



CONTRIBUTIONS OF PRINCIPAL TRANSFORMATIONAL LEADERSHIP, TEACHER JOB SATISFACTION, ORGANIZATIONAL COMMITMENT TO TEACHER'S ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) IN MADRASAH IBTIDAIYAH (MIN) BANJARMASIN, INDONESIA

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Abstract:

Madrasa Ibtidaiyah as an Islamic educational institution has a dual role, by teaching moderate science and instilling religious values from an early age. The problems that occur in the field, especially in some public Islamic schools in the city of Banjarmasin are not managed professionally. This has an impact on the low quality of madrasa productivity, so it is allegedly caused because in applying the leadership style and work climate in developing the commitment of the madrasa differently; this result in the quality of each madrasa being different. This study was conducted aimed at: 1) To describe the transformational leadership of the madrasa Ibtidaiyah principal, teacher job satisfaction, organizational commitment and teacher Organizational Citizenship Behavior, 2) To find out the contribution of transformational leadership directly to organizational commitment, 3) To determine the contribution of leadership transformational of madrasa ibtidaiyah principal directly towards Organizational Citizenship Behavior, 4) To find out the contribution of transformational leadership of the madrasa ibtidaiyah principal directly to Job Satisfaction, 5) To determine the contribution of teacher job satisfaction directly to organizational commitment, 6) To determine the contribution of teacher job satisfaction directly to Organizational Citizenship Behavior, 7) To determine the contribution of the teacher's organizational commitment to Organizational Citizenship Behavior, 8) to find out the contribution of transformation leadership of madrasa ibtidaiyah principal indirectly through organizational commitment to Organizational Citizenship Behavior, 9) To find out the contribution of teacher job satisfaction indirectly through organizational commitment to teacher Organizational Citizenship Behavior at MIN in Banjarmasin City. This research is a type of explanatory research with a quantitative approach. The population in this study was all teachers in MIN in Banjarmasin City as many as 117 people. The sampling

technique used in sampling is saturated samples. Data in this study were collected through questionnaires and documentation. Data were analyzed using path analysis (Path analysis) with the help of SPSS 22 software. The results showed that: 1) Direct transformational leadership of the madrasa principals, job satisfaction and organizational commitment contributed positively and significantly to the Organizational Citizenship Behavior (OCB) of MIN teachers in Banjarmasin City, 2) Direct transformational leadership of the madrasa principals and satisfaction work provides a positive and significant contribution to the commitment of the teacher organization MIN throughout the city of Banjarmasin. 3) directly the transformational leadership of the madrasa ibtidaiyah principal gave a positive and significant influence on teacher job satisfaction in MIN throughout Banjarmasin. 4) indirectly through organizational commitment, transformational madrasa principals and job satisfaction contribute positively but not significantly to Organizational Citizenship Behavior (OCB) MIN teachers in Banjarmasin. Suggestions: 1) The principal of the madrasa must continue to increase the level of transformational leadership in him by applying transformational leadership in daily performance, 2) The principal needs to multiply symbols or artifacts in focusing the vision and mission of the madrasa such as posters, paintings and aphorisms on the page schools and classrooms and teacher halls, because they play an effective role in emphasizing the goals of the madrasa.

Keywords: transformational leadership, job satisfaction, organizational commitment, organizational citizenship behavior

1. Introduction

1.1 Research Background

Education in reality has not been fully able to improve the quality of human resources. This fact is evidenced by the low quality of graduation, its relevance to people's needs is still low. Human resources prepared through education as successors have not met the expectations of society and more ironically, there is a moral crisis as a dignified nation. The need for quality human resources is increasingly needed in various contexts in this globalization era, including in the context of education or education. Teachers are a key element in the education system, especially in schools, so important is the role of teachers in transforming educational inputs, so that many experts state that there will be no change or improvement in quality in schools without changes and improvement in the quality of teachers (Departemen Pendidikan Nasional, 2008). Recognizing the importance of these human resources, of course organizations engaged in the world of education must be able to maintain the factors that can improve the quality of teachers.

Educational success depends on how strong the school or madrasa citizens are able to apply the teaching and learning process and education in schools based on school commitment. The commitment of all school members, especially the teacher's commitment to the organization, is needed to achieve organizational goals that have

been set together and the leadership strategy needed to build the organization. Organizational commitment will make members of the organization perform tasks without coercion and commit to tasks outside of their formal responsibilities.

Madrasa are Islamic educational institutions. This position is strategic in terms of culture where Islamic character can be built in a moderate manner. Madrasa are also strategic in terms of politics where their existence can be used as a parameter of Islamic strength. The urgency of this madrasa in a more macro level can be seen as a representation of the face and future of Indonesian Islam. One of the representations of the face of madrasa in this country is Madrasa Ibtidaiyah (MIN) at the level of Elementary School (SD). As an institution at the elementary level, Madrasa Ibtidaiyah (MIN) has a vital role because it is an educational institution at the basic level that plays a dual role, not only introducing science in a moderate manner but also transferring religious values at once, so that of course good management is needed and professional. So that in this case a good policy and management for managing Madrasa Ibtidaiyah becomes a necessity amid the implementation of the National Education System which has undergone significant changes.

The teacher's commitment to school organizations has almost the same emphasis, namely the process on individuals in identifying themselves with values, rules, and organizational goals and makes individuals have the desire to maintain membership in the organization. The value of the role and strategy of the headmaster is very much needed to develop commitment to the school organization. High organizational commitment can produce optimal performance, because with organizational commitment that is owned by someone, the sense of pride in their work increases.

