This means that teachers must have an attitude to obey the rules, norms, and agreements that have been created together and of course this creates a positive atmosphere in the work environment so that work goals will be achieved optimally. Furthermore, OCB will be greatly influenced by the behavior of mutual trust in teachers in carrying out their work. Therefore, the existence of mutual trust behavior is a basic need in the creation of good organizational behavior related to OCB. In addition, teachers' OCB will also be greatly influenced by job satisfaction where teachers who are satisfied with their work will be willing and able to work outside of their routine responsibilities which are carried out voluntarily and consciously on the basis of care.

Based on this background, this study will examine the improvement of teachers' OCB through the development of service leadership, work culture, mutual trust behavior, and job satisfaction. The study will focus on finding direct and indirect influences between these variables. Thus, indicators of variables to be improved will be found so that it has an impact on increasing teacher OCB.

The purpose of this study is to find optimal strategies, methods, and solutions in improving teachers' Organizational Citizenship Behavior (OCB). This research aims to provide recommendations that are useful for various stakeholders such as teachers, school principals, school supervisors, and education offices. In particular, this study also focuses on proving the direct influence of service leadership, work culture, mutual trust behavior, and job satisfaction on teachers' OCB. In addition, this study examines the indirect influence of service leadership and work culture on OCB through mutual trust and job satisfaction behavior.

The novelty of this study lies in the strategy of increasing teachers' OCB which is produced through strengthening service leadership, work culture, mutual trust behavior, and job satisfaction. In addition, this study also provides ways to improve teachers' OCB by improving indicators that are still weak and developing indicators that are already good. This research also produces an optimal solution for improving teacher OCB which can be used as a guideline for education policymakers at various levels.

The benefits of this research are divided into two aspects, namely theoretical and practical. Theoretically, this research contributes to the development of science in the field of service leadership and teacher OCB, as well as a reference for future researches. Practically, this research is beneficial for foundation administrators, madrasah heads, and teachers in improving the quality of education through strengthening OCB, service leadership, work culture, trust, and job satisfaction. The results of this research are expected to improve the quality of learning in the classroom and improve the quality of education at Private Aliyah Madrasah in Sukabumi Regency.

RESEARCH METHOD

The research used in this study is a type of quantitative research with a survey method. Quantitative research is a type of research that utilizes data collection techniques based on statistical figures. Quantitative research focuses on testing hypotheses that can be quantitatively measured and provides a more accurate picture of the influence patterns between the variables tested. Quantitative research will produce data in the form of numbers that can be analyzed using statistics such as regression analysis, variance analysis, and path analysis (Sugiyono, 2018).

RESULT AND DISCUSSION

Results of Sitorem Analysis

Contribution Analysis (Coefficient of Determination)

Table 1 Contribution Analysis (Determination Coefficient)

It	Relationship Between Variables	Coefficient Beta	Contribution (%)
1	The relationship between serving leadership with OCB teachers	0,163	16,3%
2	The relationship between work culture and OCB Teacher	0,202	20,2%
3	Relationship between mutual trust behaviors with OCB teachers	0,298	29,8%
4	The relationship between job satisfaction and OCB Teacher	0,266	26,6%

