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An Analysis of the Transformational Leadership Style and Self-Efficacy Effects on Elementary School Teachers' Organizational Citizenship Behavior

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Abstract

This research analyzed the effects of transformational leadership and self-efficacy on elementary school teachers' Organizational Citizenship Behavior (OCB). The research method was the quantitative method with a survey approach. The research sample consisted of 302 teachers from 40 elementary schools. The data collection technique for this research was a non-test technique with a questionnaire instrument confirmed to be valid and reliable. Data analysis techniques used descriptive statistics, inferential statistics, and path analysis. The research results showed that: (1) there was a direct positive effect of transformational leadership on OCB with a path coefficient value of 0.204; (2) there was a direct positive effect of self-efficacy on OCB with a path coefficient value of 0.187; and (3) there was an indirect effect of transformational leadership and self-efficacy on OCB path coefficient value of 0.354. This research concluded that transformational leadership and self-efficacy positively affected elementary school teachers' organizational citizenship behavior (OCB)

Keywords: Transformational leadership, self-efficacy, organizational citizenship behavior, elementary school.

Introduction

In facing the era of the industrial revolution 4.0 towards society 5.0, the world of education plays a vital role in improving the quality of human resources (Arti, 2018). Academic units must change the educational paradigm to face the era of society 5.0 (Qutni et al., 2021). Education is responsible for social, economic, cultural, and human resource development. Human resources in schools are teachers. Teachers are not only seen as human resources but as assets (Miranda & Reyes-Chua, 2021; Muntholib et al., 2018). Teachers must be able to carry out the organization's responsibilities and demands. It requires teachers to do the expected work and behavior. The expected behavior is in terms of function, and other role behavior called Organizational Citizenship Behavior (OCB) (Ahmet, 2016).

OCB is an individual behavior explicitly recognized by a formal reward system and can promote organizational functioning (Dağlı & Averbek, 2017; Lin, 2017). OCB is a positive action or deed by people in an organization that is applied through a conscious and voluntary willingness to work (extra) without expecting or demanding anything in return. In educational organizations, OCB is expected to make teachers believe in their ability to carry out something without being asked or voluntarily (Jenaababadi et al., 2013; Kılınç, 2014). The meaning of citizenship has implications for a sense of responsibility and love for work voluntarily and without supervision (Makvandi et al., 2018).

High OCB is an indication of high levels of employee motivation and commitment. Teachers whose high OCB can be said to have high loyalty to the organization where they work because they feel comfortable in their work. OCB's role is to produce teachers with unlimited integrity (et al., 2019; Uzun, 2018). It is believed to be able to increase the efficiency and effectiveness of schools because it contains components of loyalty to the organization and compliance with organizational regulations and responsibilities towards tasks and works with ideal standards (Akkaya, 2019; Romi et al., 2020).

However, the reality indicated that several schools in Indonesia still had teachers who had not demonstrated high OCB, even though the government has attempted to appreciate them, such as providing allowances and training to improve performance and competence (Alshaikh & Bond, 2020; Ghalavi & Nastiezaie, 2020; Samancioglu et al., 2019). Several research reports revealed that teachers' quality, professionalism, and competence, particularly in Indonesia, were still relatively low (Lestari et al., 2021; Soparidah et al., 2021) The United Nations Educational, Scientific and Cultural Organization (UNESCO) released its report in the 2016 Global Education Monitoring (GEM) Report that education in Indonesia was only ranked 10th out of 14 developing countries.

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The most crucial component in education, teachers, ranked 14th out of 14 developing countries worldwide. Low teacher competence caused the quality of education to decline (Firmansyah et al., 2022; Ghalavi & Nastiezaie, 2020; Romi et al., 2020). It can be seen in the declining results of the Program for International Student Assessment or the 2018 International Student Assessment Program (PISA), which showed that Indonesia was ranked 74th out of 79 countries, and Indonesia's PISA score was lower than international scores. The PISA Indonesia Science score in 2018 was 396, Mathematics 379, and Reading 371. The position of PISA Reading score in Indonesia was 6th from the bottom (Lestari et al., 2021; Shrestha & Bhattarai, 2022). Furthermore, based on the 2020 Indonesia Education Service Indicator Survey conducted by the World Bank, it was found that the teacher absence rate was one in five teachers, the mean (23.5%) absent from school. Furthermore, based on data from the Regional Education Balance for the City of Depok Indonesia in 2020, the mean UKG value for elementary school teachers was 60.14 (Romi et al., 2020; Soparidah et al., 2021). Suppose this situation is unchecked and effective efforts are not immediately made to improve Organizational Citizenship Behavior (OCB). In that case, it is estimated that the effect will be on teaching and learning activities in schools where teachers teach (Ghalavi & Nastiezaie, 2020).