Koesmono (2011) and Anshori (2013) stated that OCB can improve organizational efficiency and effectiveness by contributing to the transformation of resources, innovation and adaptability. Teachers hold a dual task in the process of education in schools, namely as teachers and educators. Education is something that must be considered for its quality, as we know to get quality education, of course, teaching staff who have a role in Organizational Citizenship Behavior are needed (Diputra, 2015). Organizational commitment is one of the important factors that can enhance the role of OCB. Organizational commitment is the attitude of employee loyalty and the ongoing process of an organization member expressing their concern for the success and goodness of their organization (Luthans, 2012). Job satisfaction is the second factor that can increase the role of OCB. Handoko (2011) states that job satisfaction is a feeling of satisfaction of employees at work related to their work in a company. According to Robbins and Judge (2013) job satisfaction is the main determinant of OCB behavior, satisfied employees tend to talk positively about the organization, help other individuals and pass normal expectations in their work. The results of other studies indicate that job satisfaction can influence OCB, this is indicated by Rahmi's (2014) research stating that job satisfaction has a positive and significant effect on OCB, the higher one's job satisfaction, the higher the OCB level. The results of previous studies stated that job satisfaction can influence OCB directly.

Transformational leadership is another important factor affecting the level of organizational commitment and ultimately increasing the role of OCB. Prabowo (2014) in his study concluded that transformational leadership can increase the role of OCB through organizational commitment. Saeed and Ahmad (2012) state that by adopting transformational leadership styles to influence subordinates so that they can engage in extra role behavior such as Organizational Citizenship Behavior (OCB) that is beneficial to organizational growth, so that it can be seen and observed that transformational leadership and various dimensions of OCB positively related. Maharani, et al. (2013) stated that transformational leadership has an indirect positive influence on OCB. Faharani et al. (2011) also said that transformational leadership has a positive and significant effect on organizational commitment. The results of previous studies say that formal leadership influences organizational commitment and is able to influence OCB directly or indirectly.

Principals as organizational leaders are required to be able to balance the mindset and reflection of new paradigms in the flow of globalization in communicating these policies in accordance with the direction and goals of the organization to all components of the school in order to obtain the same understanding and ownership. in realizing the vision and goals of the organization (Komariah and Triatna, 2016). Conceptually transformational leadership is defined as the principal's ability to change the work environment, work motivation perceived by subordinates so that they are better able to optimize performance to achieve organizational goals (Bass, 2014).

Transformational leadership according to Burn (1978) is one of the many leadership models that are interpreted as a process of mutual enhancement among leaders and followers at a higher level of morality and motivation (Yukl, 2016). Bass (2014) termed transformational leadership as "fours Is" which includes ideal influences, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leadership is seen as an internal quality that determines the quality of cooperation between the teacher and the Principal of the madrasa and between teachers and other education personnel in creating a conducive work environment so that the implementation of education in madrasas can be carried out effectively and efficiently which has an impact on the development of madrasa commitment. The phenomenon in the field specifically in several MIN in Banjarmasin proves that not all principals have the ability to lead madrasa professionally. The existence of gaps and the lack of leadership of the madrasa principals in improving the quality of education also has an impact on the low quality of madrasa productivity, which implies an allegation that this occurs because the leadership of each madrasa principal in applying leadership style and work climate in developing madrasa commitment is different, this results in the quality of each madrasa being different. This indicates that there is an influence of transformational leadership and job satisfaction on extra role behavior (Organizational Citizenship Behavior) both directly and indirectly through organizational commitment.

1.2 Research Hypothesis

H₀₁: The transformational leadership of Madrasa Ibtidaiyah Principal directly contributes to the organizational commitment of MIN Banjarmasin teachers.

H₀₂: Transformational leadership of Madrasa Ibtidaiyah Principal directly contributes to the teacher's Organizational Citizenship Behavior at MIN in Banjarmasin.

H₀₃: Transformational leadership of Madrasa Ibtidaiyah Principal contributes directly to teacher job satisfaction in MIN in Banjarmasin.

H₀₄: Teacher job satisfaction directly contributes to the teacher's organizational commitment to MIN in Banjarmasin.

H₀₅: Teacher job satisfaction directly contributes to teacher's Organizational Citizenship Behavior at MIN in Banjarmasin.

H₀₆: The commitment of the teacher organization contributes to the teacher's Organizational Citizenship Behavior at MIN in Banjarmasin.

H₀₇: Transformational leadership of Madrasa Ibtidaiyah Principal indirectly contributes to the teacher's Organizational Citizenship Behavior at MIN in Banjarmasin.

H₀₉: Teacher job satisfaction indirectly contributes to teachers' Organizational Citizenship Behavior at MIN in Banjarmasin.

2. Methods

The type of research used is explanatory with a quantitative approach. The population in this study was all teachers in MIN in the city of Banjarmasin with a total sample of 117 teachers. The sampling technique used in sampling is saturated samples. Data collection of this research includes filling out questionnaires, interviews, observations, examinations, and documentation. The test of research analysis goes through several stages namely normality test, linearity test, and homogeneity test. Furthermore, for hypothesis testing using path analysis and all testing using the SPSS program.

3. Results and Discussion

3.1 Requirements Test Results

A. Normality Test

		Transformational Leadership of Madrasa Principal (X1)	Job Satisfaction (X2)	Organizational Commitment (Z)	Organizational Citizenship Behavior (OCB) (Y)
N		117	117	117	117
Normal Parameters ^{a,b}	Mean	65,606	52,803	41,222	65,025
	Std. Deviation	4,912	4,539	3,464	6,256
Most Extreme Differences	Absolute	,076	,074	,089	,082
	Positive	,047	,055	,082	,048
	Negative	-,076	-,074	-,089	-,082
Kolmogorov-Smirnov Z		,818	,801	,965	,892

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Asymp. Sig. (2-tailed)	,515	,543	,309	,404
a. Test distribution is Normal.				
b. Calculated from data.				

Based on the results of calculation data, all variables tested were normally distributed at 0,05 significance.

B. Linearity Test

Linearity test in this study on SPSS by using the Test for Linear at the 0.05 significance level. Two variables are said to have a linear relationship or relationship if the significance is linearity < 0,05 (Priyatno, 2014).

