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## Organizational Citizenship Behavior (OCB) Through Strengthening Learning Organization, Servant Leadership, Personality, dan Job Satisfaction in Indonesian Islamic Elementary School

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### Abstract

*This study examines the direct and indirect effects of Learning Organization, Servant Leadership, Personality, and Job Satisfaction on teachers' Organizational Citizenship Behavior in Indonesian Islamic Integrated Elementary Schools. A quantitative cross sectional survey design was employed involving 176 permanent teachers selected through proportional random sampling from Islamic Integrated Elementary Schools in East Jakarta, Indonesia. Data were collected using structured questionnaires and analyzed using Structural Equation Modeling based on Partial Least Squares. The findings reveal that Personality has a positive and significant effect on Organizational Citizenship Behavior and Job Satisfaction. Job Satisfaction also significantly enhances Organizational Citizenship Behavior, indicating its important role in fostering teachers' discretionary and voluntary contributions beyond formal responsibilities. Learning Organization significantly improves Job Satisfaction and indirectly strengthens Organizational Citizenship Behavior through Job Satisfaction. In contrast, Servant Leadership does not exhibit significant direct or indirect effects within the proposed structural model. The mediation analysis confirms that Job Satisfaction functions as a critical psychological mechanism linking organizational and individual resources to Organizational Citizenship Behavior. These findings highlight the importance of strengthening organizational learning practices, cultivating positive teacher personality characteristics, and improving job satisfaction to promote sustainable organizational effectiveness and educational quality in Indonesian Islamic elementary schools.*

**Keywords :** Learning Organization, Servant Leadership, Personality, Job Satisfaction, Organizational Citizenship Behavior.



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## INTRODUCTION

Organizational Citizenship Behavior has emerged as a critical construct in contemporary educational research because educational institutions increasingly operate within complex environments characterized by rapid policy transformation, technological advancement, and growing societal expectations regarding educational quality and accountability. Across various educational systems, schools are expected not only to achieve academic excellence but also to cultivate adaptive organizational capacities that enable continuous improvement and sustainable performance. Within this context, teachers are required to demonstrate behaviors that exceed formal job requirements through voluntary contributions that strengthen organizational effectiveness, collaborative culture, and institutional resilience. The growing emphasis on learner centered education and organizational adaptability has intensified scholarly interest in identifying factors that encourage teachers to engage in extra role behaviors that support collective educational goals. Organizational Citizenship Behavior is widely recognized as a strategic mechanism through which educational institutions enhance effectiveness because it reflects teachers' willingness to contribute beyond contractual obligations for the benefit of the organization (Organ et al., 2006). In Indonesia, educational transformation has been accelerated through the implementation of curriculum reforms that emphasize flexibility, collaboration, innovation, and lifelong learning competencies, as reflected in the national framework for learning recovery and educational transformation (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022). These developments position teachers as central actors whose commitment, initiative, and voluntary engagement are increasingly indispensable for achieving educational objectives established within the national education system (Republik Indonesia, 2003).

The growing body of international and national scholarship consistently demonstrates that Organizational Citizenship Behavior is influenced by multiple organizational, leadership, psychological, and individual determinants that interact dynamically within educational settings. Learning Organization theory suggests that institutions capable of facilitating continuous learning, knowledge sharing, collective reflection, and organizational adaptation are more likely to stimulate positive discretionary behaviors among members because learning cultures strengthen psychological ownership and collective responsibility (Senge, 2006). Leadership studies similarly indicate that servant leadership encourages employee development, empowerment, and ethical commitment, thereby creating relational conditions conducive to Organizational Citizenship Behavior (Greenleaf, 2002). Empirical evidence from Islamic educational institutions has shown that servant leadership contributes positively to Organizational Citizenship Behavior through the cultivation of organizational commitment and supportive interpersonal relationships (Ludin & Mukti, 2023). A systematic review focusing on Indonesian educational settings further confirms that servant leadership based supervisory practices possess substantial potential to strengthen teachers' Organizational Citizenship Behavior through trust building and professional support mechanisms (Puspitasari et al., 2025). Parallel studies have also demonstrated that job satisfaction functions as a significant predictor of Organizational Citizenship Behavior because satisfied employees tend to exhibit stronger organizational attachment and greater willingness to engage in voluntary activities that benefit the institution (Rizki et al., 2025). Evidence from Islamic educational contexts additionally reveals that job satisfaction mediates the influence of various organizational and psychological factors on Organizational Citizenship Behavior, highlighting its strategic role in translating positive organizational experiences into constructive behavioral outcomes (Lestari et al., 2025).