Many factors affect Organizational Citizenship Behavior (OCB), including leadership style. Transformational leadership is a leadership style in which leaders intellectually stimulate their members (Haj & Jubran, 2016; Nyenyembe et al., 2016). Transformational leadership is demonstrated by the leader's ability to transform school teacher education leaders (Ahmet, 2016). Transformational leadership refers to an approach in which leaders motivate subordinates to adhere to the goals and interests of the organization (Kallapadee et al., 2017; Money, 2017). Transformational leadership is conducive to personal control in employees with different creative personalities (Yang, 2013). In addition, transformational leadership directs employees to superior organizational performance and to face the demands of renewal and change. The components of transformational leadership examined in this research consisted of (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and four individual considerations (Kılınç, 2014; Munir & Aboidullah, 2018; Samancioglu et al., 2019).

If the leader consistently conducts discussions or dialogues, which then make members develop their insights and abilities, the members will experience an increase in their knowledge and competence so that they will have positive feelings towards their profession; thus, OCB increases (Ahmet, 2016; Mlinarević et al., 2022; Saleem, 2021; Siraj et al., 2022). Leaders who often give individual and special attention according to the members' conditions will make members feel valued and understood (Li, 2022; Saleem, 2021). This situation will make members feel positive experiences that are meaningful in interacting with the superior in carrying out their duties so that OCB can increase (Kositpimanvach et al., 2021; Mlinarević et al., 2022).

Another factor is part of the teacher's ability and can affect OCB, namely teacher self-efficacy. Self-efficacy is a belief in one's ability to organize and carry out the actions necessary to produce a given achievement (Bustami et al., 2022; Febriana et al., 2022). Self-efficacy is one of the most influential aspects of self-knowledge in daily life. It is because self-efficacy affects individuals in determining the actions to achieve a goal, including estimates of various events that will be faced (Noviani & Kuswandono, 2022; Sarifah et al., 2021). Self-efficacy in teaching is an essential factor influencing a teacher's ability to teach students more effectively (Orakcı et al., 2023). Some experts also state that teacher self-efficacy is a teacher's belief about his ability to carry out his job responsibilities for his student performance (Bachtiar, 2020; Liu et al., 2021). A teacher needs to have high self-efficacy because teacher self-efficacy will significantly affect the quality of student learning (Mertasari & Candiasa, 2020).

Organizational Citizenship Behavior (OCB) is extra-role work behavior outside the required workload that is voluntary and sincere without any orders from educational institutions (Firmansyah et al., 2022; Li, 2022). This behavior is highly beneficial for the institution because it can reflect the predisposing nature of cooperative, helpful, caring, and sincere teachers in their institutions (Alanoğlu & Demirtaş, 2016; Demir, 2015). OCB also significantly contributes to treating teachers fairly according to procedures (Karabatak et al., 2018). This research was critical because the OCB variable, which is influential on this teacher, must be studied in depth. Several research variables that affected OCB must be studied, such as transformational leadership and self-efficacy of teachers familiar with the institutional environment. Research on transformational leadership and self-efficacy in Organizational Citizenship Behavior (OCB) has been conducted several times. Some research stated that transformational leadership greatly affected OCB (Ahmet, 2016; Ghalavi & Nastiezaie, 2020; Kılınç, 2014; Saleem, 2021; Samancioglu et al., 2019). Some research also stated the effects of self-efficacy on OCB (Akkaya, 2019; Alshaikh & Bond, 2020; Dağlı & Averbek, 2017; Işik, 2021; Jenaababadi et al., 2013; Lestari et al., 2021; Lin, 2017; Makvandi et al., 2018). However, no research examined the effects of transformational leadership and self-efficacy on OCB with teachers at a specific elementary school level. Based on the previous explanation of the research background, this research aims to analyze the effect of transformational leadership and self-efficacy on OCB.

