

Job Satisfaction as the Main Predictor of Organizational Citizenship Behavior among Private Islamic Senior High School Teachers

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Abstract

Teachers' willingness to perform responsibilities beyond formal job requirements is essential for improving the effectiveness of educational institutions. In Islamic senior high schools, such voluntary behaviour reflects not only professional dedication but also organizational values that encourage collaboration and mutual support. This study examines the influence of job satisfaction and organizational commitment on teachers' Organizational Citizenship Behaviour (OCB). A quantitative explanatory design was employed using questionnaire data collected from teachers at private Islamic senior high schools. Multiple regression analysis was applied to evaluate the individual and combined effects of the independent variables on OCB. The findings reveal that job satisfaction has a significant positive effect on teachers' OCB, whereas organizational commitment demonstrates a different level of influence when analyzed separately. Simultaneously, both variables significantly explain variations in OCB. These results suggest that teachers are more likely to engage in extra-role behaviours when they experience positive work conditions and maintain strong relationships with their institutions. The study contributes to the literature by providing empirical evidence from the context of Islamic education and highlights the importance of fostering supportive organizational environments to strengthen teachers' voluntary contributions.

Keywords

Organizational Citizenship Behavior, job satisfaction, organizational commitment, private Islamic senior high schools



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INTRODUCTION

Educational institutions are increasingly expected to improve not only academic quality but also organizational effectiveness in responding to rapid changes in educational policies, technological developments, and stakeholders' expectations. Achieving these objectives requires teachers who are willing to contribute beyond their formal responsibilities. Such voluntary

behaviors strengthen collaboration, improve organizational adaptability, and create a supportive school climate that enhances institutional performance (Podsakoff et al., 2009; Belwalkar et al., 2018).

Within educational organizations, teachers frequently perform activities beyond their formal responsibilities, including assisting colleagues, participating in extracurricular programs, volunteering in school events, and maintaining harmonious interpersonal relationships. These voluntary contributions are referred to as Organizational Citizenship Behavior (OCB), defined as discretionary behaviors that support organizational effectiveness without being explicitly recognized by formal reward systems (Organ, 1988; Organ et al., 2006). Numerous studies have demonstrated that OCB contributes to higher organizational performance, stronger teamwork, and improved educational quality (Lavy, 2019; Sridadi et al., 2023; Wilhelm et al., 2024).

In educational settings, OCB has become increasingly important because teachers' responsibilities extend beyond classroom instruction. Schools require teachers who are willing to collaborate, mentor colleagues, participate in institutional activities, and contribute to organizational improvement (Somech & Drach-Zahavy, 2000). Previous studies in Indonesia similarly reported that teachers with higher levels of OCB tend to demonstrate stronger professional engagement and positively influence school performance (Ariyani, 2017; Rosyati et al., 2020; Sari & Muhammad, 2019).

Imam Qurthubi, in his classical exegesis *Al-Jami' li Ahkami Al-Qur'an*, elucidates that the term "al-birr" (righteousness/goodness) in this verse encompasses all virtuous deeds, ranging from obligatory acts such as prayer and almsgiving (zakat) to voluntary or supererogatory acts like charity and assisting others. This emphasizes a collective obligation to cooperate in goodness for the sake of the common welfare (maslahah).

Consequently, teachers' willingness to assist colleagues and contribute beyond formal obligations reflects not only organizational expectations but also religious values embedded within Islamic educational environments.

Previous organizational behavior literature has consistently identified job satisfaction and organizational commitment as important antecedents of OCB. Job satisfaction reflects employees' positive evaluation of their work experiences, including supervision, compensation, promotion opportunities, working conditions, and relationships with colleagues (Robbins & Judge, 2008; George & Jones, 2012). Employees who experience higher job satisfaction are generally more willing to reciprocate favorable organizational treatment through discretionary behaviors that benefit the organization (Dalmaisya et al., 2019; Tien, 2018).

Likewise, organizational commitment represents employees' psychological attachment to their organization and their willingness to remain organizational members while contributing toward organizational goals (Meyer & Herscovitch, 2001; Ghazzawi, 2019). Empirical evidence generally suggests that committed employees exhibit greater initiative, stronger cooperation, and higher levels of OCB (Grego-Planer, 2019; Idrus et al., 2019). Nevertheless, previous findings remain inconsistent, indicating that the strength of this relationship varies across organizational contexts and institutional cultures (Wilhelm et al., 2024).