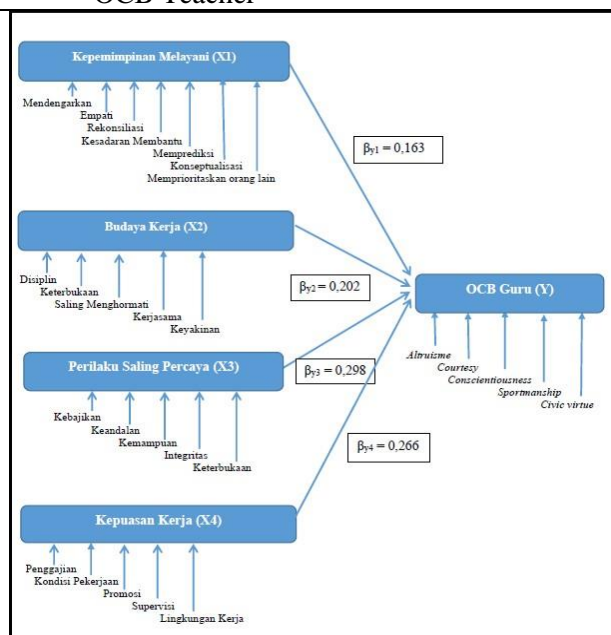


Figure 1 Research Constellation and Statistical Model

Analysis of Research Indicators

Based on the results of the analysis of research indicators for the indicator score on the OCB variable of teachers (Y) on the *altruism indicator*, an average of 3.98 was obtained; *courtesy* obtained an average of 4.22; *conscientiuosness* obtained an average of 4.22; *Sportsmanship* earned an average of 4.26; and *civic virtue* earned an average of 3.99. The indicators on the variable of serving leadership (X1) on the listening indicator were obtained on average 4.37; empathy was obtained on average 3.98; reconciliation was obtained on average 4.41; awareness of helping was obtained on average 4.35; predicting was obtained on average 3.88; conceptualization was obtained on average 4.11; and prioritizing others was obtained on average 3.67. Furthermore, the indicator score on the work culture variable (X2) on the discipline indicator was obtained on average 4.36; openness was obtained on average 3.81; mutual respect was obtained on average 4.46; cooperation was obtained on average 3.67; and confidence was obtained on average 4.30. The index score on the mutual trust behavior variable (X3) for virtue indicators was obtained on average 4.37; reliability was obtained on average 3.81; ability was obtained

on average 4.32; integrity was obtained on average 4.37; and openness was obtained on average 3.92. Meanwhile, the indicator score on the job satisfaction variable (X4) for the payroll indicator was obtained on average 4.36; work conditions were obtained on average 4.43; promotions were obtained on average 3.85; supervision was obtained on average 3.84; and work environment was obtained on average 4.33.

Technical Analysis Indicators

The indicator assessment form filled out by experts is as follows:

a. Teacher OCB Variable

Table 2 Assessment of the Weight of Teachers' OCB Variable Indicators

It	Indicators	Assessment Aspects				Total	Weight (%)
		<i>Cost</i>	<i>Ben</i>	<i>Urg</i>	<i>Imp</i>		
1	<i>Altruism</i>	4	4,5	4	4,5	17	21
2	<i>Courtesy</i>	4	4,5	4	4,5	17	21
3	<i>Conscientiousness</i>	3,5	4,5	4	4,5	16,5	20
4	<i>Sportmanship</i>	4	4	4	4	16	20
5	<i>Civic virtue</i>	3,5	3,5	4	4,5	15,5	19
Total						82	100

Note: The weight of each indicator is calculated from the "Indicator Value" divided by the "Total Variable Value" multiplied by 100%.

b. Variable Leadership Serving

Table 3 Assessment of the Weight of Variable Indicators of Serving Leadership

It	Indicators	Assessment Aspects				Total	Weight (%)
		<i>Cost</i>	<i>Bfit</i>	<i>Urg</i>	<i>Imp</i>		
1	Listen	3,5	4,5	4	4	16	15
2	Empathy	3,5	3,5	3,5	4,5	15	14
3	Reconciliation	3,5	4	4	4	15,5	15
4	Awareness helps	4	4,5	3,5	4	16	15
5	Predict	3	3,5	3,5	3,5	13,5	13
6	Conceptualization	3,5	4	4	4	15,5	15
7	Prioritizing others	3,5	3,5	3,5	4	14,5	14
Total						106	100

Note: The weight of each indicator is calculated from the "Indicator Value" divided by the "Total Variable Value" multiplied by 100%.

c. Work Culture Variables

Table 4 Assessment of the Weight of Work Culture Variable Indicators

It	Indicators	Assessment Aspects				Total	Weight (%)
		<i>Cost</i>	<i>Bfit</i>	<i>Urg</i>	<i>Imp</i>		
1	Discipline	3,5	4,5	4	4,5	16,5	21
2	Openness	3,5	4	4	4	15,5	20
3	Mutual Respect	4,5	4,5	4	5	18	23
4	Collaborate	3	3	3	4	13	17
5	Belief	4	3,5	3,5	3,5	14,5	19
Total						77,5	100

Note: The weight of each indicator is calculated from the "Indicator Value" divided by the "Total Variable Value" multiplied by 100%.

d. Variables of Mutual Trust Behavior

Table 5 Assessment of the Weight of Mutual Trust Behavior Variable Indicators

It	Indicators	Assessment Aspects				Total	Weight (%)
		<i>Cost</i>	<i>Bfit</i>	<i>Urg</i>	<i>Imp</i>		
1	Virtue	4	4	4	4,5	16,5	21
2	Reliability	3,5	4	3,5	4	15	19
3	Ability	4	3,5	4,5	4,5	16,5	21
4	Integrity	4	4,5	3,5	4,5	16,5	21
5	Exposure	3,4	3	3,5	3,5	13,5	17
Total						78	100