METHOD

Research Design

The research method was a quantitative method with a survey approach. This survey research investigated causal relationships based on observations of the effects that occurred to separate the direct and indirect effects of a causative variable (independent/exogenous variable) on the effect variable (dependent/ endogenous variable) (Creswell, 2014). The dependent variable in this research was OCB (Y), and the independent variables included transformational leadership (X_1) and self-efficacy (X_2). The research hypotheses are stated by the statistical hypothesis as follows:

H_1 :	$\beta_{y1} > 0$	There was a positive effect between transformational leadership and increased Organizational Citizenship Behavior (OCB).
H_2 :	$\beta_{y2} > 0$	There was a positive effect between Self-Efficacy and an increase in Organizational Citizenship Behavior (OCB).
H_3 :	$\beta y_3 > 0$	There was an indirect effect of transformational leadership and self-efficacy on Organizational Citizenship Behavior (OCB).

Population and Sample/ Study Group/Participants

In qualitative studies, study group should be preferred instead of sample since such studies are conducted with few individuals or units. The individuals or units forming the study group should be introduced with all relevant characteristics. Information regarding the context of the study group should also be explained here.

The population of this research consisted of 1,170 state elementary school teachers who were accredited superiors and had educator certificates. The research sample included 302 state elementary school teachers who were accredited superior and had educator certificates. Determination of the sample was carried out by simple random technique sampling. Simple random sampling is a way of taking samples from members of the population using random without regard to strata (levels) in members of the population. Determination of the sample was carried out utilizing multistage random sampling. The sample size was calculated using the Taro Yamane Formula (Uakarn, 2021), with an error rate and a confidence level of 5%.

$$n = \frac{N}{Nd^2 + 1}$$

Information:
n : The number of samples treated
N: Total population
d : Applied precession
(In this research, the authors used the error and confidence levels
level 5%)

The sample design was carried out proportionally, namely calculating the number of samples in each elementary school using the following formula:

$$n_1 = \frac{N_1}{N} x\ n$$

Information:
n_1 : Sample size of each stratum
N_1: Population size of each stratum
N : Population
N : The number of samples

Data Collection Technique

The data collection technique in this research employed questionnaires. The questionnaire data collection technique gave respondents questions or written statements. The objective of giving questionnaires to respondents was to get information about what they obtained on several variables to be used as data sources in this research. In its assessment, the statement items of the questionnaire instrument used a Likert scale with five alternative answers, namely always (score 5), often (score 4), sometimes (score 3), ever (score 2), and never (score 1).

The following indicators were measured in the OCB questionnaire: (1) helping colleagues, (2) being responsible, (3) being tolerant of less ideal conditions, (4) supporting all organizational activities, and creating a peaceful work environment. Furthermore, the indicators measured in the transformational leadership questionnaire included: (1) leaders who become role models, (2) providing motivating inspiration, (3) stimulating the staff to be creative and innovative, (4) providing individual attention, and (5) providing instructional support. Furthermore, the self-efficacy questionnaire was measured by indicators: (1) self-resilience in dealing with problems; (2) persistence in carrying out tasks; (3) belief in being able to work well; (4) willingness to do self-development; (5) optimistic at work; and (6) enthusiasm at work. Calibration was carried out by trials on the instrument to be used to determine the validity and reliability of the instrument. Validity is the accuracy between the data on the research object and the data that researchers can report. The instrument's validity testing was based on the Pearson Product Moment correlation test, where the criteria for acceptance of the instrument items were valid. The instrument validity test was used with the r-table determined at $\alpha = 0.05$. If the ratio of the r-count was more significant than the r-table, then the item was considered valid, and if the r-count was smaller than the r-table, it was invalid and not used.

Reliability is related to the degree of consistency of data stability or findings. The instrument's reliability of commitment to the profession was tested using the Alpha Cronbach technique by calculating the valid variant value and then using the Alpha Cronbach formula. In this research, the instrument was stated to have high reliability if the Cronbach Alpha coefficient was close to one. Instrument items fulfilling the validity requirements were based on the reliability coefficient values obtained.

