

# The Influence of Transformational Leadership Style, Work Commitment, and Organizational Citizenship Behavior (OCB) on Teacher Performance Through Job Satisfaction as an Intervening Variable (Study at

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by Veronika Suhartati

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# The Influence of Transformational Leadership Style, Work Commitment, and Organizational Citizenship Behavior (OCB) on Teacher Performance Through Job Satisfaction as an Intervening Variable (Study at the Maria Fatima Jember SDK Education Unit)

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## Abstract

This research aims to examine and analyze the influence of transformational leadership, work commitment, organizational citizenship behavior (OCB), on teacher performance through job satisfaction as an intervening variable in the Maria Fatima Jember Elementary School education unit. The variables in this research are Transformational Leadership, Work Commitment, Organizational Citizenship Behavior (OCB), Teacher Job Satisfaction and Teacher Performance. The population and sample in this research were all teachers at SDK Maria Fatima Jember, East Java, totaling 60 teachers and the sample in this research was 60 teachers. The number of samples is the same as the population because the number is less than 100. The data collection method uses a questionnaire. Data analysis in research uses the SEM-PLS method using SmartPLS software. The research results show that there is a significant influence between Transformational Leadership, Organizational Citizenship Behavior (OCB) and job satisfaction on Teacher Performance. Meanwhile, work commitment has no effect on teacher performance. And job satisfaction is able to mediate transformational leadership, work commitment, Organizational Citizenship Behavior.

**Key words:** transformational leadership; work commitment; organizational citizenship behavior (OCB); teacher performance; job satisfaction

## INTRODUCTION

Every organization in carrying out its operations must have a goal. For an organization to develop, its organization must be seen from various aspects. So far, where organization development can be seen from various aspects. One of the benchmarks that can be used to measure the success of an organization is seen from the performance of employees. For an organization, employees as human resources have an important meaning, because progress and development which a company achieves is formed from the results of work of its employees. According to Hasibuan (2016:202) which states that job satisfaction is an emotional attitude that is fun and loves his job. A manager as a leader believes that employees are more productive if they feel satisfied with their work compared with employees who are not satisfied.

Leadership is a very important role in increasing employee performance. Leadership is the process of an individual influencing other individuals, planning, and supervising. Employee performance according to Siagian (2020:109) explains that the definition of employee performance is "A result of work which is achieved during a certain time" and employee performance is caused by leadership which is effective in changing organization. Employee performance is influenced by leadership style which is applied in an organization. An employee's work performance is described by leadership style. The actions taken by a leader can influence employee performance.

According to Wibowo (2017) transformational leadership is a perspective of leadership which

explain How leader change <sup>26</sup> team or organization by creating, communicating, and modeling a vision for the organization or work units and inspire workers to strive to achieve that vision. Mattersimilar expressed Anwar (2018) leadership transformational considered as leadership modern Because play role important For enhancementorganization.

<sup>18</sup> Work Commitment is a behavioral dimension that can be used to evaluate trend employee. According to Asbari (2019); Fahmi (2020); And Ahmadi (2020) Commitment organization interpreted as form attachment, identification and individual involvement in organization. That commitment No only happen in a way unilateral but happen between organization with its members in a waytogether to create conducive conditions and realize the vision and mission organization that is commitment.

Behavior extra is part important from enhancement commitment organization. *Organizational Citizenship Behavior (OCB)* which furthermore called *OCB* is the willingness to perform extra actions or actions beyond the task principal and basic functions as a member of the organization. According to <sup>67</sup> Suheny (2020); Basri (2020); Supriadi (2020) And Bernardo (2019) *Organizational Citizenship Behaviour (OCB)* interpreted as behavior Which increase mark And maintenance social as well as environment psychological Which support results Work. Commitment work that tall will push employee For do *OCB* .

SDK Maria Fatima Jember as a form of organization The Education Unit clearly has an orientation aimed at development SDK Maria Fatima That Alone. On practice, SDK Maria Fatima own Teacher Which each own characteristics Which different ways of dealing with their work. There is a good communication relationship intertwined between One Teacher with Which other makes it easier organization in reachthe goal. However in the practice found obstacle also related with not enoughcompetent teachers in the field of Science and Technology, less innovative, and lack of discipline and openness in the work process. Based on condition Which There is moment This, Unit Education need effort For increase performanceTeacher. As for data performance Teacher 3 (three) year final through Evaluation Performance Teacher (PKG) as follows:

**Table 1. Recapitulation of Teacher Performance Assessment at SDK Maria Fatima Jember**

Score criteria evaluation	Evaluation Performance Teacher (PKG)					
	2021		2022		2023	
	Qty	%	Qty	%	Qty	%
Mark 70 - 80	5	8.4%	6	10%	7	11.6%
Mark 81 – 90	43	71.6%	49	81.6%	48	80%
Mark 91 - 100	12	20%	5	8.4%	5	8.4%

Amount Teacher	60	100%	60	100%	60	100%
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Data source: Part Staffing And Principal archives SDK Maria Fatima. Teacher Performance Assessment Data for the 2021-2023 school year.