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Organizational Commitment (Z) * Transformational Leadership of Madrasa Principal (X1)	Between Groups	(Combined)	709,865	21	33,803	4,706	,000
		Linearity	573,536	1	573,536	79,850	,000
		Deviation from Linearity	136,329	20	6,816	,949	,529
	Within Groups		682,358	95	7,183		
	Total		1392,222	116			
			Sum of Squares	df	Mean Square	F	Sig.
Organizational Commitment (Z) * Job Satisfaction (X2)	Between Groups	(Combined)	494,752	21	23,560	2,494	,001
		Linearity	333,677	1	333,677	35,321	,000
		Deviation from Linearity	161,075	20	8,054	,853	,645
	Within Groups		897,470	95	9,447		
	Total		1392,222	116			
			Sum of Squares	df	Mean Square	F	Sig.
Transformational Leadership of Madrasa Principal (X1) * Organizational Citizenship Behavior (OCB) (Y)	Between Groups	(Combined)	1537,338	27	56,938	4,014	,000
		Linearity	1218,419	1	1218,419	85,887	,000
		Deviation from Linearity	318,918	26	12,266	,865	,654
	Within Groups		1262,577	89	14,186		
	Total		2799,915	116			
			Sum of Squares	df	Mean Square	F	Sig.
Job Satisfaction (X2) * Organizational Citizenship Behavior (OCB) (Y)	Between Groups	(Combined)	1194,636	27	44,246	3,293	,000
		Linearity	833,601	1	833,601	62,040	,000
		Deviation from Linearity	361,034	26	13,886	1,033	,436
	Within Groups		1195,843	89	13,436		
	Total		2390,479	116			
			Sum of Squares	df	Mean Square	F	Sig.

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Organizational Commitment (Z) * Organizational Citizenship Behavior (OCB) (Y)	Between Groups	(Combined)	1192,114	27	44,152	19,637	,000
		Linearity	1051,698	1	1051,698	467,753	,000
		Deviation from Linearity	140,416	26	5,401	2,402	,001
	Within Groups		200,108	89	2,248		
	Total		1392,222	116			

Based on the results of the linearity test that between variables X1, X2, Z, and Y there is a linear relationship.

C. Homogeneity Test

Variable	P value / sig	Keterangan
X1 dan Z	0,097	Homogen
X2 dan Z	0,325	Homogen
X1 dan Y	0,526	Homogen
X2 dan Y	0,585	Homogen
Z dan Y	0,120	Homogen

Based on the table above, it can be seen that the whole p value is $> 0,05$, then the data is taken from a homogeneous sample.

3.2 Path Analysis

A. Influence between Transformational Leadership of Madrasa Principal (X1) with Organizational Commitment (Z) of Banjarmasin MIN teachers

Independent Variable	Standardized Coefficient Beta	T	Sig
Constants		3,475	0,000
Transformational Leadership of Madrasa Principal	0,642	8,976	0,000
Dependent Variable	= Organizational Commitment		
R	= 0,642		
R Square (R ²)	= 0,412		
S _e	= 2,668		

B. The Effect of Transformational Leadership of Madrasa Principal (X1) on Organizational Citizenship Behavior (Y) of Banjarmasin MIN teachers

Independent Variable	Standardized Coefficient Beta	T	Sig
Constants		1,688	0,000
Transformational Leadership of Madrasa Principal	0,660	9,413	0,000
Dependent Variable	= Organizational Citizenship Behavior		
R	= 0,660		
R Square (R ²)	= 0,435		
S _e	= 4,723		

C. Effect of Transformational Leadership of Madrasa Principal (X1) on Job Satisfaction (X2) of Banjarmasin MIN teachers

Independent Variable	Standardized Coefficient Beta	T	Sig
Constants		6,132	0,000
Transformational Leadership of Madrasa Principal	0,330	3,745	0,000
Dependent Variable	= Job Satisfaction		
R	= 0,330		
R Square (R ²)	= 0,109		
S _e	= 4,304		

D. Influence between Job Satisfaction (X2) and Organizational Commitment (Z) of Banjarmasin MIN teachers

Independent Variable	Standardized Coefficient Beta	T	Sig
Constants		6,536	0,000
Job Satisfaction	0,490	6,021	0,000
Dependent Variable	= Organizational Commitment		
R	= 0,490		
R Square (R ²)	= 0,240		
S _e	= 3,033		

E. Effect of Job Satisfaction (X2) on Organizational Citizenship Behavior (OCB) (Y) of Banjarmasin MIN teachers

Independent Variable	Standardized Coefficient Beta	T	Sig
Constants		4,011	0,000
Job Satisfaction	0,591	7,847	0,000
Dependent Variable	= Organizational Citizenship Behavior		
R	= 0,591		
R Square (R ²)	= 0,349		
S _e	= 5,071		

F. Effect of Organizational Commitment (z) on Organizational Citizenship Behavior (Y) of Banjarmasin MIN teachers

Independent Variable	Standardized Coefficient Beta	t	Sig
Constants		0,093	0,926
Organizational Commitment	0,755	18,846	0,000
Dependent Variable	= Organizational Citizenship Behavior		
R	= 0,869		
R Square (R ²)	= 0,755		
S _e	= 3,107		

Based on the influence models above, it can be arranged an influence trajectory model called path analysis. The effects of errors on the first and sixth equations are as follows:

$$Pe = \sqrt{1 - R^2}$$

$$Pe1 = \sqrt{(1 - 0,412)} = 0,767$$

$$Pe6 = \sqrt{(1 - 0,755)} = 0,495$$

Then:

$$Rm^2 = 1 - Pe1^2 \cdot Pe6^2$$

$$= 1 - (0,767)^2 \cdot (0,495)^2$$

$$= 1 - (0,588 \cdot 0,245)$$

$$= 1 - 0,144$$

$$= 0,856$$

Examination of model validity through total determination coefficient (Rm^2) shows a value of 85.6%. So, the total diversity of data that can be explained by the model is as much as 85.6%.

