

Strengthening Teachers' OCB through Servant Leadership and Individual Factors

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Abstract

Teachers' Organizational Citizenship Behavior (OCB) represents extra-role behavior that is essential for enhancing school effectiveness and organizational sustainability, particularly in private vocational high schools facing increasing performance demands and institutional competition. This study aims to examine the effects of servant leadership, organizational culture, personality, and work motivation on teachers' OCB, as well as to determine priority indicators for improvement using SITOREM analysis. A quantitative survey approach was employed involving private vocational high school teachers in West Jakarta. Data were analyzed using path analysis to investigate direct and indirect relationships among variables, and SITOREM analysis to classify indicators into priority areas for immediate improvement and indicators to be maintained or further developed. The results of the path analysis reveal that servant leadership and individual factors significantly influence teachers' OCB. Furthermore, the SITOREM analysis identifies several priority indicators requiring immediate improvement, including good faith, tolerance, virtue, conscientiousness, willingness to listen, organizational norms, self-confidence, willingness, and emotional stability. Conversely, indicators such as empathy, mutual cooperation, responsibility, appreciation, humility, and openness to experience are categorized as strengths that should be sustained and enhanced. This study contributes to the development of organizational behavior and educational leadership theory and provides an evidence-based strategic framework for school leaders to systematically strengthen teachers' OCB in vocational education settings.



Keywords: organizational citizenship behavior, servant leadership, individual factors, SITOREM

INTRODUCTION

In the context of increasing organizational complexity and accountability in the education sector, teachers are no longer expected to merely fulfill their formal instructional duties. Instead, they are increasingly required to demonstrate extra-role behaviors that contribute to the overall effectiveness and sustainability of educational institutions. One such behavior is Organizational Citizenship Behavior (OCB), defined as discretionary individual behavior that is not explicitly recognized by formal reward systems but enhances organizational functioning (Organ, 1988). In educational settings, teachers' OCB manifests through voluntary collaboration, proactive support for colleagues, commitment to school improvement, and willingness to engage beyond contractual obligations (Somech & Ron, 2007).

Globally, research has consistently shown that high levels of teachers' OCB are associated with improved school effectiveness, positive organizational climate, and enhanced student outcomes (DiPaola & Hoy, 2005; Bogler & Somech, 2019). However, recent educational reports indicate growing challenges faced by teachers, including increased administrative burdens, role overload, declining motivation, and leadership practices that are often perceived as less supportive (OECD, 2022). These conditions potentially undermine teachers' willingness to engage in discretionary behaviors such as OCB, particularly in private vocational schools where organizational resources and job security may be more limited.

Within the Indonesian context, vocational high schools (Sekolah Menengah Kejuruan/SMK) play a strategic role in preparing a skilled workforce aligned with labor market demands. Nevertheless, several national evaluations have highlighted persistent issues related to teacher professionalism, organizational commitment, and work engagement, especially in private SMKs (Ministry of Education, Culture, Research, and Technology of Indonesia, 2023). In urban areas such as West Jakarta, private SMKs face intense competition, high performance expectations, and organizational pressures that necessitate strong citizenship behaviors from teachers. Yet empirical observations suggest that teachers' OCB in these schools has not reached an optimal level, indicating the presence of underlying organizational and individual challenges that warrant systematic investigation.

One leadership approach that has gained increasing scholarly attention in addressing such challenges is servant leadership. Servant leadership emphasizes serving followers' needs, fostering personal growth, empowering individuals, and prioritizing ethical and community-



oriented values (Greenleaf, 1977; Spears, 2010). Empirical studies have demonstrated that servant leadership positively influences employees' OCB by enhancing trust, psychological safety, and intrinsic motivation (Liden et al., 2014; Eva et al., 2019). In educational settings, principals who practice servant leadership tend to cultivate supportive environments that encourage teachers to go beyond formal job requirements (Saleem et al., 2020).

In addition to leadership factors, individual factors such as personality traits, work motivation, job satisfaction, and organizational commitment have been identified as significant predictors of OCB (Podsakoff et al., 2000; Judge et al., 2017). Teachers with strong intrinsic motivation, positive work attitudes, and adaptive personal characteristics are more likely to engage in voluntary behaviors that benefit their schools. However, existing studies often examine leadership and individual factors in isolation, limiting a comprehensive understanding of how these variables interact to shape teachers' OCB.