Based on Teacher Performance Assessment data for the 2021-2023 school year, teacher performance is assessed based on assessment score criteria 91 – 100 experienced a decline in 2021 in teacher performance assessments of 20%, on year 2022 happen decline become 8.4% And on year 2023 No experience decline Which significant. So on score mark 81-90 experience the increase was 81.6% and 80%. And for the criteria score of 70-80, no experience decline. So based on condition the evaluation performance Teacher WhichIf left unchecked, it will have an impact on the interests of the organization's goals or objectives school.

Various study has done related variable leadership transformative, commitment Work, <sup>76</sup> *Organizational Citizenship Behavior (OCB)* , Satisfaction work, and employee performance. From several existing studies, there is still *a research gap* regarding the results obtained. Djuaridi and Laily (2020) found Leadership transformational influential to performance employee. Leadership Transformational influential to satisfaction Work And Satisfaction Work influences employee performance. Sobel test results show satisfaction work is able to mediate the influence of transformational leadership on performance employee. Mora, Fandayani, and Suharyanto (2020) found work commitment influential positive to performance And when commitment Work increase Oneunity will improve performance. Variables of work commitment and satisfaction Work in a way simultaneous influential to performance employee. Purwanto, et al (2021) found that in direct relationships OCB had a positive effect and significant to the performance variable business.

Different research results were presented by Mora, Fandayani, and Suharyanto (2020) where work commitment did not influential significant to performance employee. Purwanto, et al (2021) find transformational leadership influential No significant to variable performance, OCB influential No significant to variable performance, Organizational Commitment has no significant effect on performance variables. On Indirect relationship concluded that OCB has no significant effect on variable performance through mediation of organizational commitment.

this phenomenon and *research gap* , it is important And interesting done study about "Influence Style Leadership Transformational, Commitment Work, And *Organizational Citizenship Behaviour (OCB)* To Performance Teacher Through Satisfaction Work as variables intervening.

## **THEORETICAL BASIS**

### **Transformational leadership**

Burns (2018) states that the transformational leadership model essentially emphasizes that a leader needs to provide motivation and encouragement to his subordinates to carry out their responsibilities more than they expect. Theory leadership transformational that is learn method para leader change culture organization And organize structure organization as well as do strategies management For reach objective organization, Iqbal (2021).

### **Work Commitment**

According to Robbins and Judge (2020), work commitment is the degree to which an employee identifies and associates himself with the organization and its goals, and wants to maintain membership in the organization.

### **Organizational Citizenship Behaviour (OCB)**

*Organizational Citizenship Behavior (OCB)* is the behavior of individuals who work in excess of the demands imposed" (Titisari, 2014). According to Robbins and Judge (2017), self-determined behavior that is not part of the employee's official work requirements but influences the psychological and social environment in the place work, is called *citizenship behavior* .

### **Job satisfaction**

According to Afandi (2018 : 74) satisfaction Work is attitude Which positive from power Work covers feeling And Act in demand towards his work through evaluation Wrong One work as a sense of appreciation in achieving one of the important values of work. Robbins And Judge (2020), satisfaction Work is attitude general to work somebody, Which produced from something evaluation to its characteristics. Fred Luthan (in Saepudin and Djati 2019) suggests that dimensions that can increase job satisfaction include the job itself, salary, promotions, superiors, colleagues, working conditions.

### **Teacher performance**

According to (Voon *et al* ., 2015) performance is the real behavior displayed by each person as a work achievement produced by employees in accordance with what is implemented in the company. Performance is a very important thing in an organization's efforts to achieve its goals. According to August W. Smith, *Performance is output derives from process, humans or thermowise* , namely, performance is the result of a process carried out by humans. Teacher

performance is the result of real work in terms of quality and quantity achieved by a person teachers in carrying out their duties in accordance with the responsibilities given to her Which covers compile program learning, implementation learning, implementation evaluation, And analysis evaluation. according to Sondang P. Siagian (1995, p. 56) Indicators of performance aspects are work quality, timeliness, initiative, ability, communication.

## METHOD

This research aims to test and analyze Influence Transformational Leadership, Commitment Work, *Organizational Citizenship Behavior (OCB)*, on teacher performance through job satisfaction as an intervening variable. This research is an analytical study with an *explanatory research approach* which aims to analyze variables between one variable and another. The variables used are the independent variable, the dependent variable, and the *intervening variable*.

Population in this research were all teachers at SDK Maria Fatima Jember, Java East which amounts to 60 teachers. The sample in this research was 60 teachers. Amount sample The same with population size Because the number was less than 100. In sampling the researcher used *Probability Sampling* with *simple Random Sampling* as a drawing technique because the researcher wanted to make a final conclusion that could reflect the character of the research population.

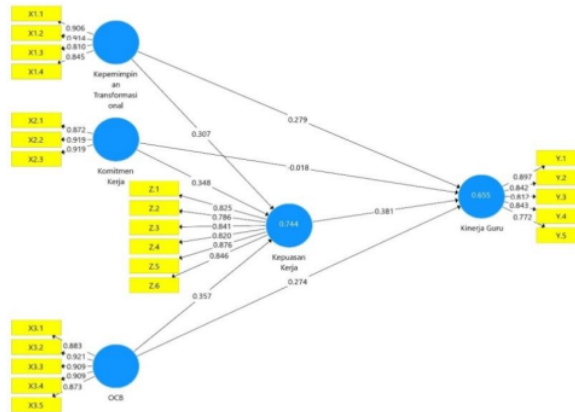
Data Which used in study This is data quantitative on collection And analysis data in form numeric. Source data in study This is Teacher in SDK Maria Fatima Jember, Java Timur. In this research the researcher used primary data and secondary data. Primary data was obtained from questionnaire *Google Forms (online)* Which spread to teachers and secondary data in this research in the form of articles, books, scientific journals and relevant sources from Internet.