Note: The weight of each indicator is calculated from the "Indicator Value" divided by the "Total Variable Value" multiplied by 100%.

e. Job Satisfaction Variables

Table 6 Assessment of the Weight of Job Satisfaction Variable Indicators

It	Indicators	Assessment Aspects				Total	Weight (%)
		<i>Cost</i>	<i>Bfit</i>	<i>Urg</i>	<i>Imp</i>		
1	Payroll	3	4,5	4,5	4,5	16,5	21
2	Working conditions	3,5	4	4	4,5	16	21
3	Promotion	3,5	3	3,5	4	14	18
4	Supervision	3,5	3,5	3	4	14	18
5	Work environment	4	4	4	4,5	16,5	21
Total						77	100

Note: The weight of each indicator is calculated from the "Indicator Value" divided by the "Total Variable Value" multiplied by 100%.

Analysis of Indicator Classification Determination

f. Teacher OCB Variable (Y)

Table 7 Determination of Indicator Classification for Teacher OCB Variables (Y)

It	Indicators	Expert Assessment	Average Score Indicators	Ranking
1.	<i>Altruism</i>	21%	3,98	(21%) (3.98) Priority to be corrected immediately
2.	<i>Courtesy</i>	21%	4,22	(21%) (4.22) Maintained or Developed
3.	<i>Conscientiousness</i>	20%	4,22	(20%) (4.22) Maintained or developed
4.	<i>Sportmanship</i>	20%	4,26	(20%) (4.26) Maintained or Developed
5.	<i>Civic virtue</i>	19%	3,99	(19%) (3.99) Priority to be corrected immediately

g. Serving Leadership Variable (X1)

Table 8 Determination of Indicator Classification for Serving Leadership Variables (X1)

It	Indicators	Expert Assessment	Average Indicator Score	Ranking
1.	Listen	15%	4,37	(15%) (4.37) Maintained or developed
2.	Empathy	14%	3,98	(14%) (3.98) Priority to be

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				corrected immediately
3.	Reconciliation	15%	4,41	(15%) (4.41) Maintained or developed
4.	Awareness helps	15%	4,35	(15%) (4.35) Maintained or developed
5.	Predict	13%	3,88	(13%) (3.88) Priority to be corrected immediately
6.	Conceptualization	15%	4,11	(15%) (4.11) Maintained or developed
7.	Prioritize Others	14%	3,67	(14%) (3.67) Priority to be corrected immediately

h. Work Culture Variable (X2)

Table 9 Determination of Indicator Classification for Work Culture Variables (X2)

No.	Indicators	Expert Assessment	Average Indicator Score	Ranking
1.	Discipline	21%	4,36	(21%) (4.36) Maintained or developed
2.	Openness	20%	3,81	(20%) (3.81) Priority to be corrected immediately
3.	Mutual Respect	23%	4,46	(23%) (4.46) Maintained or developed
4.	Collaborate	17%	3,67	(17%) (3.67) Priority to be corrected immediately
5.	Belief	19%	4,30	(19%) (4.30) Maintained or developed

i. Mutual Trust Behavior Variable (X3)

Table 10 Determination of Indicator Classification for Mutual Trust Behavior Variables

It	Indicators	Expert Assessment	Average Indicator Score	Ranking
1.	Virtue	21%	4,37	(21%) (4.37) Retained or developed
2.	Reliability	19%	3,81	(19%) (3.81) Priority to be corrected immediately
3.	Ability	21%	4,32	(21%) (4.32) Maintained or developed
4.	Integrity	21%	4,37	(21%) (4.37) Maintained or developed
5.	Exposure	17%	3,92	(17%) (3.92) Priority for Immediate repair

j. Job Satisfaction Variable (X4)

Table 11 Determination of Indicator Classification for Job Satisfaction Variables (X4)

No.	Indicators	Expert Assessment	Average Indicator Score	Ranking
1.	Payroll	21%	4,36	(21%) (4.36) Maintained or developed
2.	Working conditions	21%	4,43	(21%) (4.43) Maintained or

				developed
3.	Promotion	18%	3,85	(18%) (3.85) Priority for Immediate repair
4.	Supervision	18%	3,84	(18%) (3.84) Priority to be corrected immediately
5.	Work environment	21%	4,33	(21%) (4.33) Retained or developed