Table 1: Recapitulation of The Results of The Validity and Reliability of Research Instruments

Variable	Validity		Reliability	
	Before Test	After Test	Before Test	After Test
OCB	40 items	38 items	40 items	34 items
Transformational Leadership	40 items	35 items	40 items	34 items
Self-Efficacy	40 items	34 items	40 items	40 items

Data Analysis Technique

The data analysis technique determined the data's description of the object under research. In this case, non-inferential data would be presented, namely: the mean value of the ratio of the total score to the number of respondents, the median value, the

value that occurs frequently (mode), the deviation of the data from the mean value (standard deviation), the value of the quantitative data scatter variation (variance), the range of scores, and the total score, namely the total amount of data. Other data descriptions were frequency distribution tables and histogram graphs.

Statistical tests involved in this research included prerequisite tests, hypothesis testing with path analysis, correlation tests, and coefficient of determination tests. The prerequisite test consisted of a normality test using the Lilliefors test, a homogeneity test using the Bartlett test, and a regression linearity test using the ANOVA table (analysis of variance). The hypothesis testing was carried out by the path analysis method. Path Analysis is employed to analyze the pattern of relationships between variables. This model aims to determine the independent variables' direct or indirect effect on the dependent variable. Furthermore, the correlation test examined the simple correlation and multiple correlation strength of the relationship between the independent and dependent variables. Finally, the coefficient of determination testing was also carried out to determine how much the contribution effects of the variables X_1 and X_2 had on Y.

Findings

The research data presented in this section were obtained from the results of measurements on OCB, Transformational Leadership, and Self-Efficacy on variable instrument items. The data obtained was collected from a unit of analysis of 173 respondents.

Data Description

The data obtained from the answers to the research samples were processed using descriptive statistical calculations. The description of the data from this research was intended to provide an overview of the distribution or data distribution. The data was processed using descriptive statistical techniques consisting of the mean, median, the score that occurred frequently (mode), standard deviation, frequency distribution (variance), lowest and highest scores, the range between the lowest and highest scores (range), data diversity (sample variance), the total score (sum), number of classes and class ranges. The description of the research data obtained from each variable is as follows:

Description of Data Organizational Citizenship Behavior (OCB)

The results of measuring the variable data OCB (Y) through the research instrument obtained results, namely the amount of data (sum) was 23289, the amount of data (count) was 173, the maximum score was 168, the minimum score was 84, the mean score was 134. The median was 137, the frequent score occurred (mode) was 135, range of maximum and minimum scores (range) was 84. The standard deviation was 11.78. The data can be explained in the table below.

Table 2: OCB descriptive statistics

No	Statistical Measure	Outcome
1	Count	173
2	Mean	134
3	Median	137
4	Mode	135
5	Std. Deviation	17.55
6	Variance	308
7	Range	84
8	Minimum Score	84
9	Maximum Score	168
10	Number of Classes	10
11	Class Interval (Length)	9
12	Sum (Total)	23289

Based on the research data results, it can also be calculated that the number of classes was ten, with a class interval/length was 9. Thus, the frequency distribution of the OCB variable data can be seen in the table below.

Table 3: OCB frequency distribution

No	Class Interval	Absolute Frequency	Relative Frequency (%)	Cumulative Percentage (%)
1	84-92	5	2.9	2.9
2	93-101	4	2.3	5.2
3	102-110	6	3.5	8.7
4	111-119	19	11	19.7
5	120-128	19	11	30.7
6	129-137	35	20.2	50.9
7	138-146	35	20.2	71.1
8	147-155	34	19.7	90.8
9	156-164	14	8.1	98.9
10	165-173	2	1.2	100.0

Based on the table above, it can be explained that the highest frequency or maximum score was in the 6th and 7th class intervals, namely in the range of values 129-146. The mode in the class interval was 135. The class interval had a median

value of 137, and the mean score was 134.

Data Description of Transformational Leadership

Results of measurement of Transformational Leadership variable data (X_1) through the research instrument obtained, the sum was 23848, the count was 173, the maximum score was 173, the minimum score was 75, the mean score was 137.8, the median was 142, the mode was 165, and the maximum-minimum score range was 98. The standard deviation was 24.21. The data can be explained in the table below.