Data analysis in research uses the *SEM (Structural Equation Modeling)* method based on *PLS (Partial Least Square)* or *SEM-PLS* using *SmartPLS software*. According to Hair (2019), evaluation in *SEM-PLS* includes 2 (two) things, namely evaluation of the measurement model (*outer model*) and evaluation of the structural model (*inner model*).

## RESULTS AND DISCUSSION

### Model evaluation results MEASUREMENT (*Outer Model*)

Evaluation model pengukurannya di uji dengan a number of indikator between lain: Validitas Convergen, Validitas Diskriminan, and Reliabilitas. Adapun model pengukurannya di hitung dengan use PLS Algorithm with results like the image below.



Picture 1 Outer Model

Source : Results Output Smart PLS (v.4.0.0)

Evaluation of the output results of the measurement model analysis (*Outer Model*) is by conducting convergent validity, discriminant validity and reliability tests, explained as follows:

a. Convergent Validity Testing

Tabel 2. Uji Validitas Convergen

Variable	Indicator	Loading Factor	AVE	Information
Transformational leadership	X1.1	0.906	0.756	Valid
	X1.2	0.914		Valid
	X1.3	0.810		Valid
	X1.4	0.845		Valid
Work Commitment	X2.1	0.872	0.817	Valid
	X2.2	0.919		Valid
	X2.3	0.919		Valid
OCB	X3.1	0.883	0.809	Valid
	X3.2	0.921		Valid
	X3.3	0.909		Valid
	X3.4	0.909		Valid
	X3.5	0.873		Valid
Teacher Performance	Y.1	0.897	0.696	Valid
	Y.2	0.842		Valid
	Y.3	0.812		Valid
	Y.4	0.843		Valid
	Y.5	0.772		Valid

Job satisfaction	Z.1	0.825	0.693	Valid
	Z.2	0.786		Valid
	Z.3	0.841		Valid
	Z.4	0.820		Valid
	Z.5	0.876		Valid
	Z.6	0.846		Valid

Source : Results Output Smart PLS (v.4.0.0)

Berdasarkan tabel 2 On Known below the load value of the factory that is made from the results of the results in indikator lebih dari 0,7 and AVE more than 0.5. In this way, these are the characteristics of a valid sebagai penmeasure variabel lainnya.

### b. Testing Validitas Discriminans

Table 3. Fornell-Larcker Criterion Values

	Transformational leadership	Job satisfaction	Teacher Performance	Work Commitment	OCB
Transformational leadership	<b>0.870</b>				
Job satisfaction	0.728	<b>0.833</b>			
Teacher Performance	0.681	0.765	<b>0.834</b>		
Work Commitment	0.696	0.767	0.625	<b>0.904</b>	
OCB	0.500	0.710	0.674	0.573	<b>0.899</b>

Source : Results Output Smart PLS (v.4.0.0)

Table 4. Cross loading values

Indicator	Transformational leadership	Job satisfaction	Teacher Performance	Work Commitment	OCB
X1.1	<b>0.906</b>	0.669	0.628	0.615	0.444
X1.2	<b>0.914</b>	0.688	0.667	0.629	0.473
X1.3	<b>0.810</b>	0.548	0.474	0.444	0.436
X1.4	<b>0.845</b>	0.615	0.578	0.718	0.388
X2.1	0.661	0.657	0.548	<b>0.872</b>	0.444
X2.2	0.599	0.677	0.556	<b>0.919</b>	0.485
X2.3	0.630	0.741	0.589	<b>0.919</b>	0.615
X3.1	0.513	0.665	0.640	0.620	<b>0.883</b>
X3.2	0.405	0.642	0.596	0.483	<b>0.921</b>
X3.3	0.512	0.667	0.709	0.547	<b>0.909</b>
X3.4	0.378	0.628	0.577	0.439	<b>0.909</b>
X3.5	0.427	0.578	0.476	0.469	<b>0.873</b>
Y.1	0.678	0.756	<b>0.897</b>	0.628	0.705
Y.2	0.526	0.627	<b>0.842</b>	0.461	0.600



Y.3	0.507	0.537	<b>0.812</b>	0.476	0.400
Y.4	0.573	0.563	<b>0.843</b>	0.511	0.528
Y.5	0.529	0.668	<b>0.772</b>	0.508	0.523
Z.1	0.601	<b>0.825</b>	0.537	0.703	0.579
Z.2	0.583	<b>0.786</b>	0.579	0.673	0.539
Z.3	0.647	<b>0.841</b>	0.660	0.619	0.592
Z.4	0.591	<b>0.820</b>	0.742	0.589	0.626
Z.5	0.609	<b>0.876</b>	0.625	0.651	0.617
Z.6	0.606	<b>0.846</b>	0.663	0.604	0.590

Source : Results Output Smart PLS ( v.4.0.0 )

Based on tables 3 and 4, the *cross loading value* for each item has a value > 0.70, and also each item has the greatest value when connected to the latent variable compared to when connected to other latent variables. This shows that each manifest variable in this research has correctly explained the latent variable and proves that the discriminant validity of all items is valid.