A review of prior literature reveals several critical gaps. First, while numerous studies have examined the relationship between servant leadership and OCB, most have relied on simple regression or structural equation modeling without identifying priority indicators for practical improvement. Second, research integrating leadership and individual factors simultaneously particularly in vocational education contexts remains limited, especially in developing countries. Third, empirical studies focusing on private SMK teachers in urban Indonesian settings are scarce, despite the unique organizational dynamics and challenges they face.

To address these gaps, this study employs path analysis to examine the direct and indirect effects of servant leadership and individual factors on teachers' OCB, combined with SITOREM (Scientific Identification Theory for Operational Research in Education Management) analysis. SITOREM enables the identification of key indicators that should be strengthened or maintained, providing a more actionable and strategic basis for decision-making in educational management (Hardhienata, 2017). This methodological integration offers both theoretical rigor and practical relevance.

Therefore, the purpose of this study is to analyze and strengthen teachers' Organizational Citizenship Behavior through servant leadership and individual factors among private vocational high school teachers in West Jakarta. The findings are expected to contribute to the advancement of educational leadership and organizational behavior theory, while also providing evidence-based recommendations for school leaders and policymakers to enhance teacher performance and organizational effectiveness in vocational education settings.



RESEARCH METHODOLOGY

This study utilises Path Analysis and SITOREM methods as they complement each other in terms of analytical and applied approaches. Path analysis was selected to examine the direct and indirect effects between variables that are all directly measured (observed variables), making it more precise and efficient compared to other methods such as SEM-PLS, which is generally used for latent constructs with complex measurement models. Meanwhile, the SITOREM method is used to follow up on path analysis results by formulating strategic recommendations based on the identification of factors that can be used to improve the quality of the SIKP program.

SEM-PLS, which are typically used for latent constructs with complex measurement models. Meanwhile, the SITOREM method is used to follow up on the results of path analysis by formulating strategic recommendations based on the identification of factors that have a significant but still weak influence, thereby obtaining practical and operational improvement priorities. The combination of these two methods enables the research to produce findings that are not only theoretical but also applicable and beneficial for tangible improvements in performance quality.