Despite the substantial progress achieved by previous studies, the literature remains fragmented and characterized by several unresolved conceptual and empirical inconsistencies. Existing research predominantly examines isolated relationships between Organizational Citizenship Behavior and specific antecedents such as servant leadership, organizational justice, religiosity, emotional intelligence, or work motivation without adequately capturing the multidimensional interplay among organizational, leadership, individual, and attitudinal factors. While servant leadership has frequently been reported as a positive predictor of Organizational Citizenship Behavior, empirical findings are not entirely consistent across educational environments because contextual differences often produce varying magnitudes of influence (Ludin & Mukti, 2023). Similar inconsistencies appear in studies examining job satisfaction and Organizational Citizenship Behavior, where satisfaction occasionally functions as a direct determinant and in other contexts operates primarily as a mediating mechanism (Lestari et al., 2025). Furthermore, recent investigations into Organizational Citizenship Behavior increasingly acknowledge the importance of cultural and contextual dimensions, including religiosity and local wisdom, yet these studies often overlook the simultaneous role of organizational learning capacities and stable personality characteristics in shaping teachers' voluntary behaviors (Puspitasari et al., 2025). Consequently, the current body of knowledge lacks an integrated explanatory framework capable of clarifying how organizational structures, leadership approaches, individual dispositions, and psychological evaluations collectively influence Organizational Citizenship Behavior within Islamic elementary education.

The existence of these gaps generates both scientific and practical concerns because educational institutions face increasing demands for organizational adaptability while simultaneously confronting challenges related to teacher engagement, collaboration, and institutional commitment. Indonesian Islamic elementary schools occupy a particularly important position because they are expected to integrate academic excellence, character development, and religious values within a rapidly changing educational landscape. Teachers in these institutions are entrusted with responsibilities that extend beyond instructional duties, requiring active participation in organizational development, collegial support, and community engagement as mandated by broader educational objectives and professional standards (Republik Indonesia, 2005). Contemporary organizational behavior theory argues that employee behavior is shaped through interactions among personality traits, leadership experiences, organizational environments, and job related attitudes rather than through isolated determinants (Robbins & Judge, 2022). Recent empirical evidence further suggests that personality constitutes a powerful antecedent of both job satisfaction and Organizational Citizenship Behavior because individuals possessing favorable personality characteristics demonstrate stronger adaptability,

interpersonal competence, and organizational involvement (Rizki et al., 2025). Research involving Indonesian elementary school teachers also indicates that servant leadership, Organizational Citizenship Behavior, and job satisfaction are interconnected, although the nature and direction of these relationships remain insufficiently understood across diverse educational contexts (Rumengan & Idawati, 2024).

Against this backdrop, the present study positions itself at the intersection of organizational learning, servant leadership, personality theory, and job satisfaction research by proposing an integrated framework for explaining teachers' Organizational Citizenship Behavior within Indonesian Islamic elementary schools. Rather than examining these variables independently, this study conceptualizes Organizational Citizenship Behavior as the outcome of interconnected organizational, leadership, individual, and attitudinal processes operating simultaneously within educational organizations. Such a perspective responds directly to calls for more comprehensive models capable of capturing the complexity of teacher behavior in contemporary educational institutions. The study also extends prior scholarship by examining job satisfaction as a mediating mechanism through which learning organization practices, servant leadership, and personality characteristics influence Organizational Citizenship Behavior, thereby providing a more nuanced understanding of the pathways through which voluntary organizational behaviors emerge among teachers.