The next step is to examine the extent to which a construct is empirically different from other constructs in the structural model. As explained in the previous chapter, the Heterotrait-Monotrait Ratio (HTMT) was used in this research. The HTMT value must be lower than 0.90 or 0.85 to prove that each construct is empirically different from other constructs in the structural model. The table below shows the results of the discriminant validity test with all HTMT values lower than 0.90 or 0.85.

**Table 5 Heterotrait-monotrait Ratio**

	Transformational leadership	Job satisfaction	Teacher Performance	Work Commitment	OCB
Transformational leadership					
Job satisfaction	0.804				
Teacher Performance	0.751	0.836			
Work Commitment	0.778	0.853	0.697		
OCB	0.543	0.763	0.715	0.619	

Source : Results Output Smart PLS ( v.4.0.0 )

### c. Reliability Testing

**Table 6. Reliability Test**

Variable	Cronbach's Alpha	Composite Reliability
Transformational leadership	0.892	0.925
Job satisfaction	0.911	0.931
Teacher	0.890	0.919

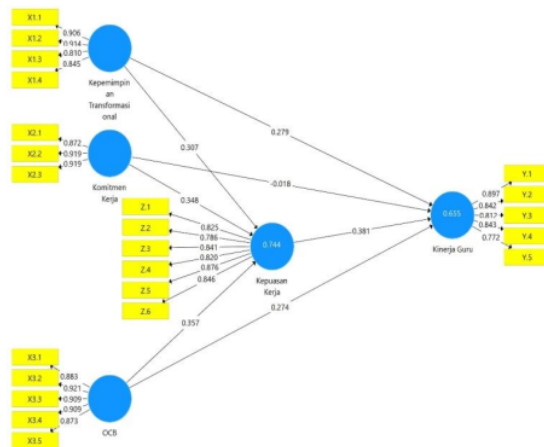
Performance		
Work Commitment	0.888	0.930
OCB	0.941	0.955

Source : Results Output Smart PLS (v.4.0.0)

Based on table 6 above, it can be seen that the *composite reliability value* for all research variables is  $> 0.7$  and Cronbach Alpha  $> 0.6$ . These results indicate that each variable has met *composite reliability and Cronbach alpha* so it can be concluded that all variables have a high level of reliability. So that can done analysis furthermore with inspect *goodness of fit* model with *mengevaluasi inner model*.

### Model evaluation results *Struktural (Inner Model)*

After carrying out the *outer test model* so step furthermore by carrying out internal *model testing*. *Structural model inner testing* dilakukan untuk mengetahui nilai signifikan dan *R-square* of model penelitian.



Picture 2 . Inner Model

Source : Results Output Smart PLS (v.4.0.0)

Structural evaluasi model PLS at the beginning by looking at *R-square* each variable *laten* dependen. *Tabel 6* is a hasil per kr an *R-square* by using PLS

#### a. R Square

Tabel 7. Results Testing *Goodness of Fit*

Variable	R-square	R-square adjusted
Job satisfaction	0.744	0.735
Teacher Performance	0.655	0.639

Source : Results Output Smart PLS ( v.4.0.0 )

Based on variable Job Satisfaction  $r = 0,744$ , It means that variable Job Satisfaction has a strong predictive value and a large R - Square value of Teacher Performance  $0,655$ , It means that variable Teacher performance has a strong predictive value.

**b. Predictive Relevance (Q Square)**

**Table 8. Predictive Relevance**

Variable	Q <sup>2</sup> (=1-SSE/SSO)	Information
Job satisfaction	0.506	Has predictive relevance value
Teacher Performance	0.430	Has predictive relevance value

Source : Results Output Smart

PLS ( v.4.0.0 )

Based on the data presented in table 8 above, it can be seen that the Q square value for the dependent variable is  $> 0$ . By looking at this value, it can be concluded that this research has a good observation value because the Q square value is  $> 0$  (zero).

**c. Effect Size (f Square)**

**Table 9. Effect Size**

	Job satisfaction	Teacher Performance
Transformational leadership	0.184	0.095
Job satisfaction		0.108
Teacher Performance		
Work Commitment	0.212	0,000
OCB	0.325	0.107

Source : Results Output Smart PLS ( v.4.0.0 )

Based on the table of F Square values above, there is no large effect size with the criteria of F Square  $> 0.35$ . A medium effect, namely with an F Square between 0.15 to 0.35, is the influence of Transformational Leadership on Job Satisfaction, Work Commitment on Job Satisfaction, and OCB on Job Satisfaction. And small effects in the range of 0.02 to 0.15 are Transformational Leadership on Teacher Performance, OCB on Teacher Performance, and Job Satisfaction on Teacher Performance. Meanwhile, others are considered to have a negligible influence because they have an f square value  $< 0.02$ .