Table 4: Descriptive statistical variables of transformational leadership

No	Statistical Measure	Outcome
1	Count	173
2	Mean	137.8
3	Median	142
4	Mode	165
5	Std. Deviation	24.21
6	Variance	586.29
7	Range	98
8	Minimum Score	75
9	Maximum Score	173
10	Number of Classes	10
11	Class Interval (Length)	10
12	Sum (Total)	23848

Based on the research data results, it can also be calculated that the number of classes was ten, with the class interval/length being 10. Thus, the frequency distribution of the Transformational Leadership variable data can be seen in the table below.

Table 5: Frequency distribution of transformational leadership variable data

No	Class Interval	Absolute Frequency	Relative Frequency (%)	Cumulative Percentage (%)
1	75 – 84	8	4.6	4.6
2	85 -94	6	3.5	8.1
3	95 - 104	3	1.7	9.8
4	105 -114	7	4.0	13.8
5	115 - 124	25	14.5	28.3
6	125 - 134	17	9.8	38.1
7	135-144	27	15.6	53.7
8	145-154	26	15.0	68.8
9	155 - 164	31	17.9	86.7
10	165 - 174	23	13.3	100.0

Based on the table above, the highest frequency or highest score was in the 9th class interval, 155-164. The mode in this class interval was 16 5. In class intervals, there was a median value of 142, with a mean score was 137.8.

Description of Self-Efficacy Data

The results of measuring the variable data Self-Efficacy (X_3) through research instruments obtained the sum of 26147. The count was 173. The maximum score was 190, the minimum score was 88, the maximum score was 190, the mean was 151.13, the median was 153.8, the mode was 162, and the highest-lowest score range was 102. The standard deviation was 16.92. The data can be explained in the table below.

Table 6: Descriptive statistical variables of Self-efficacy

No	Statistical Measure	Outcome
1	Count	173
2	Mean	151.13
3	Median	153.8
4	Mode	162
5	Std. Deviation	16.92
6	Variance	286.34
7	Range	102
8	Minimum Score	88
9	Maximum Score	190
10	Number of Classes	10
11	Class Interval (Length)	10
12	Sum (Total)	26147

Based on the research data, the number of classes could also be calculated as ten with a class interval/length of 10. Thus, the frequency distribution of the Self-Efficacy variable data can be seen in the table below.

Table 7: Frequency distribution of self-efficacy variable data

No	Class Interval	Absolute Frequency	Relative Frequency (%)	Cumulative Percentage (%)
1	82-91	4	2.3	2.3
2	92-101	4	2.3	4.6
3	102-111	2	1.2	5.8
4	112-121	3	1.7	7.5
5	122-131	11	6.4	13.9
6	132-141	11	6.4	20.3
7	142-151	40	23.1	43.4
8	152-161	32	18.5	61.8
9	162-171	38	22	83.8
10	172-181	28	16.2	100

Based on Figure 4.4, the highest frequency or maximum score was in the 7th class interval, in the 142-151. The mode in that class interval is 162. Class intervals had a median (153.8), and the mean score was 151.1 3.

Prerequisite Test

Testing requirements analysis is a test to determine the continuation of calculations to parametric calculations. The prerequisite test for this analysis used 1) the normality test: the data could proceed to the parametric statistical test if normally distributed; 2) the Homogeneity test, which was to determine whether the sample objects under research have the same variance. This test was followed by testing the analysis of variance (ANOVA) if the sample objects studied did not have the same variance; 3) The linearity test was to determine the relationship between variable Y (dependent) and variable X (independent) had a linear relationship and continued in the application of the linear regression method.

Normality Test

A normality test of the estimated standard error used the Lilliefors test. The L_{table} value for N = 173 with $\alpha = 0.05$ was 0.06736 at the significance level of 0.05. The requirement that the standard error of the estimate came from a normally distributed population is $L_{count} < L_{table.}$ The results of the normality test for all variable data are as follows.

Table 8: Summary of the estimated standard error normality test

No.	Estimated Default Error	L-count	L-table (sig)	Level of Trust	Conclusion
1	Transformational Leadership Variable (X_1)	0.05711	0.06736	$\alpha = 0.05$	Normally Distributed
2	Self-Efficacy Variable (X_2)	0.05166	0.06736		Normally Distributed
3	OCB variable (Y)	0.06422	0.06736		Normally Distributed
Terms of Normal Distribution is the value of $L_{count} < L_{table}$					

Based on the table above, calculations using the Lilliefors test have obtained the value of $L_{count} < L_{table}$, then H_0 was accepted, which implied that the standard error of estimating all variable data from populations were normally distributed.