This study aims to analyze the influence of Learning Organization, Servant Leadership, and Personality on Organizational Citizenship Behavior through Job Satisfaction as a mediating variable among teachers in Indonesian Islamic elementary schools. The research contributes theoretically by developing an integrated explanatory model that bridges organizational, leadership, psychological, and individual perspectives within a single analytical framework for understanding teacher Organizational Citizenship Behavior. Methodologically, the study contributes by employing Structural Equation Modeling based Partial Least Squares to simultaneously examine direct and indirect relationships among multiple latent constructs, enabling a more comprehensive assessment of complex causal mechanisms. The findings are expected to enrich the literature on educational organizational behavior while providing evidence based insights for strengthening teacher engagement, collaborative culture, and institutional effectiveness in Islamic elementary education.

## **RESEARCH METHODS**

This study employed an empirical quantitative research design using a cross sectional survey approach to examine the direct and indirect relationships among Learning Organization, Servant Leadership, Personality, Job Satisfaction, and Organizational Citizenship Behavior among teachers in Indonesian Islamic Integrated Elementary Schools. The study was conducted in Islamic Integrated Elementary Schools located in East Jakarta, Indonesia, which operate within the national educational framework emphasizing continuous learning, professional competence, and educational quality improvement as stipulated in the national education regulations and educational transformation agenda (Republik Indonesia, 2003; Republik Indonesia, 2005; Pemerintah Republik Indonesia, 2021; Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022). The target population consisted of 807 permanent foundation teachers, from which a sample of 176 respondents was determined using the Taro Yamane formula and selected through proportional random sampling to ensure adequate representation across participating schools. Data were collected through a structured questionnaire administered directly to respondents. The research model included Learning Organization as the organizational factor, Servant Leadership as the leadership factor, Personality as the individual factor, Job Satisfaction as the mediating variable, and Organizational Citizenship Behavior as the endogenous variable.

The research instrument consisted of multi item reflective measures adapted from established theoretical constructs and previous empirical studies. Learning Organization indicators were developed based on the organizational learning dimensions proposed by Senge (2006), while the remaining constructs were operationalized using validated indicators widely employed in organizational behavior and educational research. Instrument quality was evaluated through measurement model assessment involving indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. Reliability was confirmed using Cronbach Alpha and Composite Reliability values exceeding accepted thresholds, while convergent validity was assessed through Average Variance Extracted and factor loading values. Data analysis was performed using Partial Least Squares Structural Equation

Modeling because this technique is suitable for simultaneously testing complex relationships among latent variables, mediation effects, and measurement properties within an integrated structural framework (Hair et al., 2022). The analytical procedure included evaluation of the outer model, assessment of the inner model, and hypothesis testing through bootstrapping procedures across ten structural paths. Ethical principles were maintained throughout the study by ensuring voluntary participation, obtaining informed consent from respondents, guaranteeing anonymity and confidentiality of responses, and using collected data exclusively for academic and scientific purposes.

## **RESULTS AND DISCUSSION**

### **Learning Organization and Job Satisfaction as Foundational Drivers of Teachers' Organizational Citizenship Behavior**

The structural model evaluation revealed that Learning Organization significantly influenced Job Satisfaction among teachers in Islamic Integrated Elementary Schools in East Jakarta. The path coefficient reached 0.462 with a significance level below 0.05, indicating that organizational learning practices contribute positively to teachers' psychological evaluation of their work environment. This finding confirms that schools fostering continuous learning, collaborative reflection, and knowledge sharing create conditions that strengthen professional fulfillment among teachers. The result aligns with the learning organization framework proposed by Senge (2006), which emphasizes collective learning as a mechanism for organizational adaptation and individual growth.

The significance of Learning Organization becomes increasingly relevant within the Indonesian educational transformation agenda that prioritizes innovation, competency development, and adaptive learning ecosystems. Educational reforms encourage schools to establish professional cultures capable of responding to curriculum changes and evolving instructional demands (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020). Teachers operating within supportive learning environments tend to perceive stronger opportunities for professional advancement and institutional support. Such perceptions contribute positively to work satisfaction and organizational attachment.