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**d. Goodness of Fit Index test**

**Table 10. Goodness of Fit Index**

AVE	AVE Average	R Square	Average R Square	GoF Index	Information
0.756	0.754	0.744	0.700	0.726	Tall
0.693		0.655			
0.696					
0.817					
0.809					

Source : Results Output Smart PLS (v.4.0.0)

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 Based on the calculation results in the table above, the GoF value obtained is 0.726. So it can be concluded that the feasibility level of the research model is 72.6%, which has a high level of feasibility. From testing R square, Q square, and GoF, it can be seen that the model formed is robust, so hypothesis testing can be carried out.

**e. Hypothesis Testing Results / Path Coefficient**

**Table 11. Testing Hypothesis**

Direct Effects (Coefficient, T-Values, P-Values)

Variable	Original Sample (O)	T Statistics ( O/STDEV I)	P Values
Transformational Leadership → Teacher Performance	0.279	2,258	0.024
Teacher Performance Work Commitment →	-0.018	0.187	0.852
Teacher Performance OCB →	0.274	2,254	0.025
Transformational Leadership → Job Satisfaction	0.307	3,516	0,000
Job Commitment → Job Satisfaction	0.348	3,734	0,000
OCB → Job Satisfaction	0.357	4,918	0,000
Teacher Performance Job Satisfaction →	0.381	2,916	0.004

Source : Results Output Smart PLS (v.4.0.0)

25 89 71  
 In PLS pengujian analisis statistik every connection Which dihipotesiskan and dilakukan with use simulasi. In matter This done with metode bootstrapping terhadap sampel. The following constitutes the results of PLS analysis bootstrapping adalah as follows :

1. Influence Transformational Leadership on Teacher Performance .

Test result hipotesis First yes akan Influence Transformational Leadership on Teacher Performance shows mark p-values 0,024 < 0,05 And mark t-statistik sebesar 2,258 > t-tabel 1,960 . The results are necessary to show the results

that Transformational Leadership influences Teacher Performance . So that h i p o t e s i s <sup>8</sup> which is what I said Transformational Leadership has a significant effect on Teacher Performance .

2. Influence Work Commitment to Teacher Performance .

Test result h i p o t e s i s second yes a k ni Influence Work Commitment to Teacher Performance shows this mark  $p - v a l u e s 0,852 < 0,05$  And mark  $t - s t a t i s t i k s$  e b e s a r  $0.187 < t - t a b e l l 1,960$  . The results are necessary to show the results that Work Commitment has no effect on Teacher Performance . So that h i p o t e s i s <sup>7</sup> which is what I said Work Commitment <sup>79</sup> has a significant effect on Teacher Performance **is rejected.**

3. Influence *Organizational Citizenship Behavioral (OCB)* on Teacher Performance .

Test result h i p o t e s i s third yes a k ni Influence Organizational Citizenship Behavioral ( OCB ) on Teacher Performance shows mark  $p - v a l u e s 0,025 < 0,05$  And mark  $t - s t a t i s t i k s$  e b e s a r  $2,254 > t - t a b e l l 1,960$  . The results are necessary to show the results that *Organizational Citizenship Behavioral (OCB)* influences teacher performance . So that h i p o t e s i s <sup>64</sup> which is what I said *Organizational Citizenship Behavioral (OCB)* has a significant effect on Teacher Performance .

4. Influence Transformational Leadership on Job Satisfaction .

Test result h i p o t e s i s fourth yes a k ni Influence Transformational Leadership on Job Satisfaction shows mark  $p - v a l u e s 0,000 < 0,05$  And mark  $t - s t a t i s t i k s$  e b e s a r  $3,516 > t - t a b e l l 1,960$  . The results are necessary to show the results that Transformational Leadership influences Job Satisfaction . So that h i p o t e s i s <sup>37</sup> which is what I said Transformational Leadership has a significant effect on Job Satisfaction **received.**

5. Influence Work Commitment to Job Satisfaction .

Test result h i p o t e s i s fifth yes a k ni Influence Work Commitment on Job Satisfaction shows this mark  $p - v a l u e s 0,000 < 0,05$  And mark  $t - s t a t i s t i k s$  e b e s a r  $3,734 > t - t a b e l l 1,960$  . The results are necessary to show the results that Work Commitment influences Job Satisfaction . So that h i p o t e s i s <sup>11</sup> which is what I said Work Commitment has a significant effect on Job Satisfaction **received.**

6. Influence *Organizational Citizenship Behavioral (OCB)* on Job Satisfaction .

Test result h i p o t e s i s sixth yes a k ni Influence Organizational Citizenship Behavioral ( OCB ) on Job Satisfaction shows mark  $p - v a l u e s 0,000 < 0,05$  And mark

t - s t a t i s t i k s e b e s a r  $4,918 > t - t a b e l 1,960$  . The results are necessary to show the results that *Organizational Citizenship Behavioral (OCB)* influences Job Satisfaction . So that h i p o t e s i s which is what I said *Organizational Citizenship Behavioral (OCB) has a significant effect on Job Satisfaction received.*

7. Influence Job Satisfaction on Teacher Performance .

Test result h i p o t e s i s seventh yes a k ni Influence Job Satisfaction on Teacher Performance shows mark *p - v a l u e s*  $0,004 < 0,05$  And mark t - s t a t i s t i k s e b e s a r  $2,916 > t - t a b e l 1,960$  . The results are necessary to show the results that Job satisfaction influences teacher performance . So that h i p o t e s i s which is what I said Job satisfaction has a significant effect on teacher performance .