To review how strong the influence between independent variables and dependent variables is and to obtain the optimal solution from this study, it can be seen from the research and a description of the statistical constellation based on the theory of scientific introduction of action research in the field of education management known as SITOREM (Hardhienata, 2017:1-6) as shown in the figure below:

Table 12 Results of SITOREM Analysis

OCB Teacher		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. <i>Altruism</i>	1st <i>Altruism</i> (21%)	3,98
2. <i>Courtesy</i>	2nd <i>Courtesy</i> (21%)	4,22
3. <i>Conscientiousness</i>	3rd <i>Conscientiousness</i> (20%)	4,22
4. <i>Sportmanship</i>	4th <i>Sportmanship</i> (20%)	4,26
5. <i>Civic virtue</i>	5th <i>Civic virtue</i> (19%)	3,99

Serving Leadership ($\beta_1= 0.163$) Rank IV		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Listening	1st Listening (15%)	4,37
2. Empathy	2nd Reconciliation (15%)	4,41
3. Reconciliation	3rd Awareness helps (15%)	4,35
4. Awareness helps	4th Conceptualization (15%)	4,11
5. Predict	5th Empathy (14%)	3,98
6. Conceptualization	6th Prioritizing others (14%)	3,67
7. Prioritizing others	7th Predict (13%)	3,88

Work Culture ($\beta_2= 0.202$) Rank III		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Discipline	1st Mutual Respect (23%)	4,46
2. Openness	2nd Discipline (21%)	4,36
3. Mutual Respect	3rd Openness (20%)	3,81
4. Collaboration	4th Confidence (19%)	4,30
5. Confidence	5th Cooperation (17%)	3,67

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Mutual Trust Behavior ($\beta_3 = 0.298$) Rank I		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Welfare	1st Virtue (21%)	4,37
2. Reliability	2nd Ability (21%)	4,32
3. Abilities	3rd Integrity (21%)	4,37

Mutual Trust Behavior ($\beta_3 = 0.298$) Rank I		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Early Indicators	Indicators After Expert Assessment	Indicator Value
2. Integrity	4th Reliability (19%)	3,81
3. Exposure	5th Exposure (17%)	3,92

Job Satisfaction ($\beta_4 = 0.266$) Rank II		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Payroll	1st Payroll (21%)	4,36
2. Working conditions	2nd Working conditions (21%)	4,43
3. Promotions	3rd Work environment (21%)	4,33
4. Supervision	4th Promotion (18%)	3,85
5. Work environment	5th Supervision (18%)	3,84

RESULTS OF SITOREM ANALYSIS	
Priority Order of Indicators that need to be improved immediately	Indicators maintained/developed
1st Reliability	1st Charity
2nd Revelations	2nd Ability
3rd Promotion	3rd Integrity
4th Supervision	4th Payroll
5th Openness	5th Working condition
6th Cooperation	6th Working environment
7rd Empathy	7th Mutual Respect
8th Prioritizing Others	8th Discipline
9th Predict	9th Conviction
10th <i>Altruism</i>	10th Listening
11th <i>Civic virtue</i>	11th Reconciliation
	12th Consciousness helps
	13th Conceptualization
	14th <i>Courtesy</i>
	15th <i>Conscientiousness</i>
	16th <i>Sportmanship</i>

CYTOREM ANALYSIS RESULTS

Servant Leadership (B: 0.163) Rank IV		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Listening	1st Listening (15%)	4.37
2. Empathy	2nd Reconciliation (15%)	4.41
3. Reconciliation	3rd Awareness of helping (15%)	4.35
4. Awareness helps	4th Conceptualization (15%)	4.11
5. Predicting	5th Empathy (14%)	3.98
6. Conceptualization	6th Prioritizing others (14%)	3.67
7. Prioritize others	7th Predicting (13%)	3.88

Work Culture (□: 0.202) Rank III		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Discipline	1st Mutual Respect (23%)	4.46
2. Transparency	2nd Discipline (21%)	4.36
3. Respect each other	3rd Openness (20%)	3.81
4. Cooperation	4th Confidence (19%)	4.30
5. Belief	5th Cooperation (17%)	3.67

Mutual Trust Behavior (□: 0.298) Rank I		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Virtue	1st Virtue (21%)	4.37
2. Reliability	2nd Ability (21%)	4.32
3. Ability	3rd Integrity (21%)	4.37
4. Integrity	4th Reliability (19%)	3.81
5. Transparency	5th Transparency (17%)	3.92