The findings further indicate that Learning Organization did not exert a significant direct influence on Organizational Citizenship Behavior. The estimated coefficient was negative and statistically insignificant, suggesting that organizational learning mechanisms alone are insufficient to stimulate voluntary extra role behavior. This pattern implies that teachers may perceive learning activities primarily as professional obligations rather than motivational resources that encourage discretionary contributions. Similar observations have been reported in educational settings where organizational learning affects behavioral outcomes indirectly through psychological variables rather than direct behavioral pathways (Kasman et al., 2025).

From a theoretical perspective, Organizational Citizenship Behavior emerges when organizational conditions are interpreted positively by employees and transformed into favorable work attitudes. Organizational learning may enhance competence and adaptability, yet its behavioral implications often depend on employees' emotional responses toward their work. Robbins and Judge (2022) argue that positive work attitudes frequently function as antecedents of voluntary organizational behaviors. The present findings provide empirical support for this argument within the context of Islamic elementary education.

The mediation analysis demonstrated that Job Satisfaction significantly transmitted the effect of Learning Organization on Organizational Citizenship Behavior. The indirect coefficient reached 0.253 with statistical significance confirmed through bootstrapping procedures. This result indicates that organizational learning contributes to citizenship behavior through the development of positive work experiences and satisfaction. Comparable findings have been documented by Lestari et al. (2025), who identified Job Satisfaction as a critical psychological mechanism linking organizational conditions and voluntary organizational behavior.

To provide a clearer overview of the structural relationships associated with Learning Organization, the principal results are summarized in Table 1.

**Table 1. Structural Relationships Between Learning Organization, Job Satisfaction, and Organizational Citizenship Behavior**

Structural Path	Path Coefficient	T Statistic	P Value	Result
Learning Organization → Organizational Citizenship Behavior	-0.252	1.117	0.264	Not Significant
Learning Organization → Job Satisfaction	0.462	2.905	0.004	Significant
Learning Organization → Job Satisfaction → Organizational Citizenship Behavior	0.253	2.251	0.024	Significant

Source: Processed research data using SEM PLS, 2026.

The results presented in Table 1 indicate that Job Satisfaction occupies a strategic position within the structural framework. Learning Organization generated its strongest effect through satisfaction rather than through direct behavioral influence. This pattern suggests that teachers first evaluate organizational learning experiences psychologically before translating them into citizenship behavior. The finding reinforces the proposition that affective mechanisms remain central in explaining discretionary organizational actions (Organ et al., 2006).

The observed mediation effect reflects the characteristics of contemporary educational institutions that increasingly rely on collaborative learning cultures. Teachers who participate in professional discussions, peer learning activities, and collective problem solving often experience greater appreciation and professional recognition. These experiences contribute to stronger job satisfaction and subsequently encourage voluntary contributions beyond formal responsibilities. Similar conclusions were reported by Gunawan et al. (2024), who found that organizational development initiatives become more effective when accompanied by positive employee attitudes.

Within Islamic elementary schools, organizational learning also carries normative significance because educational activities combine professional objectives with moral and institutional commitments. Teachers are expected not only to deliver instructional outcomes but also to contribute to organizational development and educational excellence. When learning opportunities are perceived as meaningful and supportive, teachers become more willing to assist colleagues, participate in school initiatives, and contribute to institutional improvement. Such behaviors correspond closely to the dimensions of Organizational Citizenship Behavior described by Organ et al. (2006).

The findings indicate that strengthening Learning Organization should be viewed as a long term strategy for enhancing teacher effectiveness rather than as an immediate mechanism for generating citizenship behavior. Sustainable improvements in Organizational Citizenship Behavior require educational leaders to create learning environments that simultaneously foster professional growth and psychological satisfaction. This interpretation supports the national emphasis on continuous educational improvement and professional competence development articulated within Indonesian educational policy frameworks (Republik Indonesia, 2003; Republik Indonesia, 2005; Pemerintah Republik Indonesia, 2021; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022). The empirical evidence demonstrates that organizational learning becomes most influential when translated into positive work experiences that strengthen teachers' willingness to contribute beyond formal role expectations.