f. Mediation Test Results

T a b e l 12. Testing Mediation Hypothesis

Variable	Original Sample (O)	T Statistics ( O/STDEV I)	P Values
Transformational Leadership → Job Satisfaction → Teacher Performance	0.117	2,041	0.042
Work Commitment → Job Satisfaction → Teacher Performance	0.133	2,426	0.016
OCB → Job Satisfaction → Teacher Performance	0.136	2,405	0.017

*Indirect Effects ( Coefficient , T - V a l u e s , P - V a l u e s )*

Source : Results Output Smart PLS ( v.4.0.0 )

1. Job Satisfaction mediates the influence Transformational Leadership on Teacher Performance.

Test result h i p o t e s i s eighth yes a k ni Job Satisfaction mediates the influence Transformational Leadership on Teacher Performance shows mark *p - v a l u e s*  $0,042 < 0,05$  And mark t - s t a t i s t i k s e b e s a r  $2,041 > t - t a b e l 1,960$  . These results show that job satisfaction can mediate the influence of transformational leadership on teacher performance .So that h i p o t e s i s which is what I said Job satisfaction mediates the influence of transformational leadership on teacher performance .

2. Job Satisfaction mediates the influence Work Commitment to Teacher Performance.

Test result h i p o t e s i s ninth yes a k ni Job Satisfaction mediates the influence Work Commitment to Teacher Performance shows this mark *p - v a l u e s*  $0,016 < 0,05$  And mark t - s t a t i s t i k s e b e s a r  $2,426 > t - t a b e l 1,960$  . These results show that

<sup>6</sup> job satisfaction can mediate the effect of work commitment on teacher performance . So that h i p o t e s i s which is what I said <sup>27</sup> Job satisfaction mediates the influence of work commitment on teacher performance .

3. Job Satisfaction mediates the influence *Organizational Citizenship Behavioral (OCB)* on Teacher Performance.

Test result h i p o t e s i s tenth yes a k ni Job Satisfaction mediates the influence Organizational Citizenship Behavioral ( OCB ) on Teacher Performance shows mark  $p - v a l u e s 0,017 < 0,05$  And mark t - s t a t i s t i k s e b e s a r  $2,405 > t - t a b e l l ,960$  . These results show that job satisfaction can mediate the influence of *organizational citizenship behavior ( OCB )* on teacher performance .So that h i p o t e s i s which is what I said Job Satisfaction mediates the Influence of *Organizational Citizenship Behavioral (OCB)* on Teacher Performance .<sup>17</sup>

### **Influence Transformational Leadership on Teacher Performance .**

Test result h i p o t e s i s First yes a k ni Influence Transformational Leadership on Teacher Performance shows mark  $p - v a l u e s 0,024 < 0,05$  And mark t - s t a t i s t i k s e b e s a r  $2,258 > t - t a b e l l ,960$  . These results show that Transformational Leadership has an effect on Teacher Performance .So that h i p o t e s i s which is what I said <sup>21</sup> Transformational Leadership has a significant effect on Teacher Performance.

According to Wibowo (2017), transformational leadership is a point of view on how a leader renews a team or organization. This is done by formulating, conveying and exemplifying a vision for the organization or work unit, as well as inspiring team members to work towards achieving this vision. In this research, transformational leadership has a significant influence on teacher performance. This means that the increasingly strong transformational leadership in the SDK Maria Fatima Education Unit is able to encourage and motivate the performance of the Educators. This is because transformational leaders who have been running and experienced tend to understand most of the needs, strengths and weaknesses of Educators who are struggling to serve Students in order to make the life of the nation smarter.

<sup>42</sup> The transformational leadership of the Principal is the spearhead in moving the Education Unit. In this case, the phenomena and conditions that occur in Education Units, teacher performance assessments which tend to decline become a reference for further improving performance to the maximum. By paying greater attention to Teachers, the Principal of the SDK Maria Fatima Education Unit can help Teachers to develop their full and total potential.

### **Influence Work Commitment to Teacher Performance .**

Test result hypothesis second yes a k ni Influence Work Commitment to Teacher Performance shows this mark  $p - v \text{ alues } 0,852 < 0,05$  And mark  $t - \text{statistik se bes ar } 0,187 < t - \text{tabel } 1,960$  . These results show that work commitment has no effect on teacher performance .So that hypothesis which is what I said Work Commitment has a significant effect on Teacher Performance is rejected. According to Robbins & Judge (2008), work commitment is a situation where employees decide to take sides, together realizing the vision and mission and the desire to remain as employees in a particular company.

In this study, work commitment had no effect on teacher performance. This can be caused by external factors beyond the control of teachers which can influence their performance, such as conditions in the SDK Maria Fatima Education Unit which are not supportive because there are teachers who ignore mutually agreed regulations, are not conducive, have an age range Teachers are very varied, have good performance if the leader is in place, resources are limited, or school policies are not appropriate, most of the Teachers have low commitment. Even though Teachers have high commitment, these external factors can hinder their ability to achieve the expected results.