The effects of errors on the Fourth and Sixth equations are as follows:

$$Pe = \sqrt{1 - R^2}$$

$$Pe4 = \sqrt{(1 - 0,240)} = 0,872$$

$$Pe6 = \sqrt{(1 - 0,755)} = 0,495$$

Then:

$$Rm^2 = 1 - Pe2^2 \cdot Pe5^2$$

$$= 1 - (0,872)^2 \cdot (0,495)^2$$

$$= 1 - (0,760 \cdot 0,245)$$

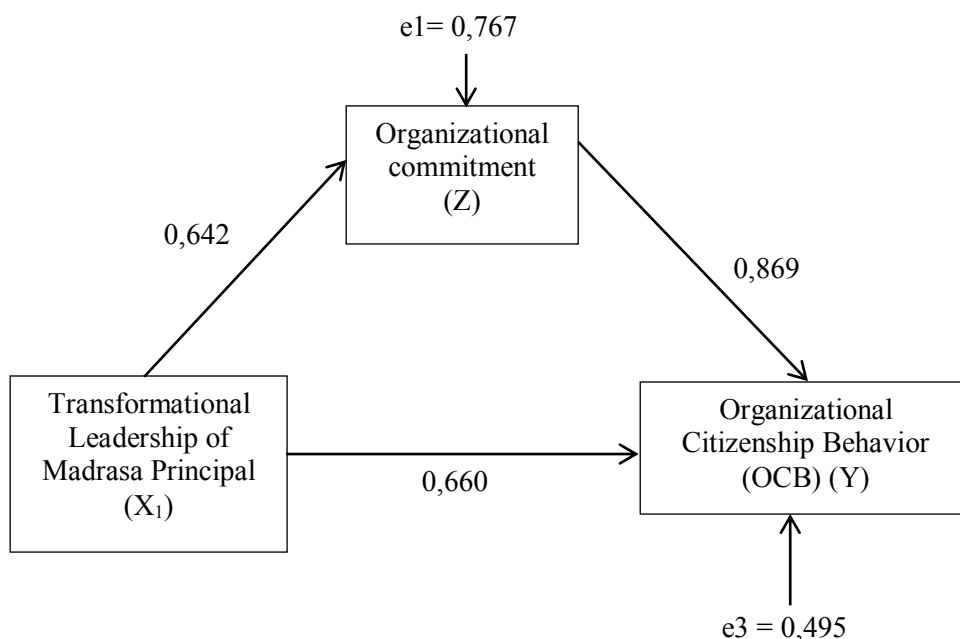
$$= 1 - 0,186$$

$$= 0,814$$

Examination of model validity through total coefficient of determination (Rm^2) shows the total diversity of data that can be explained by the model is 81.4%.

G. Indirect Influence of Transformational Leadership of Madrasa Principal (X1) with Organizational Citizenship Behavior (OCB) (Y) through Organizational Commitment (Z) of Banjarmasin MIN teachers

From the results of the regression calculation can be calculated indirect effects of Transformational Leadership of Madrasa Principal (X_{-1}) on Organizational Citizenship Behavior (OCB) (Y) through Organizational Commitment (Z). The value of the path coefficient can be seen in the following figure.



The following is the calculation of indirect effects as shown above.

$$PTL (X - Y) = P1 \times P6$$

Information:

PTL (X₁ - Y) = Indirect influence of variable X₁ on Variable Y through Variable Z

P1 = Direct effect of X₁ variable and Z

P6 = Z effect on Y

So that:

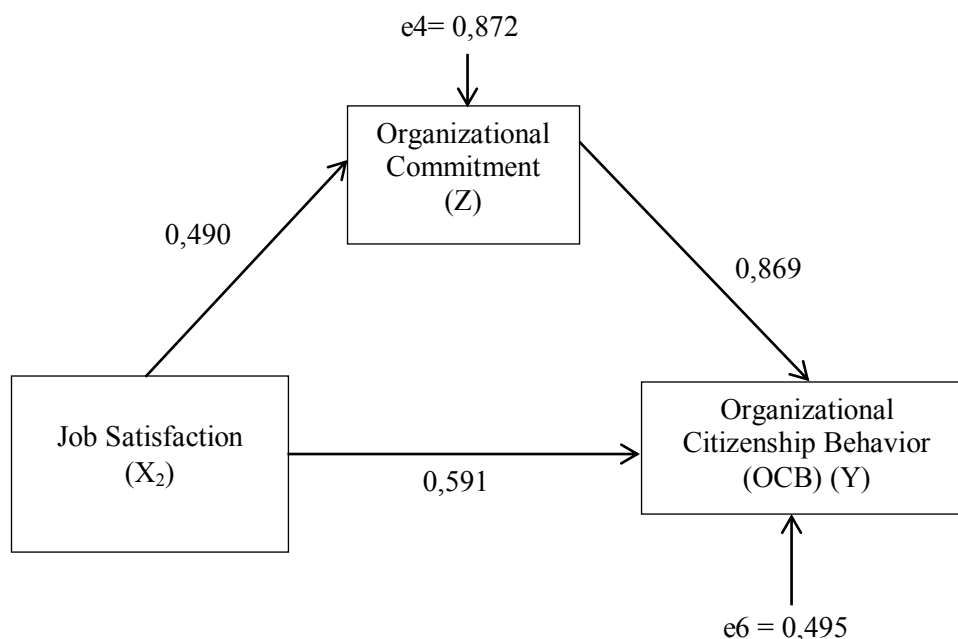
$$PTL (X_1 - Y) = 0,642 \times 0,869$$

$$= 0,558$$

Based on the results of the calculation, it can be concluded that the indirect effect of Transformational Leadership Madrasa Principal variable on the Organizational Citizenship Behavior (OCB) (Y) variable through the teacher organization commitment variable is 0,558.