**Personality and Job Satisfaction as Determinants of Teachers’ Organizational Citizenship Behavior**

The structural model estimation revealed that personality emerged as one of the strongest predictors of Organizational Citizenship Behavior among teachers in Islamic Integrated Elementary Schools. The direct relationship between personality and OCB produced a positive coefficient of 0.386 with a significant probability value of 0.014, indicating that teachers with stronger positive personal characteristics demonstrated higher levels of voluntary organizational behavior. This finding highlights the importance of individual psychological resources in shaping behaviors that extend beyond formal job responsibilities. The result is consistent with the organizational behavior framework proposed by Robbins and Judge (2022), which emphasizes that individual dispositions substantially influence workplace attitudes and behavioral outcomes.

The positive influence of personality on OCB suggests that teachers who possess responsibility, emotional stability, openness, and interpersonal sensitivity are more likely to contribute voluntarily to organizational effectiveness. Such teachers tend to assist colleagues, support institutional initiatives, and maintain constructive relationships with stakeholders without expecting formal rewards. These behavioral patterns align with the conceptualization of OCB developed by Organ et al. (2006), which identifies altruism, conscientiousness, courtesy, civic virtue, and sportsmanship as important dimensions of discretionary behavior. Educational institutions increasingly require these characteristics because contemporary school environments demand collaboration, adaptability, and professional engagement.

The findings further indicate that personality significantly influences job satisfaction with a path coefficient of 0.486 and a probability value of 0.001. This relationship demonstrates that individual characteristics shape how teachers perceive their work experiences and organizational environments. Teachers with positive personality traits generally exhibit stronger resilience when facing professional challenges and are more capable of maintaining constructive attitudes toward their duties. Similar conclusions were reported by Indrati et al. (2026), who found that personality contributes substantially to teachers’ organizational attitudes and work related satisfaction.

Job satisfaction also demonstrated a significant positive effect on OCB with a coefficient of 0.547 and a probability value of 0.001. This result indicates that teachers who experience greater satisfaction with their work are more likely to engage in discretionary behaviors that support school effectiveness. Positive emotional evaluations of work conditions appear to strengthen willingness to contribute beyond contractual obligations. Previous studies have similarly emphasized the central role of job satisfaction in stimulating organizational citizenship behavior across educational settings (Rizki et al., 2025).

The combined effects of personality and job satisfaction suggest that OCB among teachers is strongly rooted in psychological and affective dimensions rather than merely administrative requirements. Teachers who experience positive emotions toward their profession tend to demonstrate stronger commitment to educational goals and institutional development. Such conditions encourage active participation in organizational activities and greater willingness to support colleagues during instructional and administrative processes. Comparable findings were reported by Almafahir et al. (2025), who identified individual and psychological factors as important antecedents of teachers’ citizenship behavior.

**Table 2. Significant Structural Relationships among Personality, Job Satisfaction, and OCB**

<b>Path</b>	<b>β</b>	<b>T Statistic</b>	<b>P Value</b>
Personality → OCB	0.386	2.470	0.014
Personality → Job Satisfaction	0.486	3.190	0.001
Job Satisfaction → OCB	0.547	3.318	0.001
<b>Path</b>	<b>β</b>	<b>T Statistic</b>	<b>P Value</b>
Personality → OCB	0.386	2.470	0.014

Source: Research Data Processed Using SEM PLS (2026)

The statistical evidence presented in Table 2 confirms that all structural relationships examined within the individual level framework were significant. Among the tested paths, job satisfaction

demonstrated the strongest direct influence on OCB, indicating its strategic role in encouraging teachers to engage in voluntary organizational contributions. Personality also exerted substantial influence both directly on OCB and indirectly through favorable work attitudes. These findings support the argument that educational organizations should consider psychological development alongside professional competency enhancement.