Homogeneity Test

Homogeneity testing was carried out to find out whether the population variance was homogeneous or inhomogeneous. This research's variable data homogeneity test used the Bartlett test. The homogeneous data requirement was if the sig. value > 0.05 significance level. The results of the homogeneity test using the Bartlett test on all research variables obtained results as in the following table.

Table 9: Summary of the data variance homogeneity test

No.	Grouping	Bartlet's Test (sig)	Level of Trust	Conclusion
1	OCB based on Transformational Leadership (X_1)	0.970	$\alpha = 0.05$	Homogeneous
2	OCB based on Self-Efficacy Variables (X_2)	0.686		Homogeneous
Homogeneous population requirement sig. > 0.05				

Based on the calculation results of the Bartlett test sig. value of all research variables was obtained. The significance level used was 0.05. The data requirement was homogeneous if the sig. value > 0.05 significance level; thus, transformational leadership and self-efficacy variables came from populations with the same (homogeneous) variance.

Linearity Test

The Linearity test can be analyzed using the ANOVA table by considering the significance value of the Deviation from Linearity. The provisions of the Linearity test were that if the significant value was > 0.05, then there was a significant linear relationship between the Transformational Leadership variable (X_1) and the OCB variable (Y). After the Linearity test was fulfilled, it could be continued to the linear regression test. The results of the linearity test between the Transformational Leadership variable data (X_1) to the OCB variable (Y) as in the following table.

Table 10: ANOVA test of transformational leadership (x1) to OCB (Y)

			Mean Square	F	Sig.
OCB * leadership transformational	Between Groups	(Combined)	252.514	0.724	0.927
		Linearity	801.259	2.297	0.133
		Deviation from Linearity	244.893	0.702	0.943
	Within Groups		348.841		
	Total				

Based on Table 10 above, Deviation from Linearity was obtained with a sig. value of 0.943. If the sig. value (0.943) > 0.05, then Ho was accepted. It was concluded that the regression between the Transformational Leadership variable data (X_1) to the OCB variable (Y) was linear. Thus, it can be proven that there was a significant linear relationship between the Transformational Leadership (X_1) variables and the OCB (Y). With the proven linearity relationship, it can be continued to the linear regression test.

Furthermore, the results of the linearity test between the Self-Efficacy variable (X3) data and the OCB variable (Y) as in the following table.

Table 11: ANOVA test of self-efficacy (X2) on OCB (Y)

			Mean Square	F	Sig.
OCB * Self-Efficacy	Between Groups	(Combined)	279.757	0.867	0.725
		Linearity	6.647	0.021	0.886
		Deviation from Linearity	284.466	0.882	**0.699**
	Within Groups		322.683		
	Total				

Based on Table 11 above, Deviation from Linearity was obtained with a sig. value of 0.699. If the sig. value (0.699) > 0.05, then Ho was accepted. It was concluded that the regression between the data of the Self-Efficacy variable (X_3) to the OCB variable (Y) was linear. Thus, it can be proven that there was a significant linear relationship between the Self-Efficacy variable (X_2) and the OCB variable (Y). With the proven linearity relationship, it can be continued to the linear regression test.

Hypothesis Testing

The hypothesis testing was carried out by the path analysis method. Therefore, a correlation test was also carried out to examine simple correlation and multiple correlation strength of the relationship between the independent and dependent variables, and a coefficient of determination test was also carried out to find out how much effect the contributions made by variables X_1 and X_2 had on Y.

Correlation Test

Results of the data analysis correlation test on Transformational Leadership (X_1) to OCB (Y) variables are obtained as follows.

Table 12: ANOVA for linear regression test (t-test) transformational leadership variable (X1) to variables OCB (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	146.906	7.697		19.085	.000
	Leadership transformational	-.089	.055	-.123	-1.621	.107
a. Dependent Variable: OCB						

Based on Table 12 above, the slope constant (a) was 146.906 with a coefficient (b) X_1 of 0.089 (negative); therefore, the regression equation was formed between the Transformational Leadership (X_1) to OCB (Y) variables, namely $\hat{y}$ = 146.906-0.089X. Significance value (sig.), from the output above, the sig. value was 0.107 > from α (0.05). Hence, it can be concluded that the effects between the variables of Transformational Leadership (X_1) to OCB (Y) variables were insignificant.