H. Indirect effect of Job Satisfaction (X2) with Organizational Citizenship Behavior (OCB) (Y) through Organizational Organizational (Z) of Banjarmasin MIN teachers

The following is a picture of the path coefficient of the indirect effect of Job Satisfaction (X2) on Organizational Citizenship Behavior (OCB) (Y) through Organizational Commitment (Z).



$$PTL (X_2 - Y) = P_4 \times P_6$$

$$PTL (X_2 - Y) = 0,490 \times 0,869$$

$$= 0,426$$

Based on the above calculations, it can be concluded that the indirect effect of the Job Satisfaction variable on the Organizational Citizenship Behavior (OCB) variable through the teacher organizational commitment variable is 0.426. Based on the data analysis above, it can be summarized in the table below:

Variable	Direct Influence	Sign	Variable	Indirect Influence	Sign
$X_1 - Z$	0,642	Significant	$X_1 - Y$	0,558	Not Significant
$X_1 - X_2$	0,330	Significant	Total = 1,207		
$X_1 - Y$	0,660				
$Z - Y$	0,869	Significant			
$X_2 - Z$	0,490	Significant	$X_2 - Y$	0,426	Not Significant
$X_2 - Y$	0,591		Total = 0,919		

3.3 Hypothesis Testing

To test the significance of the constants of each independent variable is to use the t test, the hypothesis is used as follows:

- H_a = Significant Regression Coefficient
 - H_o = Regression coefficient is not significant
- The considerations in making decisions (based on probability) are as follows:
- If the probability is $> 0,05$ then H_o is accepted
 - If the probability is $< 0,05$ then H_o is rejected

H₀₁ Testing

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11,529	3,317		3,475	,001
	Transformational Leadership of Madrasa Principal (X1)	,453	,050	,642	8,976	,000

a. Dependent Variable: Organizational Commitment (Z)

Based on the significance value of t in the table above, it can be seen that the partial influence of each independent variable can be taken as a decision that X1 has a t value = 8,976 with a significance level of 0,000 and t table = 1,980. A probability value of 0,000 is smaller than 0,05 and the value of t count is 8,976 greater than t table = 1,980. It can be concluded that the Transformational Leadership of MIN Principal has a significant relationship to Organizational Commitment, thus hypothesis 1 is accepted.

H₀₂ Testing

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,910	5,872		1,688	,094
	Transformational Leadership of Madrasa Principal (X1)	,840	,089	,660	9,413	,000

a. Dependent Variable: Organizational Citizenship Behavior (OCB) (Y)

Based on the significance value of t in the table above, it can be seen that the partial influence of each independent variable can be taken as a decision that X1 have a t value = 9,413 with a significance level of 0,000 and t table = 1,980. So it can be concluded that Transformational Leadership of Madrasa Principal has a significant relationship to Organizational Citizenship Behavior (OCB) and hypothesis 2 is declared acceptable.

H₀₃ Testing

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32,817	5,352		6,132	,000
	Transformational Leadership of Madrasa Principal (X1)	,305	,081	,330	3,745	,000

a. Dependent Variable: Job Satisfaction (X2)

Significance value t in the table above shows Transformational Leadership of Madrasa Principal have t value = 3,745 and t table = 1,980. So that it can be concluded that

directly the Transformational Leadership of Madrasa Principal has a significant relationship to job satisfaction and hypothesis 3 is accepted.

H₀₄ Testing

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21,494	3,289		6,536	,000
	Job Satisfaction (X2)	,374	,062	,490	6,021	,000

a. Dependent Variable: Organizational Commitment (Z)

Significant value t in the table above, it can be taken a decision that job satisfaction has a value of t = 6,021 with a significance level of 0,000 and t table = 1,980. The conclusion is that directly Job Satisfaction has a significant relationship to the enthusiasm of teacher work and hypothesis 4 is accepted.

H₀₅ Testing

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	22,049	5,497		4,011	,000
	Job Satisfaction (X2)	,814	,104	,591	7,847	,000

a. Dependent Variable: Organizational Citizenship Behavior (OCB) (Y)

Significance value t in the table above shows the partial influence of each independent variable, with job satisfaction having a value of t = 7,847 and t table = 1,980. It is concluded that directly the job satisfaction variable has a significant relationship to Organizational Citizenship Behavior (OCB) and hypothesis 5 is accepted.

H₀₆ Testing

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	,320	3,445		,093	,926
	Organizational Commitment (Z)	1,570	,083	,869	18,846	,000

a. Dependent Variable: Organizational Citizenship Behavior (OCB) (Y)

Based on the significance value t indicates Organizational Commitment has a value of t arithmetic = 18,846 with a significance level of 0,000 and t table = 1,980. Then it can be concluded that directly the organizational commitment variable has a significant relationship to Organizational Citizenship Behavior (OCB) and hypothesis 6 is accepted.

H₀₇ Testing

The influence or indirect relationship between the variables of Transformational Leadership of Madrasa Principal (X1) on Organizational Citizenship Behavior (OCB) (Y) through Organizational Commitment (Z) is obtained by multiplying the path coefficients direct effect of variable X1 on Z (P1) with path coefficients direct effect of variable Z on Y (P6), namely: $0,642 \times 0,869 = 0,558$. This means that there is an indirect positive relationship between the variables of the Transformational Leadership of Madrasa Principal (X1) with Organizational Citizenship Behavior (OCB) (Y) Variables through Organizational Commitment Variables (Z) of 0,558.

The mediation effect shown by multiplication ($P1 \times P6$) = 0.558, while significant or not tested with the Sobel test as follows:

Calculate standard errors from indirect coefficients (Se₁₆)

$$\begin{aligned} Se_{16} &= \sqrt{P_6^2 \cdot Se_1^2 + P_1^2 \cdot Se_6^2 + Se_6^2 \cdot Se_1^2} \\ &= \sqrt{(0,869)^2 \cdot (2,668)^2 + (0,642)^2 \cdot (3,108)^2 + (2,668)^2 \cdot (3,108)^2} \\ &= \sqrt{5,374 + 3,979 + 68,753} \\ &= \sqrt{78,106} \\ &= 8,838 \end{aligned}$$

From the results of Se₁₆ above, it can be calculated t statistics of the influence of mediation using the following formula:

$$t = \frac{P_{16}}{Se_{16}} = \frac{0,558}{8,838} = 0,063$$

Based on the Sobel formula above, the test for the influence of mediating variables is as follows:

Variable	Indirect Influence	S _{indirect effect}	T	Sign
X ₁	0,558	8,838	0,063	Not Significant

The above calculation shows that the mediation coefficient is not significant. Thus it can be concluded that hypothesis 7 is rejected.