The significant contribution of personality to OCB is consistent with the findings reported by Candra et al. (2026), who concluded that individual characteristics remain among the most influential determinants of organizational citizenship behavior in educational institutions. Positive personality attributes encourage proactive behavior, constructive communication, and stronger interpersonal cooperation. Such characteristics become increasingly important in Islamic educational environments where social interaction and collective responsibility are integral to organizational culture. The evidence suggests that personality functions as a foundational resource that supports sustainable organizational effectiveness.

The strong relationship between job satisfaction and OCB reflects the importance of affective attachment within educational organizations. Teachers who perceive their work as meaningful and rewarding are more inclined to contribute beyond minimum performance expectations. This pattern supports social exchange perspectives that explain how positive work experiences generate reciprocal behaviors benefiting the organization. Similar observations were documented by Lestari et al. (2025), who identified job satisfaction as a significant mechanism supporting citizenship behavior among educational personnel.

The present findings also demonstrate that teacher professionalism extends beyond technical competence and instructional expertise. Professional educators often exhibit strong psychological engagement with organizational objectives and educational values. Such engagement strengthens commitment toward school development and encourages voluntary participation in activities that enhance institutional performance. Fauziah et al. (2025) reported that OCB contributes positively to educational effectiveness because it strengthens cooperation, service quality, and organizational adaptability.

From a broader educational perspective, these results reinforce the importance of human centered approaches in school management. Educational reforms emphasizing quality improvement require teachers who are psychologically committed and intrinsically motivated to support organizational goals. The cultivation of positive personality traits and supportive working conditions may therefore become an important strategy for strengthening citizenship behavior within Indonesian Islamic elementary schools. This interpretation supports contemporary educational management perspectives that recognize teacher commitment and satisfaction as essential drivers of sustainable organizational performance (Anggraeni et al., 2025).

### **Mediating Role of Job Satisfaction in Strengthening Organizational Citizenship Behavior**

The mediation analysis provides deeper insight into the causal mechanisms through which organizational and individual antecedents contribute to Organizational Citizenship Behavior among teachers in Indonesian Islamic Integrated Elementary Schools. Partial Least Squares Structural Equation Modeling enables the examination of indirect relationships by estimating the magnitude and significance of mediation effects within a single structural framework (Hair et al., 2022). This analytical approach is particularly relevant because organizational behavior outcomes frequently emerge through intermediate psychological processes rather than direct causal pathways alone. The present findings reveal distinct mediation patterns across the examined antecedents, indicating that job satisfaction functions as a selective transmission mechanism within the proposed model.

The significance of indirect effects indicates that teachers do not automatically translate organizational experiences and personal attributes into citizenship behaviors. Psychological evaluations regarding work experiences become an important mechanism that shapes voluntary contributions beyond formal job requirements. Contemporary organizational behavior literature emphasizes that affective and cognitive responses frequently mediate the relationship between antecedent variables and extra role behavior (Dami & Lumintang, 2026). Such a perspective highlights the importance of understanding how teachers interpret and internalize organizational conditions before displaying citizenship oriented actions.

The mediation results are presented in Table 3. The findings indicate that Learning Organization demonstrates a significant indirect effect on Organizational Citizenship Behavior through Job Satisfaction. Personality also exhibits a significant indirect effect through the same mechanism. Servant Leadership does not produce a statistically significant indirect effect because the associated probability value exceeds the accepted significance threshold.

**Table 3. Indirect Effects of Learning Organization, Servant Leadership, and Personality on OCB through Job Satisfaction**

Indirect Path	$\beta$	T	P
LO → JS → OCB	0.253	2.251	0.024
SL → JS → OCB	0.025	0.243	0.808
Personality → JS → OCB	0.266	2.553	0.011

Source: Research Data Processed Using SEM PLS (2026).

The significant indirect influence of Learning Organization on Organizational Citizenship Behavior through Job Satisfaction demonstrates that organizational learning practices generate citizenship behavior when they foster positive work evaluations among teachers. Learning opportunities, collaborative knowledge exchange, and continuous professional development contribute to favorable psychological experiences that encourage discretionary contributions. The mediation coefficient of 0.253 confirms that satisfaction operates as a meaningful transmission channel linking organizational learning environments with citizenship behavior. This interpretation is consistent with studies emphasizing the behavioral consequences of satisfaction generated through supportive organizational systems (Lestari et al., 2025).