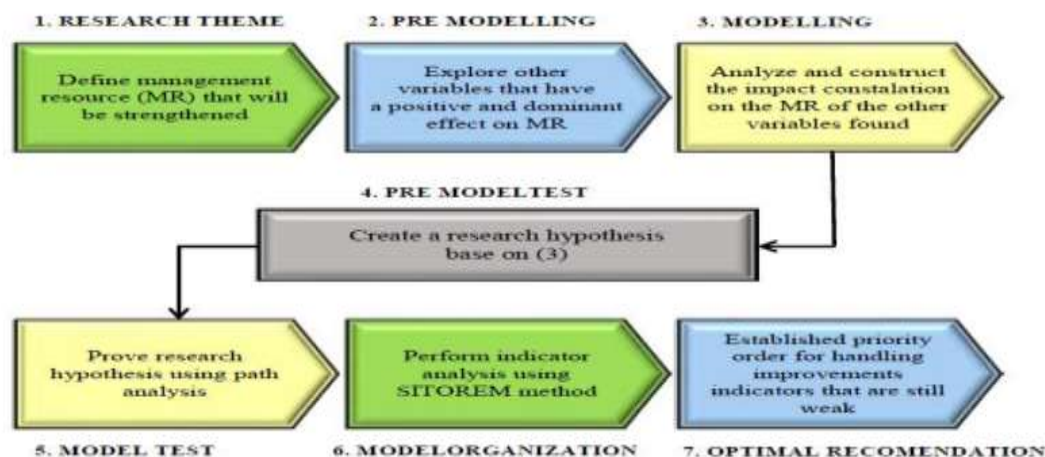


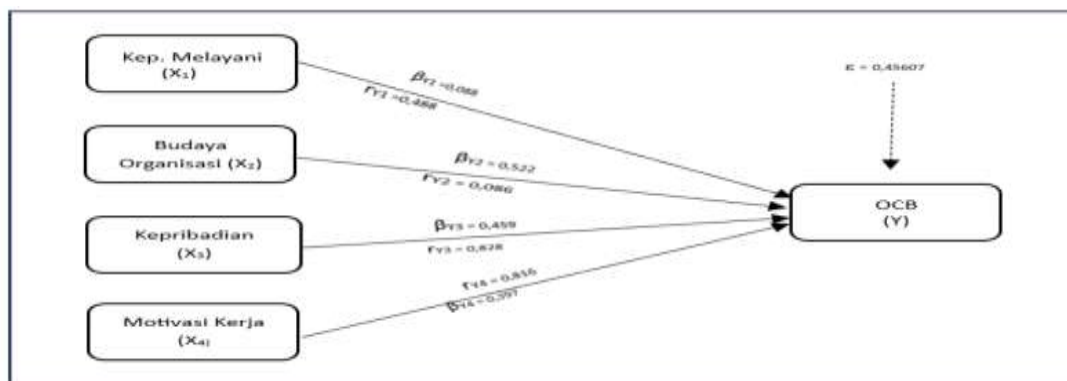
Figure 1: Stages in the POP-SDM Framework (W. Soenaryo, Setyaningsih, & Hardhienata, 2020)

The purpose of administering the questionnaire to respondents was to obtain information about what they knew regarding several variables to be used as data sources in this study. The instrument used to measure the dependent variable (Y), namely teachers' Organisational Citizenship Behaviour (OCB), and the independent variables namely servant leadership (X1), organisational culture (X2), personality (X3), and work motivation (X4).

DISCUSSION

Based on the table above, it is shown that the path coefficient in substructure 1 obtained the path coefficient X_1 to Y is $\beta_{y1} = 0.088$ (t-count = 2.136), a correlation of 0.448 or 44.8% and $\text{sig.} = 0.034 < \alpha = 0.05$ statistically significant and H_0 is rejected. The path coefficient of X_2 to Y is $\beta_{y2} = 0.86$ (t-value = 2.044), with a correlation of 0.522 or 55.2% and $\text{sig.} = 0.042 < \alpha = 0.05$, which is statistically significant, and H_0 is rejected. The path coefficient of X_3 to Y is $\beta_{y3} = 0.459$ (t-value = 9.155), with a correlation of 0.828 or 82.8% and $\text{sig.} = 0.000 < \alpha = 0.05$, which is statistically significant, and H_0 is rejected. The path coefficient of X_4 to Y is $\beta_{y4} = 0.397$ (t-value = 7.800), a correlation of 0.816 or 81.6%, and $\text{sig.} = 0.000 < \alpha = 0.05$, which is statistically significant, and H_0 is rejected. The coefficient value determined ($R_{yx43212}$) is 0.792 (79.2%). The value of ϵ_1 is $\sqrt{1 - R^2} = 0.45607$. Based on the above calculations, the framework of the empirical causal relationship of variables X_1, X_2, X_3, X_4 to Y in substructure 1 is $\hat{Y} = 4.474 + 0.073X_1 + 0.070X_2 + 0.425X_3 + 0.403X_4 + 0.45607 \epsilon_1$. The causal relationship model diagram in substructure 1, which is the empirical causal relationship of variables X_1, X_2, X_3, X_4 to Y , can be seen in the figure below.

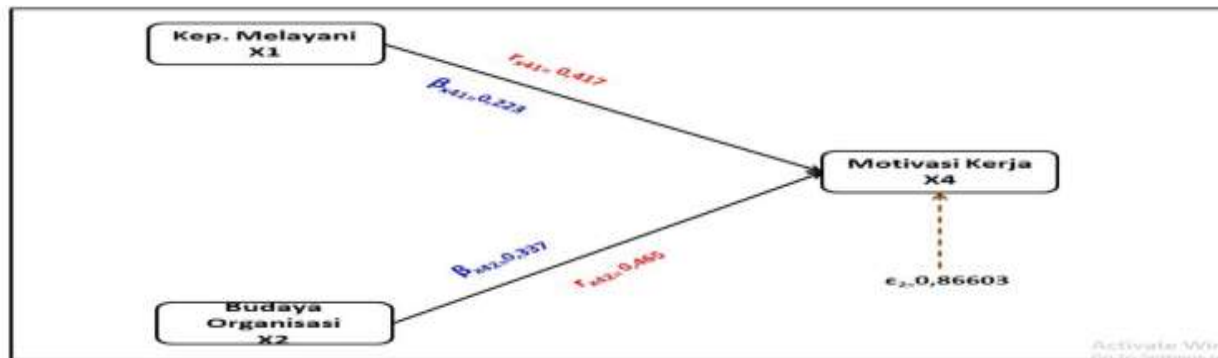
Figure 2. Causal relationship model diagram in substructure 1.