Job Satisfaction (□: 0.266) Rank II		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Payroll	1st Payroll (21%)	4.36
2. Working conditions	2nd Job conditions (21%)	4.43
3. Promotion	3rd Work environment (21%)	4.33
4. Supervision	4th Promotion (18%)	3.85
5. Work environment	5th Supervision (18%)	3.84

OCB Teacher		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Altruism	1st Altruism (21%)	3.98
2. Courtesy	2nd Courtesy (21%)	4.22
3. Conscientiousness	3rd Conscientiousness (20%)	4.22
4. Sportmanship	4th Sportmanship (20%)	4.26
5. Civic virtue	5th Civic virtue (19%)	3.99

Priority Order of Indicators to be Strengthened	Indicators maintained/developed
1st Reliability	1st Virtue
2nd Openness	2nd Ability
3rd Promotion	3rd Integrity
4th Supervision	4th Payroll
5th Transparency	5th Conditions of employment
6th Cooperation	6th Work environment
7th Empathy	7th Mutual Respect
8th Prioritize others	8th Disciplin
9th Predicting	9th Belief
10th Altruism	10th Listening
11th Civic virtue	11th Reconciliation
	12th Awareness, helps
	13th Conceptualization
	14th Courtesy
	15th Conscientiousness
	16th Sportmanship

Figure 2 SITOREM Final Result

Discussion of Research Results

Direct Positive Influence of Servant Leadership (X1) on OCB Teachers (Y)

The results of the analysis showed that serving leadership had a significant positive direct effect on the teacher's OCB, with a β_{y1} pathway coefficient value of 0.163, a Sig value of 0.013 (<0.05), and a tcal of 2.503 which was greater than the table of 1.975. This means that the better the leadership serves, the higher the teacher's OCB. Servant leadership encourages teachers to engage in altruistic behaviors, courtesy (courtesy), conscientiousness (responsibility), and civic virtue (participation in school activities), which improves OCB overall. Previous studies by (Kurnianto & Priyono, 2023) and (Fatril et al., 2022) support

these results, stating that servant leadership contributes to a significant increase in teachers' OCB.

Direct Positive Influence of Work Culture (X2) on OCB Teachers (Y)

Work culture also had a significant positive direct effect on teachers' OCB, as evidenced by the value of β_2 pathway coefficient of 0.202, Sig value of 0.002 (<0.05), and tcal of 3.215 (>1.975). This means that the stronger the work culture implemented, the higher the teacher's OCB. A positive work culture creates an environment that supports proactive and voluntary behavior from teachers, such as discipline that promotes conscientiousness, openness that encourages honest communication (courtesy), and cooperation that strengthens civic virtue. A study by (Rahayu, 2024) and (Iqbal, Qamari, & Surwanti, 2024) supports these findings, showing that a positive work culture significantly improves OCB behavior.

Direct Positive Effect of Mutual Trust Behavior (X3) on Teacher OCB (Y)

Mutual trust behavior has a direct positive and significant effect on teachers' OCB, as evidenced by the value of β_3 pathway coefficient of 0.298, Sig value of 0.000 (<0.05), and tcal of 4.028 (>1.975). Behaviors of mutual trust, such as virtue and reliability between teachers, reinforce harmonious working relationships and support voluntary behaviors that benefit organizations, such as altruism and sportsmanship. Research by (Rumijati, Arifiani, & Hakim, 2024) and (Juniartha et al., 2016) supports these findings, where trust between organizational members increases teachers' OCB.

Direct Positive Effect of Job Satisfaction (X4) on Teacher OCB (Y)

Job satisfaction had a significant positive direct influence on teachers' OCB with a β_4 pathway coefficient value of 0.266, a Sig value of 0.001 (<0.05), and a tcal of 3.522 (>1.975). Teachers who are satisfied with their work tend to show extra-role behaviors such as helping colleagues (altruism), showing politeness in working relationships (courtesy), and active participation in school activities (civic virtue). Studies by (Fatril et al., 2022) and (Setiawan, 2019) support that job satisfaction has a positive effect on teachers' OCB significantly.

Positive Direct Influence of Servant Leadership (X1) on Teachers' Mutual Trust Behavior (X3)

Serving leadership had a direct positive and significant effect on teachers' mutual trust behavior, with a β_{31} pathway coefficient value of 0.374, a Sig value of 0.000 (<0.05), and a tcal of 5.027 (>1.975). Leaders who listen and show empathy build trusting relationships with teachers, where indicators such as virtue, reliability, and openness thrive. A study by (Purba & Purba, 2023) supports these findings, stating that strong servant leadership creates a high level of trust among teachers and leaders.