Furthermore, the results of the analysis of the correlation test data for the Self-Efficacy (X_3) to the OCB (Y) variables were obtained as follows.

Table 13: ANOVA for linear regression test (t-test) self-efficacy (X3) against OCB variable (Y)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	132.863	12.06		11.017	0
	Self-efficacy	0.012	0.079	0.011	0.146	0.884
a. Dependent Variable: OCB						

Based on Table 13 above, the slope constant (a) 132, 863 with a coefficient (b) X_1 was 0.0 12 so that the regression equation formed between Self-Efficacy (X_2) to the OCB variable (Y), i.e., $\hat{y}$ = 132 .863 + 0.012 X_3. The significance value (sig), from the output above, the sig. value was 0.884 > α (0.05). Thus, the effect of self-efficacy (X_2) on the OCB variable (Y) was insignificant.

Determination Test

To determine the magnitude of the contribution of Transformational Leadership to variables OCB can be seen from the value of the coefficient of determination as seen from the following SPSS test results.

Table 14: Coefficient of determination of transformational leadership variables (X1) to variables OCB (Y)

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	.123[a]	.015	.009	17.46635
a. Predictors: (Constant), transformational_leadership				
b. Dependent Variable: OCB				

Contribution (X_1) to OCB (Y) variables was 0.015, which can be interpreted as 1.5% OCB (Y) could be explained by Transformational Leadership (X_1). The remaining 98.5% was a contribution from other factors outside of Transformational Leadership. Based on the correlation coefficient interpretation, the relationship between Transformational Leadership and OCB was weak (R-value = 0.123).

Furthermore, to determine the magnitude of the contribution of Self-Efficacy (X_2) to the OCB variable (Y) can be seen from the value of the coefficient of determination as seen from the following SPSS test results.

Table 15: Coefficient of Determination of Self-Efficacy (X3) on the OCB variable (Y)

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	.011[a]	0	-0.006	17.59887
a. Predictors: (Constant), Self Efficacy				
b. Dependent Variable: OCB				

The contribution of Self-Efficacy (X_2) to the OCB variable (Y) was equal to 0, which could be interpreted that 0% OCB (Y) could be explained by Self-Efficacy (X_2). Hence, 100% was a contribution from other factors besides Self-Efficacy (X_2). Based on the interpretation of the correlation coefficient, the relationship between Self-Efficacy (X_3) and OCB variable (Y) was a weak correlation (R-value = 0.011).

Regression Test

Calculation of the effect of the independent variable on the dependent variable could be carried out using the regression test and the coefficients of the regression equation contained in the table below.

Table 16: Regression of transformational leadership (X1) and self-efficacy (X2) variables on OCB variable (Y)

Dependent Variable	Independent Variable	Regression Coefficient (Unstandardized Coefficients)		T	Sig.
		B	Std. Error		
OCB (Y)	Transformational leadership (X_1)	0.347	0.033	10.598	0.000
	Self-Efficacy (X_2)	0.556	0.045	12.249	0.000

Based on the calculation of the regression coefficient, obtained a = 0.709 and b= 0.556, with SEa = 0.010 and SEb = 0.045. Figure indirect effect of transformational leadership (X_1) and Efficacy Self (X_2) to OCB (Y) is presented as follows:

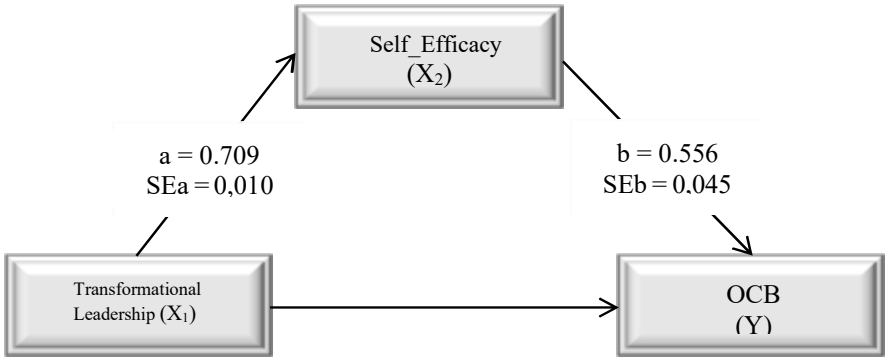

Figure 1. Diagram of the indirect effect of transformational leadership (X1) and efficacy self (X2) to OCB (Y)

Based on the findings above, hypothesis testing was carried out to analyze the indirect effect of the research variables. The results of the hypothesis testing of all research variables are in the following table.