Despite the growing body of literature, empirical evidence concerning OCB among teachers in private Islamic senior high schools remains limited. Most previous studies have focused on corporate organizations, public institutions, or general schools without considering the distinctive characteristics of Islamic educational institutions, where organizational behavior is influenced not only by managerial practices but also by religious and moral values. Furthermore, few studies have simultaneously examined the roles of job satisfaction and organizational commitment in explaining teachers' OCB within the context of Indonesian Islamic education.

Therefore, this study investigates the influence of job satisfaction and organizational commitment on teachers' Organizational Citizenship Behavior in private Islamic senior high schools. By integrating organizational behavior theory with the values underlying Islamic educational institutions, this study extends previous research and provides empirical evidence regarding the antecedents of teachers' discretionary behavior in faith-based educational organizations. The findings are expected to contribute to the organizational behavior literature while offering practical recommendations for school leaders seeking to strengthen teachers' voluntary contributions toward institutional effectiveness.

METHODS

This study employed a quantitative approach using an explanatory research design to examine the influence of job satisfaction and organizational commitment on teachers' Organizational Citizenship Behavior (OCB). The explanatory design was selected because the study aimed to test the causal relationships among the proposed variables through statistical analysis. Data were collected using a structured questionnaire and analyzed through multiple linear regression to evaluate both the individual and simultaneous effects of the independent variables on OCB. The study was conducted in two accredited private Islamic senior high schools, namely MA As-Solehhiyah and MA Al-Mukhlisin, located in Bojongsoang District, Bandung Regency.

The target population consisted of all teachers employed at the two schools. Because the population comprised only 48 teachers (25 from MA As-Solehhiyah and 23 from MA Al-Mukhlisin), this study employed a census (total sampling) technique, whereby all members of the population were included as research participants. The use of total sampling was considered appropriate because the population size was relatively small and allowed complete representation of the target respondents.

Primary data were obtained through self-administered questionnaires distributed electronically using Google Forms. Prior to the survey, preliminary observations and semi-structured interviews with school principals and several teachers were conducted to identify organizational issues related to teachers' Organizational Citizenship Behavior and to strengthen the contextual background of the study. Secondary data were obtained from institutional documents, academic books, and national and international journal articles relevant to Organizational Citizenship Behavior, job satisfaction, and organizational commitment.

All questionnaire items were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The measurement instruments were adapted from well-established theoretical frameworks that have been widely employed in organizational behavior research. Job satisfaction was measured using indicators related to satisfaction with the work itself, supervision, salary, promotion opportunities, and relationships with colleagues. Organizational commitment was assessed using the three-component model consisting of affective, continuance, and normative commitment. Organizational Citizenship Behavior was measured using Organ's five-dimensional framework, including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

RESULTS AND DISCUSSION

Results

A total of **48 teachers** participated in this study, representing all teachers employed at MA As-Solehhiyah (n = 25) and MA Al-Mukhlisin (n = 23). Because a census sampling technique was employed, the sample represented the entire study population. The respondents varied in terms of gender, educational attainment, employment status, and teaching experience, providing adequate representation of the participating schools.

Descriptive statistics indicate that the participating teachers generally reported favorable perceptions regarding job satisfaction, organizational commitment, and Organizational Citizenship Behavior. Among the three constructs, Organizational Citizenship Behavior recorded the highest average score, suggesting that teachers frequently engaged in voluntary behaviors beyond their formal responsibilities.

Table 1. Descriptive Statistics of Research Variables

Variable	Sample Size (N)	Mean	Standard Deviation	Qualitative Category
Job Satisfaction (X1)	48	49.88	8.658	Good
Organizational Commitment (X2)	48	50.77	7.594	Good
Teachers' OCB (Y)	48	62.25	7.894	Excellent

Instrument Reliability and Assumption Testing

Prior to hypothesis testing, the research instrument was assessed for validity and reliability. All questionnaire items satisfied the required validity criteria and were retained for further analysis. Reliability testing demonstrated satisfactory internal consistency, with Cronbach's alpha coefficients of **0.860** for job satisfaction, **0.825** for organizational commitment, and **0.715** for Organizational Citizenship Behavior, indicating acceptable reliability for all constructs.