### **Influence Organizational Citizenship Behavioral (OCB) on Teacher Performance .**

Test result hypothesis third yes a k ni Influence Organizational Citizenship Behavioral ( OCB ) on Teacher Performance shows mark  $p - v \text{ alues } 0,025 < 0,05$  And mark  $t - \text{statistik se bes ar } 2,254 > t - \text{tabel } 1,960$  . These results show that Organizational Citizenship Behavioral ( OCB ) influences teacher performance .So that hypothesis which is what I said Organizational Citizenship Behavioral (OCB) has a significant effect on Teacher Performance .

According to Aprianti (2019), Organizational Citizenship Behavior (OCB) can be explained as voluntary individual behavior, which is not directly and openly expected from the formal reward system, but overall contributes to the effectiveness of organizational functions. In this research, Organizational Citizenship Behavioral (OCB) has a significant effect on Teacher Performance. This could be because teachers who show OCB tend to be more open to collaborating with fellow teachers, both in teaching teams and in activities outside working hours. This is demonstrated by service to students, always ready to help colleagues outside working hours so that work feels light. Strong collaboration and cooperation between good



teachers can increase the exchange of creative and innovative ideas, best practices, and mutual support, creating a comfortable working atmosphere capable of producing good performance.

### **Influence Transformational Leadership on Job Satisfaction .**

Test result h i p o t e s i s fourth yes a k ni Influence Transformational Leadership on Job Satisfaction shows mark  $p - v a l u e s$   $0,000 < 0,05$  And mark  $t - s t a t i s t i k s e b e s a r$   $3,516 > t - t a b e l l$  ,  $960$  . These results show that Transformational Leadership has an effect on Job Satisfaction .So that h i p o t e s i s which is what I said Transformational Leadership has a significant effect on Job Satisfaction accepted. According to Anwar (2018), transformational leadership is considered a contemporary form of leadership because it has a crucial role in improving organizational performance.

In this research, it was found that transformational leadership had a significant effect on job satisfaction. This is because transformational leadership in the SDK Maria Fatima Education Unit is often able to create a work environment where teachers feel motivated and inspired to achieve common goals. This can be seen from the positive response from every individual in it. It is recognized that existing transformational leadership is capable of bringing change for the better, with this satisfied attitude, Teachers are always ready to change and move in services in the field of education.

### **Influence Work Commitment to Job Satisfaction .**

Test result h i p o t e s i s fifth yes a k ni Influence Work Commitment on Job Satisfaction shows this mark  $p - v a l u e s$   $0,000 < 0,05$  And mark  $t - s t a t i s t i k s e b e s a r$   $3,734 > t - t a b e l l$  ,  $960$  . These results show that work commitment has an effect on job satisfaction .So that h i p o t e s i s which is what I said Work Commitment has a significant effect on Job Satisfaction accepted. According to Kusumaputri (2015), work commitment is a certain state of an employee who is bound by his beliefs and activities, while its use is to maintain his participation and activities in the company.

In this research, work commitment influences job satisfaction. This is because work commitment reflects the level of emotional attachment of teachers to their work and organization. This can be seen in that individuals who have high commitment tend to feel more connected to their work, which in turn can increase job satisfaction because they feel that their work has important value and meaning for teachers. It was found that every individual in the SDK Maria Fatima Education unit has the same commitment but different enthusiasm and requires sacrifice. It is a commitment that can strengthen teachers to remain loyal to their work.

### **Influence *Organizational Citizenship Behavioral (OCB)* on Job Satisfaction**

Test result *hipotesis* sixth *ya k ni* Influence *Organizational Citizenship Behavioral (OCB)* on Job Satisfaction shows *mark p - values*  $0,000 < 0,05$  And *mark t - statistik* *sebesar*  $4,918 > t - tabel$   $1,960$ . These results show that *Organizational Citizenship Behavioral (OCB)* influences Job Satisfaction. So that *hipotesis* which is what I said *Organizational Citizenship Behavioral (OCB)* has a significant effect on Job Satisfaction accepted. According to Putri (2017), *Organizational Citizenship Behavior (OCB)* is a concept that refers to employee behavior that provides added value to the work that falls within their responsibilities and makes a beneficial contribution to the entire company.

In this research, *Organizational Citizenship Behavior (OCB)* influences job satisfaction. This is because OCB creates a positive work atmosphere where employees support each other, work together and help each other according to their needs. Circumstances like this create a sense of community and involvement, which in turn increases job satisfaction because employees feel valued and supported.

### **Influence Job Satisfaction on Teacher Performance .**

Test result *hipotesis* seventh *ya k ni* Influence Job Satisfaction on Teacher Performance shows *mark p - values*  $0,004 < 0,05$  And *mark t - statistik* *sebesar*  $2,916 > t - tabel$   $1,960$ . These results show that job satisfaction influences teacher performance. So that *hipotesis* which is what I said Job satisfaction has a significant effect on teacher performance. According to Robbin in Akhmad Abidin (2019:40), job satisfaction is the overall attitude towards a person's work which is reflected in the comparison between the number of awards received by workers and the amount they believe they should receive.

In this research, job satisfaction has a significant effect on teacher performance. This is because teachers who are satisfied with their work tend to be more motivated to give their best in their tasks without thinking long so that they are able to carry out their duties and responsibilities well. Thus, teachers feel that their work has meaning and value which moves them to strive to achieve student learning goals more effectively. It can be seen every day that teachers show high dedication and commitment. If they are satisfied, good performance will emerge wherever they are.