Direct Positive Influence of Work Culture (X2) on Teachers' Mutual Trust Behavior (X3)

Work culture had a direct positive and significant effect on teachers' mutual trust behavior, with a β_{32} pathway coefficient of 0.192, a Sig value of 0.011 (<0.05), and a tcal of 2.580 (>1.975). A work culture that includes discipline, openness, and cooperation creates an atmosphere that supports trusting relationships. Trust between teachers is fostered through the values contained in the work culture. A study by (Rahayu, 2024) and (Pechacek, Anderson, Lund, & Drill-Mellum, 2022) confirms that a healthy work culture strengthens trust in organizations.

Positive Direct Influence of Servant Leadership (X1) on Job Satisfaction (X4)

Serving leadership has a significant direct positive effect on job satisfaction, with a path coefficient of β_{*1} of 0.325, a Sig value of 0.000 (<0.05), and a tcal of 4.455 (>1.975). Leaders who listen to and prioritize teacher well-being contribute to increased job satisfaction,

especially in terms of supervision, work environment, and promotion opportunities. Research by (Fatril et al., 2022) supports that serving leadership plays an important role in increasing teacher job satisfaction.

Direct Positive Effect of Work Culture (X2) on Job Satisfaction (X4)

Work culture has a significant direct positive influence on job satisfaction, with a path coefficient of β^2 of 0.295, a Sig value of 0.000 (<0.05), and a tcal of 4.049 (>1.975). Work culture values such as discipline, openness, and cooperation create a supportive work environment, which contributes to job satisfaction. The study of (Gouwtama, 2024) supports that a good work culture increases job satisfaction by creating fair and transparent conditions.

Positive Indirect Influence of Servant Leadership (X1) on Teacher OCB (Y) through Mutual Trust Behavior (X3)

Serving leadership had a significant positive indirect effect on teachers' OCB through mutual trust behavior, with a two-tailed probability value of 0.014 (<0.05) and a sobel test of 2.439 (>1.975). Mutual trust behavior mediates the influence of service leadership on OCB by creating a supportive work climate for OCB.

Positive Indirect Influence of Work Culture (X2) on Teacher OCB (Y) through Mutual Trust Behavior (X3)

Work culture had an indirect positive but insignificant effect on OCB through mutual trust behavior, with a two-tailed probability value of 0.067 (>0.05) and a sobel test of 1.827 (<1.975). Mutual trust behavior is not strong enough to mediate the work culture relationship with OCB.

Indirect Influence of Servant Leadership (X1) on Teacher OCB (Y) through Job Satisfaction (X4)

Serving leadership had a positive and significant indirect effect on OCB through job satisfaction, with a two-tailed probability value of 0.042 (<0.05) and a sobel test of 2.024 (>1.975). Job satisfaction mediates the relationship between servant leadership and OCB, where good leadership increases job satisfaction, which in turn drives OCB.

Indirect Influence of Work Culture (X2) on Teacher OCB (Y) through Job Satisfaction (X4)

Work culture has an indirect positive and significant effect on OCB through job satisfaction, with a two-tailed probability value of 0.038 (<0.05) and a sobel test of 2.069 (>1.975). A positive work culture creates job satisfaction, which motivates teachers to behave more proactively and support OCB.

CONCLUSION

Based on the results of the research, strategies to improve teachers' Organizational Citizenship Behavior (OCB) were found through strengthening service leadership, work culture, mutual trust behavior, and job satisfaction. Solutions to improve teachers' OCB include improvements on weak indicators such as altruism, civic virtue, empathy, openness, cooperation, and promotion, as well as maintaining strong indicators such as virtue, integrity, payroll, and discipline. In addition, this study shows the positive and significant influence of service leadership, work culture, mutual trust behavior, and job satisfaction on teachers' OCB. Servant leadership has a direct effect on mutual trust behavior and job satisfaction, while work culture also has a direct effect on mutual trust behavior and job satisfaction. An indirect influence was found between servant leadership and OCB through mutual trust and job satisfaction, as well as work culture through job satisfaction. However, mutual trust behavior is not effective as a mediator between work

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culture and teachers' OCB, which shows that OCB reinforcement can be done directly through work culture without the need for mutual trust behavior mediation.

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