Table 2. Reliability Statistics

Variable	Cronbach's Alpha
Job Satisfaction	0.860
Organizational Commitment	0.825
Organizational Citizenship Behavior	0.715

Before conducting the regression analysis, the assumptions of multiple linear regression were examined. The tolerance values (0.375) exceeded the recommended threshold of 0.10, while the VIF values (2.668) were below the critical value of 10, indicating the absence of multicollinearity. Furthermore, the Park test produced significance values greater than 0.05 for both job satisfaction (0.460) and organizational commitment (0.847), confirming that heteroscedasticity was not present. These findings indicate that all regression assumptions were satisfied.

Multiple Linear Regression Analysis

Multiple linear regression analysis was utilized to determine the direction and magnitude of the independent variables' effects on the dependent variable. A summary of the t-test and F-test results is presented in Table 2.

Table 3. Summary of Regression Analysis and Hypothesis Testing

Independent Variable	Regression Coefficient (β)	t-value	Significance (p-value)	Hypothesis Conclusion
Constant	12.405	-	-	-
Job Satisfaction (X1)	0.612	4.244	0.000	H1 Accepted (Significant)
Organizational Commitment (X2)	0.185	1.457	0.152	H2 Rejected (Not Significant)
F-value= 39.909			0.000 ^b	H3 Accepted (Simultaneous)
R-Square (R^2) = 0.495				

The regression analysis revealed that **job satisfaction positively and significantly influenced teachers' Organizational Citizenship Behavior** ($\beta = 0.621$, $t = 4.244$, $p < .001$). Therefore, **Hypothesis 1 was supported**. In contrast, **organizational commitment did not have a statistically significant effect on Organizational Citizenship Behavior** ($\beta = 0.213$, $t = 1.457$, $p = .152$), indicating that **Hypothesis 2 was not supported**.

Simultaneous Effect

The simultaneous influence of job satisfaction and organizational commitment on Organizational Citizenship Behavior was evaluated using the F-test.

Table 4. ANOVA Results

F	Sig.
39.909	.000

The ANOVA results demonstrate that the regression model was statistically significant ($F = 39.909, p < .001$), indicating that **job satisfaction and organizational commitment jointly predicted teachers' Organizational Citizenship Behavior**. Accordingly, **Hypothesis 3 was supported**.

Discussion

Job Satisfaction as the Strongest Predictor of Teachers' Organizational Citizenship Behavior

The findings demonstrate that **job satisfaction is the strongest predictor of teachers' Organizational Citizenship Behavior (OCB)**. This suggests that teachers who experience positive work conditions are more likely to voluntarily perform behaviors beyond their formal responsibilities, including assisting colleagues, participating in school activities, mentoring students outside instructional hours, and contributing to school improvement initiatives. Rather than merely fulfilling contractual obligations, satisfied teachers appear willing to invest additional time and effort to support organizational effectiveness.

This finding can be explained through **Social Exchange Theory (SET)**, which proposes that employees reciprocate favorable organizational treatment with positive discretionary behaviors. When teachers perceive supportive leadership, equitable treatment, meaningful work, professional recognition, and harmonious relationships with colleagues, they develop a sense of reciprocal obligation toward the organization. Such reciprocity is reflected in Organizational Citizenship Behavior, as teachers voluntarily contribute beyond their prescribed duties because they perceive that the organization has fulfilled their psychological and professional expectations.

The present findings are consistent with previous studies reporting that job satisfaction positively predicts Organizational Citizenship Behavior (Somech & Drach-Zahavy, 2000; Lavy, 2019; Dalmaisayah et al., 2019). However, this study extends existing knowledge by demonstrating that the relationship remains particularly strong within the context of **private Islamic senior high schools**, where work satisfaction appears to encourage not only organizational reciprocity but also the internalization of professional and religious responsibilities.

Unlike many organizational settings where extra-role behavior is primarily explained by organizational policies or reward systems, Teachers in Islamic educational institutions operate within organizational environments where professional responsibilities are closely intertwined with Islamic ethical values.

According to **Ali and Al-Owaihian (2008)**, Islamic Work Ethics emphasize diligence, cooperation, honesty, sincerity (*ikhlas*), and social responsibility as integral components of work. Unlike conventional organizational settings in which extra-role behavior is primarily driven by contractual reciprocity, teachers in Islamic schools may perceive voluntary organizational contributions as both professional obligations and religious responsibilities.