The path coefficient in substructure 2 obtained the path coefficient X_1 to X_4 is $\beta_{x41} = 0.223$ (t-count=2.953), a correlation of 0.417 (41.7%) and $\text{sig.} = 0.004 < \alpha = 0.05$ statistically significant and H_0 is rejected. The path coefficient of X_2 relative to X_4 is $\beta_{42} = 0.337$ (t-value = 4.459), with a correlation of 0.465 (46.5%) and $\text{sig.} = 0.000 < \alpha = 0.05$. This is statistically significant and H_0 is rejected. The coefficient of determination (R_{x4212}) is 0.250 (25%). The value of ϵ_2 is $\sqrt{1 - R^2} = 0.86603$. Based on the above calculations, the empirical causal relationship framework variables X_1 and X_2 on X_4 in substructure 2 is $\hat{X}_4 = 79.565 + 0.183X_1 + 0.268X_2 + 0.86603 \epsilon_2$. The causal

relationship model diagram in substructure 2, namely the empirical causal relationship of variables X1 and X2 to X4, can be seen in the figure below.

Figure 3. The Coefficient of Substructure Path 2



The path coefficient in substructure 3 obtained the path coefficient of X1 to X3 is $\beta_{x31} = 0.228$ (t-count = 2.969), a correlation of 0.404 (40.4%) and sig. = 0.003 < $\alpha = 0.05$ statistically significant and H0 is rejected. The path coefficient of X2 relative to X3 is $\beta_{x32} = 0.306$ (t-value = 3.990), with a correlation of 0.437 (43.7%) and sig. = 0.000 < $\alpha = 0.05$. This is statistically significant, and H0 is rejected. The coefficient of determination (R^2_{x3212}) is 0.452 (45.2%). The value of ϵ_3 is $\sqrt{1 - R^2} = 0.87977$. Based on the above calculations, the empirical causal relationship framework variables X1 and X2 on X3 in substructure 3 is $\hat{X}_3 = 78.962 + 0.205X_1 + 0.267X_2 + 0.87977 \epsilon_3$.