H₀₈ Testing

The influence or indirect relationship between Job Satisfaction variables (X2) on Organizational Citizenship Behavior (OCB) (Y) through Organizational Commitment (Z) is obtained by multiplying path coefficients direct effect of variable X2 on Z (P4) with path coefficients direct effect of variable Z on Y (P6), namely: $0,490 \times 0,869 = 0,426$. This means there is an indirect positive contribution between the variables of Job Satisfaction (X2) and Organizational Citizenship Behavior (OCB) (Y) Variables through Organizational Commitment (Z) of 0,426.

The mediation effect shown by multiplication ($P4 \times P6$) = 0.426, while significant or not tested with the test Sobel as follows:

Calculate standard errors from indirect coefficients (Se_{46})

$$\begin{aligned} Se_{46} &= \sqrt{P_6^2 \cdot Se_4^2 + P_4^2 \cdot Se_6^2 + Se_6^2 \cdot Se_4^2} \\ &= \sqrt{(0,869)^2 \cdot (3,034)^2 + (0,490)^2 \cdot (3,108)^2 + (3,108)^2 \cdot (3,034)^2} \\ &= \sqrt{6,949 + 2,318 + 88,911} \\ &= \sqrt{98,178} \\ &= 9,908 \end{aligned}$$

From the results of Se_{46} above, it can be calculated t statistics of the influence of mediation using the following formula:

$$t = \frac{P_{46}}{Se_{46}} = \frac{0,426}{9,908} = 0,043$$

Based on the Sobel formula above, the test for the influence of mediating variables is as follows:

Variable	Indirect Influence	S _{indirect effect}	T	Sign
X ₂	0,426	9,908	0,043	Not Significant

The table above shows that overall the transformational leadership of Madrasa Principal has a value smaller than t table, with a significance level of 0,05 that is equal to 0,043, it can be concluded that the mediation coefficient is not significant. Thus it can be concluded that hypothesis 8 is rejected.

3.3 Research Results

3.3.1 Contribution of Transformational Leadership of Madrasa Principal Directly Against Teacher Organizational Commitment at MIN in Banjarmasin

The success of an organization or company is determined by a leader who leads his organization. A leader with transformational leadership has a vision of the future and is able to identify changes in the environment and be able to transform these changes into the organization. Transformational leadership also provides inspiration and motivation in employees, so it can create high organizational commitment. The results of the path coefficient analysis between transformational leadership of the madrasa principals and organizational commitment obtained a Beta coefficient of 0,642 and the value of R Square (R^2) of 0,412. This means that directly the transformational leadership of the madrasa ibtidaiyah head contributed positively and significantly to the organizational commitment of teachers in MIN throughout the city of Banjarmasin, which amounted to 41,2%. An employee who has a high commitment will have identification with the organization, is involved seriously in the work and there is positive loyalty and

affection towards the organization. However, in reality, employees have a low affective commitment, seen when there is supervision from their superiors that almost all employees work as well as possible, but when not monitored the employees will work with their will. This shows that employees have not fully trusted the company and are willing to accept company values. Thus, it can be concluded that if a leader has the ability to mobilize and empower employees, it can affect organizational commitment. The results of this study are in line with previous research conducted by Diputra (2015) which states that transformational leadership has a direct influence on organizational commitment.

3.3.2 Contribution of Transformational Leadership of Madrasa Principal Directly to Teachers Organizational Citizenship Behavior at MIN in Banjarmasin

Someone who has a high OCB is willing to not be paid in the form of certain money or bonuses, but rather to the social behavior of each individual to work beyond what is expected, such as helping colleagues during voluntary breaks (Ahdiyana, 2011). This is indicated by the more frequent leaders encourage employees to achieve organizational goals (Intellectual stimulation) and more and more employees feel confident in their ability to carry out tasks and this indirectly affects employees to be willing to do OCB (Hee Lee et al., 2013). The results of the path coefficient analysis between transformational leadership of the principal madrasa ibtidaiyah and Organizational Citizenship Behavior obtained a Beta coefficient of 0,66 and the value of R Square (R^2) of 0,435. This means that directly the transformational leadership of the madrasa ibtidaiyah principal contributes positively and significantly to the teacher's organizational citizenship behavior at MIN in the city of Banjarmasin, which is 43,5%.

The results of this study are in line with previous research conducted by Arimbawa (2016) which states that organizational commitment is influential. The results of this study are in line with the zero presented by Luthans (2016) which states that superiors leadership style and support greatly influence the emergence of OCB for employees, this can be understood through the process of modeling or vicarious learning conducted by superiors who then inspire employees to also do OCB, so employers can become agents of the OCB model. But this must be supported also by the quality of good interactions between superiors and subordinates. That way, the boss will have a positive view of the subordinates, on the contrary, the subordinates will feel that their superiors provide support and motivation so that they will show respect and try to do more for their organization.

3.3.3 Contribution of Transformational Leadership of Madrasa Principal Directly Against Teacher Job Satisfaction at MIN in Banjarmasin

Transformational leadership is a leadership process where leaders develop the commitment of followers with various values and various organizational visions in Wuradji (2013). Transformational leadership from a madrasa head can basically create an environment that motivates employees to achieve organizational goals and develop

interest in work (Kresnandito and Fajrianti, 2012). The results of the path coefficient analysis between transformational leadership of the madrasa principals and job satisfaction obtained Beta coefficient values of 0,330 and the value of R Square (R^2) of 0,109. This means that directly the transformational leadership of the madrasa ibtidaiyah head contributes positively and significantly to the teacher's organizational citizenship behavior at MIN in the city of Banjarmasin, which is 10,9%. The results of this study are in line with the research conducted by Atmojo (2012) which states that transformational leadership significantly influences job satisfaction. This shows that the quality of leaders is high enough so that teacher job satisfaction can be achieved.