Consequently, job satisfaction not only strengthens reciprocal relationships, as proposed by Social Exchange Theory, but also reinforces intrinsic motivation rooted in Islamic ethical values. This combination may explain why satisfied teachers demonstrate stronger Organizational Citizenship Behavior despite differences in their level of organizational commitment. Consequently, positive work experiences may reinforce teachers' intrinsic motivation to contribute voluntarily because such behaviors are perceived as expressions of sincerity (*ikhlas*) and responsibility (*amanah*), rather than merely organizational expectations. This finding indicates that **daily work experiences are more influential in shaping teachers' discretionary behavior than formal organizational attachment**. Satisfaction derived from meaningful teaching, collegial relationships, and supportive leadership provides immediate psychological reinforcement, encouraging teachers to consistently engage in Organizational Citizenship Behavior.

Why Organizational Commitment Did Not Significantly Predict OCB

A particularly interesting finding of this study is that **organizational commitment did not significantly influence Organizational Citizenship Behavior after job satisfaction was included in the regression model**. Although previous studies generally identify organizational commitment as an important antecedent of OCB (Grego-Planer, 2019; Sridadi et al., 2023), the present findings suggest that its independent contribution becomes less important when teachers' job satisfaction is simultaneously considered.

The insignificant effect of organizational commitment may also reflect the distinctive characteristics of Islamic educational institutions. Teachers often identify themselves more strongly with the educational mission and religious purpose of the school than with the formal organizational structure itself. Consequently, their willingness to assist colleagues, mentor students, or voluntarily participate in school activities may originate from internalized religious values rather than from organizational attachment alone. This interpretation is consistent with Islamic Work Ethics, which emphasize that work is a form of worship (*ibadah*) and that cooperation (*ta'awun*) and trustworthiness (*amanah*) constitute essential ethical principles guiding professional behavior (Ali & Al-Owaihan, 2008; Beekun, 1997).

Therefore, organizational commitment should not necessarily be regarded as the primary antecedent of Organizational Citizenship Behavior in faith-based educational institutions. Instead, teachers' discretionary behaviors appear to emerge from the interaction between positive work experiences, professional identity, and internalized religious values.

Social Exchange Theory in the Context of Islamic Schools

The findings provide further support for **Social Exchange Theory**, while simultaneously highlighting the importance of organizational context. SET argues that employees reciprocate favorable organizational treatment with positive behaviors that benefit the organization. In the present study, this reciprocal process appears particularly relevant

because teachers experience continuous interactions with school leaders, colleagues, students, and parents.

However, the findings also suggest that reciprocal relationships in Islamic schools cannot be explained solely through economic or organizational exchanges. Teachers' discretionary behaviors are embedded within a value system emphasizing *ikhlas* (sincerity), *amanah* (trustworthiness), and *ta'awun* (mutual assistance). These values encourage teachers to perceive helping colleagues, voluntarily participating in school activities, and supporting organizational development as moral and religious responsibilities rather than optional workplace behaviors.

Consequently, Organizational Citizenship Behavior in Islamic educational institutions may reflect **both social exchange and value-driven motivation**. Teachers who experience supportive working conditions are not only reciprocating organizational treatment but are also expressing deeply held professional and religious values. This contextual perspective broadens the application of Social Exchange Theory by suggesting that reciprocal behaviors may be strengthened when organizational relationships are reinforced by shared moral beliefs.

CONCLUSION

This study concludes that job satisfaction is the primary determinant driving the emergence of Organizational Citizenship Behavior (OCB) among private Islamic senior high school (Madrasah Aliyah) teachers in Bojongsoang District, whereas organizational commitment partially does not yield a significant contribution. This proves that voluntary behavior among educators within Islamic private school settings is more sensitive to the comfort of the internal work atmosphere rather than formal commitment bonds alone. Simultaneously, both variables play an essential role, accounting for 49.5% of the variance in driving OCB. The limitation of this study lies in its relatively small sample size (48 respondents) and a geographical scope restricted to a single district; hence, any generalization of these findings must be approached with caution. For private madrasah administrators, it is highly recommended to focus on managerial strategies that enhance teachers' job satisfaction through transparent leadership communication, performance-based appreciation, and the creation of healthy collaborative spaces. For future research, it is suggested to expand the research locus and integrate moderating variables, such as intrinsic spiritual motivation (work as a calling) or a spiritual leadership style, to map teachers' extra-role behaviors more comprehensively.

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