Figure 3. The Coefficient of Substructure Path 2

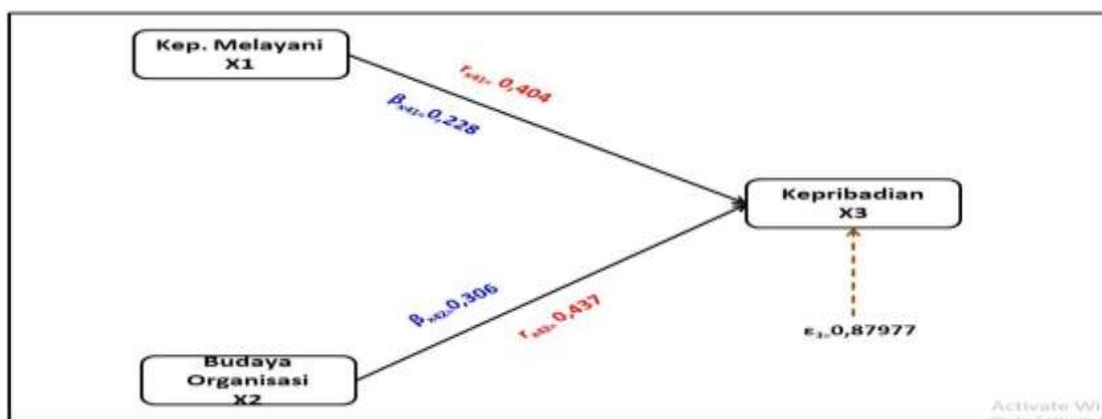
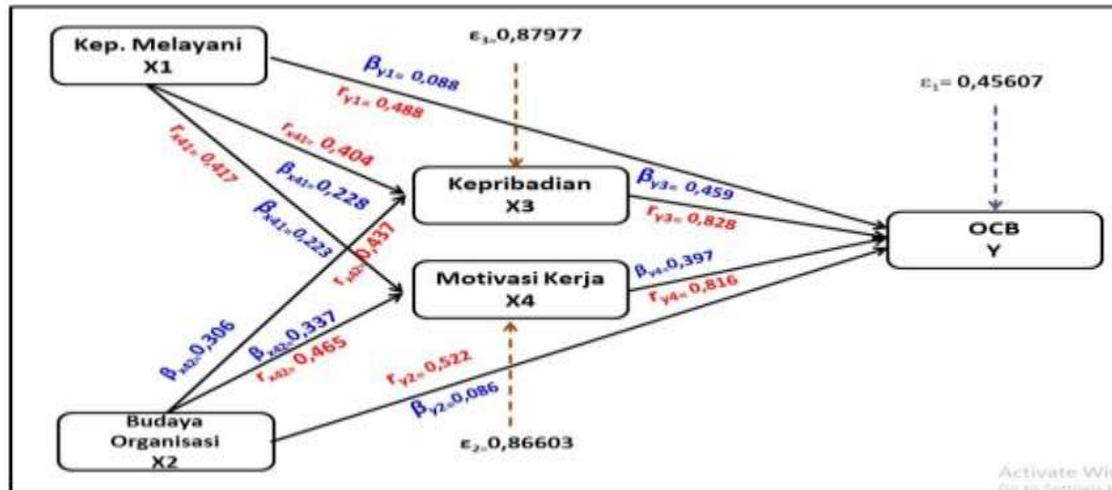


Figure 5. The following is a complete table of path coefficients



SITOREM Analysis Based on the results of the path analysis coefficients between variables, there is a direct positive and indirect effect of the variables of servant leadership (X1), organisational culture (X2), personality (X3), and work motivation (X4) on Organisational Citizenship Behaviour (OCB) (Y). Furthermore, to further strengthen and prove the relationship between the research variables, a SITOREM analysis was conducted, namely the Scientific Identification Theory for Operation Research in Education Management Hardhienata (2017).

Table 1. Classification of Work Motivation Variable Indicators Based on Expert Judgment

Initial Indicator	Indicator After Expert Evaluation (Rank & Weight)	Indicator Score
Perseverance	1st Responsibility (21%)	4.62
Willingness	2nd Appreciation (20%)	4.33
Responsibility	3rd Perseverance (20%)	4.11
Self-Confidence	4th Self-Confidence (20%)	3.75
Appreciation	5th Willingness (19%)	3.74

Based on expert judgment, the indicators of the work motivation variable were re-ranked and weighted to reflect their relative importance. The results indicate that responsibility emerged

as the most critical indicator, followed by appreciation and perseverance, while self-confidence and willingness occupied lower priority positions. Subsequently, optimization and weighting calculations were conducted for each indicator across variables, as further illustrated in the corresponding figures and tables.

Table 2. Summary of SITOREM Analysis Results for Indicator Classification

Variable	Priority Indicators to Be Immediately Improved	Indicators to Be Maintained or Further Developed
Organizational Citizenship Behavior (OCB)	1st Good Faith 2nd Tolerance 3rd Virtue 4th Conscientiousness	1st Empathy 2nd Mutual Cooperation
Servant Leadership	3rd Willingness to Listen	5th Responsibility 6th Empathy 7th Appreciation 8th Humility 9th Courage
Organizational Culture	4th Norms	10th Behavioral Distinctiveness 11th Rules 12th Values 13th Habits
Personality	5th Self-Confidence 6th Willingness	14th Responsibility 15th Appreciation 16th Perseverance
Work Motivation	7th Emotional Stability 8th Agreeableness	17th Openness to Experience 18th Openness to Social and Physical Environment 19th Conscientiousness 20th Socialization

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