### **Job Satisfaction mediates the influence Transformational Leadership on Teacher Performance.**

Test result hypothesis eighth yes a k ni Job Satisfaction mediates the influence Transformational Leadership on Teacher Performance shows mark  $p - values 0,042 < 0,05$  And mark  $t - statistik sebesar 2,041 > t - tabel 1,960$ . These results show that job satisfaction can mediate the influence of transformational leadership on teacher performance. So that hypothesis which is what I said Job satisfaction mediates the influence of transformational leadership on teacher performance. In this research, the influence of transformational leadership on teacher performance is mediated by job satisfaction. This is because transformational leadership, by inspiring and motivating all teachers, can increase their job satisfaction. Leaders who are able to convey a strong vision and provide inspiration to teachers will create a positive work environment and build high morale to increase job satisfaction, meaning that job satisfaction is able to act as a strong mediator of the influence of transformational leadership on teacher performance.

#### **Job Satisfaction mediates the influence Work Commitment to Teacher Performance.**

Test result hypothesis ninth yes a k ni Job Satisfaction mediates the influence Work Commitment to the Performance of Teachers shows this mark  $p - values 0,016 < 0,05$  And mark  $t - statistik sebesar 2,426 > t - tabel 1,960$ . These results show that job satisfaction can mediate the effect of work commitment on teacher performance. So that hypothesis which is what I said Job satisfaction mediates the influence of work commitment on teacher performance.

In this research, the influence of work commitment on teacher performance is mediated by job satisfaction. This is because high work commitment tends to make teachers feel more bound and dedicated to their work. Educators who feel committed will be more motivated to achieve their goals and provide the best in teaching. This will increase job satisfaction because they feel they have achieved very meaningful achievements and contributions.

#### **Job Satisfaction mediates the influence *Organizational Citizenship Behavioral (OCB)* on Teacher Performance.**

Test result hypothesis tenth yes a k ni Job Satisfaction mediates the influence *Organizational Citizenship Behavioral (OCB)* on the Performance of Teachers shows mark  $p - values 0,017 < 0,05$  And mark  $t - statistik sebesar 2,405 > t - tabel 1,960$ . These results show that job satisfaction can mediate the influence of organizational citizenship behavior (OCB) on teacher performance. So that hypothesis which is what I said Job Satisfaction mediates the Influence of *Organizational Citizenship Behavioral (OCB)* on

Teacher Performance.

In this research, the influence of *Organizational Citizenship Behavioral (OCB)* on teacher performance is mediated by job satisfaction. This is because teachers show that OCB tends to make extra contributions outside of their main duties, being sensitive to anyone who needs it, such as helping colleagues, actively participating in school development, or donating additional time for students such as tutoring, extra lessons and so on. This contribution can increase job satisfaction because teachers feel that they have a positive impact on their work environment.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

Based on the results of research conducted at Unit Education Maria SDK Fatima Jember regarding the Influence of Style Transformational Leadership, Work Commitment, And *Organizational Citizenship Behaviour (OCB)* To Performance Teacher Through Job Satisfaction as an Intervening Variable, it shows the conclusion that:

1. Transformational Leadership has a significant effect on Teacher Performance , so the first hypothesis is accepted .
2. Work Commitment has no effect on Teacher Performance , so the second hypothesis is rejected.
3. *Organizational Citizenship Behavioral (OCB)* has a significant effect on Teacher Performance , so the third hypothesis is accepted.
4. Transformational Leadership influences Job Satisfaction , so the fourth hypothesis is accepted.
5. Work Commitment influences Job Satisfaction , so the fifth hypothesis is accepted .
6. *Organizational Citizenship Behavioral (OCB)* influences job satisfaction , so the sixth hypothesis is accepted.
7. Job satisfaction influences teacher performance , so the seventh hypothesis is accepted.
8. Job satisfaction mediates the influence of transformational leadership on teacher performance , so the eighth hypothesis is accepted.
9. Job satisfaction mediates the effect of work commitment on teacher performance , so that the ninth hypothesis is accepted.
10. Job Satisfaction mediates the Influence of *Organizational Citizenship Behavioral (OCB)* on Teacher Performance , so that the tenth hypothesis is accepted.

## Suggestion

### 1. For the Maria Fatima Jember SDK education unit

Leaders in Educational Units need to be given continuous training and development to strengthen transformational leadership skills. This includes the ability to inspire, motivate and empower Educators to achieve a shared vision. This training can help leaders identify new ways to build strong, solid relationships with teams, communicate a clear vision, and stimulate positive change in schools.

It is also important for school management to recognize and give appreciation to teachers who show high work commitment. This can be done through public recognition, awards, and other honors. Apart from that, it is important to create a work environment that is supportive, conducive, motivating each other, helping each other if work difficulties arise and taking into account the needs and expectations of Teachers, so that they feel appreciated and motivated to provide the best for the Education Unit.

### 2. For further research

Future research is expected to develop this research model by adding a larger number of samples to get maximum results. And you can also add variables that may also influence teacher performance, such as school climate and available facilities and infrastructure.

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