3.3.4 Contribution of Teacher's Job Satisfaction Directly to Teacher Organizational Commitment at MIN in Banjarmasin

Previous experts have stated in their research that if someone feels that all their needs and desires have been fulfilled by the organization, automatically they will fully increase the level of commitment in themselves, according to the opinions of Luthans et al. (2015) stating that positive variables on job satisfaction, namely the type of work itself, salary/payment, opportunities for promotion, their supervisor and coworkers can be fulfilled, commitment to the organization will arise well, so satisfaction will have an impact on organizational commitment. But there are also other empirical evidence showing the unclear relationship between employment and organizational commitment where the research conducted between the two variables shows inconsistent results of William and Hazer (1986).

The results of the path coefficient analysis between Job Satisfaction and Organizational Commitment obtained Beta coefficient of 0,490 and the value of R Square (R^2) of 0,240. This means that job satisfaction directly contributes positively and significantly to teacher job satisfaction in MIN in the city of Banjarmasin, which is 24%. The results of this study are in line with previous research conducted by Diputra (2015) which states that job satisfaction has a direct influence on organizational commitment.

3.3.5 Contribution of Teacher's Job Satisfaction Directly to Teacher's Organizational Citizenship Behavior at MIN in Banjarmasin

Robbins and Judge (2013) state that job satisfaction is moderately correlated with OCB, because people who are more satisfied with their work are more likely to be involved in OCB. It is logical to assume that job satisfaction should be the main determinant of an employee's organizational citizenship (OCB) behavior. Satisfied employees seem to tend to talk positively about the organization, help other individuals, and exceed normal expectations in their work. In addition, satisfied employees may find it easier to do more work because they want to respond to their positive experiences. Initial discussions about OCB assume that this is very much related to satisfaction.

The results of the path coefficient analysis between Job Satisfaction and Organizational Citizenship Behavior teachers obtained a Beta coefficient of 0,591 and the value of R Square (R^2) of 0,349. This means that job satisfaction directly contributes

positively and significantly to teacher job satisfaction at MIN in the city of Banjarmasin, which is 34,9%. The results of this study are in line with previous research conducted by Diputra (2015) which states that job satisfaction has a direct influence on OCB. Likewise, previous research conducted by Arimbawa (2016) stated that job satisfaction has a positive and significant effect on teacher's Organizational Citizenship Behavior. The results of this study are in line with the theory put forward by Robbins and Judge (2013) which states that job satisfaction is the main determinant of OCB behavior. Satisfied employees tend to talk positively about the organization, help other individuals, and pass normal expectations in their work. In addition, satisfied employees find it easier to do more work because they want to respond to their positive experiences. An employee who is satisfied with the work and his commitment to the organization he works in will tend to show better work performance than employees who feel dissatisfied with their work and organization. This study also shows that there is a negative correlation between OCB and counterproductive behavior of employees (Robbins and Judge, 2013). MacKenzie et al. (1998) also shows that job satisfaction motivates employees to volunteer OCB. OCB can only be achieved if it is supported by factors in the organization allowing it, where the main thing is the existence of job satisfaction felt by employees while working in the organization. Organ (2006) as an important figure suggested OCB, stating that satisfied employees will return to the comfort of work they feel to organizations that have treated themselves well and fulfill their needs so far by carrying out their duties extra-exceeds existing standards.

3.3.6 Contributions of Teacher Organizational Commitment to Teacher's Organizational Citizenship Behavior at MIN in Banjarmasin

Organizational citizenship behavior can arise from various factors in the organization, including because of the job satisfaction of employees and high organizational commitment (Robbins and Judge, 2007). Employee commitment is a key one that also determines the success or failure of an organization to achieve its goals. According to Wibowo (2012), organizational commitment is one that influences organizational organizational behavior, which is loyal to the organization. High organizational commitment will make employees will be loyal to their work and maintain their position to be able to improve their performance in companies where the organization wants workers who want to do things that have not been done before. Organizations only look for workers who have organizational citizenship behavior.

The results of the path coefficient analysis between organizational commitment and teacher's Organizational Citizenship Behavior obtained a Beta coefficient of 0,869 and the value of R Square (R^2) of 0,755. This means that job satisfaction directly contributes positively and significantly to teacher job satisfaction in MIN in the city of Banjarmasin, which is 75,5%. The results of this study are in line with previous research conducted by Arimbawa (2016) which states that organizational commitment has a positive and significant effect on teacher's Organizational Citizenship Behavior. Likewise, the research conducted by Iswan (2016) which states that organizational

commitment has a positive and significant effect on Organizational Citizenship Behavior.

According to Kreitner and Kinicki (2014) the importance of building OCB in the work environment, can not be separated from how the commitment is in the employee. The employee's commitment is the driving force in the creation of OCB in the organization. The behavior that is demanded by the company today is not only the behavior that matches the job description, but also the extra-role or often referred to as organizational citizenship Behavior (OCB). A person's commitment in an organization is a key one that also determines the success or failure of an organization to achieve its goals. Employees who are committed to the organization are able to show a work attitude that is attentive to their duties; they have the responsibility to carry out their duties and are very loyal to the company. In fact, commitment has an impact on the work performance of human resources and in the end also greatly influences organizational citizenship Behavior (OCB) in a company or organization.

3.3.7 Contribution of Transformational Leadership of Madrasa Principal by Indirect through Organizational Commitment to Teacher's Organizational Citizenship Behavior at MIN in Banjarmasin

Organ (2006) defines OCB as individual behavior that is free, and does not directly get an award from the formal reward system, but overall can improve the efficiency and effectiveness of organizational functions. Such behavior is free and voluntary, because the behavior is not required by the requirements of the role or job description that are clearly required under a contract with the organization, but as a personal choice. In a dynamic world of work such as today, where tasks are increasingly done on the team and require flexibility, organizations need employees who have OCB behavior, such as helping other individuals in the team, volunteering to do extra work, avoiding conflicts with colleagues, obeying regulations, as well as tolerating work-related losses and disturbances (Robbins and Judge, 2013).