The findings also indicate that Personality exerts a significant indirect influence on Organizational Citizenship Behavior through Job Satisfaction with a coefficient of 0.266. Teachers possessing constructive personality characteristics appear more capable of interpreting workplace experiences positively, resulting in stronger satisfaction and greater willingness to engage in extra role behavior. The mediation pathway suggests that personal dispositions affect organizational outcomes through psychological evaluation processes rather than through behavioral tendencies alone (Fahidu et al., 2026). Similar evidence has been reported in educational contexts where individual characteristics shape work attitudes that subsequently influence citizenship behavior (Rizki et al., 2025).

The strongest theoretical implication of the personality mediation pathway lies in the explanation of psychological transmission processes. Personality serves as an internal resource that affects emotional responses toward work conditions, professional responsibilities, and institutional expectations. Positive psychological orientations facilitate favorable perceptions regarding teaching activities, collegial interactions, and organizational membership, thereby strengthening satisfaction levels. Increased satisfaction then becomes a motivational foundation for citizenship behaviors that support school effectiveness and educational quality enhancement (Dami & Lumintang, 2026).

A different pattern emerges in the relationship between Servant Leadership and Organizational Citizenship Behavior through Job Satisfaction. The indirect effect is statistically insignificant, as indicated by a probability value of 0.808 and a very low test statistic. This finding suggests that job satisfaction does not function as the principal mechanism through which servant leadership influences behavioral outcomes within the observed schools. Alternative mediators such as trust, relational quality, organizational climate, or psychological empowerment may provide stronger explanatory pathways in this context (Dami et al., 2023).

The absence of a significant mediation effect does not imply that servant leadership lacks organizational relevance. Prior studies have demonstrated that servant leadership often operates through complex psychological and social mechanisms that extend beyond satisfaction alone (Harmen et al., 2025). Research in Islamic educational institutions similarly reports that leadership influences citizenship behavior through emotional and relational variables that strengthen interpersonal bonds within organizations (Fikry & Suratman, 2026). These observations indicate that leadership effectiveness may depend on contextual conditions and the nature of intermediary variables incorporated into the analytical model.

From a theoretical perspective, the results support the argument that Organizational Citizenship Behavior emerges through multiple causal pathways rather than a single universal mechanism. Significant mediation effects associated with Learning Organization and Personality confirm that job satisfaction functions as an important psychological bridge connecting antecedent factors with behavioral outcomes. The insignificant mediation effect of Servant Leadership illustrates the contingent nature of organizational behavior processes and reinforces the importance of examining alternative explanatory mechanisms in educational settings. These findings strengthen the contribution of the present study by demonstrating that the development of citizenship behavior among teachers is shaped by differentiated mediation structures operating at organizational and individual levels, which aligns with contemporary mediation theory in organizational behavior research (Hair et al., 2022; Lestari et al., 2025).

## CONCLUSION

This study demonstrates that Organizational Citizenship Behavior among teachers in Indonesian Islamic Integrated Elementary Schools is shaped through the interaction of organizational, individual, and psychological mechanisms. Learning Organization contributes to the enhancement of Organizational Citizenship Behavior indirectly through Job Satisfaction, indicating that organizational learning practices become more effective when they generate positive work experiences and favorable psychological evaluations among teachers. Personality emerges as the strongest individual determinant, exerting significant direct and indirect influences on Organizational Citizenship Behavior through Job Satisfaction. Teachers possessing positive personal characteristics tend to experience higher levels of satisfaction and are more willing to engage in voluntary behaviors that support organizational effectiveness. Servant Leadership shows no significant direct or indirect influence within the structural model, suggesting that leadership practices alone may be insufficient to stimulate extra role behavior unless supported by stronger psychological and organizational conditions. The findings confirm the strategic role of Job Satisfaction as a psychological transmission mechanism that converts organizational and individual resources into discretionary behaviors that contribute to school effectiveness, professional collaboration, and educational quality improvement.

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