Organizational commitment according to Luthans (2016) is the attitude of employee loyalty and the ongoing process of an organization member expressing their attention to the success and goodness of their organization. This loyalty attitude is indicated by three things, namely: (1) someone's strong desire to remain a member of his organization; (2) willingness to mobilize their efforts for their organization; (3) strong beliefs and acceptance of organizational values and goals. Organizational commitment will make workers give the best to their organization. Workers who have a high commitment will be more work oriented, will tend to be happy to help and can cooperate. In order for OCB behavior and teacher organizational commitment to be shown well, the effectiveness of the role of a leader, in this case the principal, is very necessary. To be an effective leader, a school principal must be able to influence all the school people he leads through positive ways to achieve educational goals in school. Transformational leadership is very suitable to be applied in a dynamic school environment and has teachers who are professional, educated and have a high level of

intellectuality. Transformational leaders are leaders who inspire their followers to put aside their personal interests for the good of the organization and are able to have a tremendous influence on their followers. Transformational leaders are able to pay attention to the self-development needs of their followers, change the awareness and perspective of followers towards problems that occur, and be able to please and inspire followers to work hard to achieve common goals (Robbins and Judge, 2013).

The results of the multiplication of the direct influence of the transformational leadership of the madrasa principal on organizational commitment and the direct influence of organizational commitment variables on Organizational Citizenship Behavior show 0,558 which can be interpreted as the indirect influence of Transformational Leadership Madrasa Principal on Organizational Citizenship Behavior (OCB) through teacher organization commitment variables is 0,558. The results of this study are in line with previous research conducted by Diputra (2015) which states that transformational leadership influences OCB through teacher organizational commitment.

3.3.8 Contribution of Teacher Job Satisfaction Indirectly through Organizational Commitment to Teacher's Organizational Citizenship Behavior at MIN in Banjarmasin

According to Robbins and Judge (2013), job satisfaction is the main determinant of OCB behavior. Satisfied employees tend to talk positively about the organization, help other individuals, and pass normal expectations in their work. In addition, satisfied employees find it easier to do more work because they want to respond to their positive experiences. MacKenzie et al. (1998) also shows that job satisfaction motivates employees to volunteer OCB. Hughes et al. (2012) states that job satisfaction is related to one's attitude about work. Satisfied workers are more likely to survive working for organizations. Satisfied workers also tend to be involved in organizational behavior that goes beyond their job descriptions and roles, and help reduce the workload and stress levels of other members of the organization. Dissatisfied workers tend to be resistant in relation to leadership and engage in various counterproductive behaviors. Dissatisfaction is also the main reason someone leaves the organization. Bolon (1997) suggests that job satisfaction and organizational commitment are the two most important variables as predictors of OCB behavior. According to Alotaibi (2001), the perception variables of fairness, organizational commitment and job satisfaction have a significant positive relationship to OCB behavior. Research by Huang et al. (2012) nurses in Taiwan hospitals prove that hospitals can increase employee OCB by influencing organization's ethical climate, job satisfaction, and organizational commitment. Jahangir et al. (2004) prove that job satisfaction, organizational commitment, and leadership style influence OCB employees.

The results of multiplication between the direct influence of job satisfaction variables on organizational commitment and the direct influence of organizational commitment variables on Organizational Citizenship Behavior show 0,426 which means

that the indirect influence of job satisfaction on Organizational Citizenship Behavior (OCB) variables through teacher organization commitment variables is amounting to 0,426. The results of this study are in line with previous research conducted by Diputra (2015) which states that job satisfaction affects OCB through teacher organizational commitment.

4. Conclusion

1. Directly the transformational leadership of madrasa ibtidaiyah principal contributed to the teacher's organizational commitment to MIN throughout the city of Banjarmasin.
2. Directly transformational leadership of madrasa ibtidaiyah principal contributes to the teacher's Organizational Citizenship Behavior at MIN in the city of Banjarmasin.
3. Directly the transformational leadership of the madrasa ibtidaiyah principal contributes to the Organizational Citizenship Behavior teacher at MIN in the city of Banjarmasin.
4. Direct job satisfaction contributes to teacher job satisfaction at MIN in Banjarmasin City.
5. Direct job satisfaction contributes to teacher job satisfaction at MIN in Banjarmasin City.
6. Directly job satisfaction contributes to teacher job satisfaction at MIN in Banjarmasin City.
7. There is an indirect effect of transformational leadership madrasa principal variable on the Organizational Citizenship Behavior (OCB) variable through the teacher organization commitment variable.
8. There is an indirect influence of job satisfaction variable on the Organizational Citizenship Behavior (OCB) variable through the teacher organization commitment variable.

4.1 Suggestions

1. With the results of research that shows high results, principals should continue to increase the level of transformational leadership in themselves by applying transformational leadership in daily performance.
2. There needs to be an affirmation from the Madrasa about the goals to be achieved by the madrasa, so that the teachers can carry out the tasks according to the goals set by the Madrasa.
3. There needs to be an effort to improve the sense of togetherness between all school members, especially the teachers, so that they create a pleasant working atmosphere and help the fellow teachers in carrying out their duties and responsibilities as part of the Madrasa.

4. The head of the madrasa needs to multiply symbols or artifacts in focusing the vision and mission of the madrasa such as posters, paintings and aphorisms on the school yard as well as in the classroom and teacher's room, because they play an effective role in emphasizing the goals of the madrasa.

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CONTRIBUTIONS OF PRINCIPAL TRANSFORMATIONAL LEADERSHIP, TEACHER JOB SATISFACTION,
ORGANIZATIONAL COMMITMENT TO TEACHER'S ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)
IN MADRASA IBTIDAIYAH (MIN) BANJARMASIN, INDONESIA

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