Table 17: Recapitulation of the results of hypothesis testing

No.	Hypothesis	Path coefficient	Statistic test	Decision	Conclusion
1.	X_1 □ Y	0.204	$H_0 : \beta_{Y1} \leq 0$ $H_1 : \beta_{Y1} > 0$	H_0 was rejected, H_1 was accepted	Direct-Positive Effect
2.	X_2 □ Y	0.187	$H_0 : \beta_2 \leq 0$ $H_1 : \beta_2 > 0$	H_0 was rejected, H_1 was accepted	Direct-Positive Effect
3.	X_1 and X_2 □ Y	0.162	$H0 : \beta_{12}Y \leq 0$ $H1 : \beta_{12}Y > 0$	H_0 was rejected, H_1 was accepted	Indirect-Positive Effect

DISCUSSION

The effects of Transformational Leadership on OCB

The research results indicated a direct positive effect between transformational leadership and OCB. The headmaster principal, a role model, would increase the teacher's OCB, contributing to organizational objectives in the education unit.

Based on the testing results, the hypothesis revealed that Leadership Transformational (X_1) positively affected Organizational Citizenship Behavior (Y). It can be seen from the value of the path coefficient (β_{y1}) = 0.240 with t_{count} = 5.781; while t_{table} at the real level α = 0.05 obtained t_{table} = 1.96; then $t_{count} > t_{table}$ implied that Ho was rejected and H_1 accepted. Thus, it has been tested through this research that Transformational Leadership (X_1) had a direct positive effect on OCB (Y), asserting the more significant Transformational Leadership (X_1) on individual teachers would increase the OCB (Y) of teachers of public elementary schools in Depok City.

The findings that transformational leadership affected OCB align with some research which concluded that transformational leadership had a positive and significant effect on OCB (Ahmet, 2016; Lin, 2017). This research's results aligned with the research of Kılınç (2014) & Uzun (2018) which stated a relationship between transformational leadership and OCB with a correlation coefficient of 0.3. It implied transformational leadership affected OCB. In their research, Munir & Aboidullah (2018) also demonstrated that Transformational Leadership significantly affected OCB. The discussion above further strengthened the researchers in testing this hypothesis that transformational leadership positively affected OCB. Thus, in improving OCB, it is necessary to improve transformational leadership first.

Effect of Self-Efficacy on OCB

The results indicated a direct positive effect between Self-Efficacy and OCB. Teachers with high Self-Efficacy would be enthusiastic about carrying out their primary tasks. High teacher self-efficacy would improve their performance, impacting school quality development.

Based on the hypothesis test, there was a direct positive effect between self-efficacy and OCB with a path coefficient value (β_{y2}) = 0.187 with t_{count} = 3.599. In contrast, the t_{table} at a significant level α = 0.05 obtained t_{table} = 1.96, then $t_{count} > t_{table}$ implies that Ho was rejected and H_1 was accepted. Thus, there was a direct positive effect of the Self-Efficacy variable (X_2) on OCB (Y), asserting that the stronger the Self-Efficacy (X_2) in individual teachers would increase OCB (Y).

These findings were corroborated by several research result, which found that self-efficacy significantly positively affected OCB (Akkaya, 2019; Alshaikh & Bond, 2020). This research was also supported by several result which in his research analysis further supported the research results regarding a positive effect between Self-Efficacy and OCB (Dağlı & Averbek, 2017; Lin, 2017; Makvandi et al., 2018). It strengthened the researcher's that self-efficacy had a positive effect on OCB. High self-efficacy would increase the teacher's OCB. It implied that the higher the teacher's Self-Efficacy in carrying out his duties and functions at school, the higher the OCB. Conversely, the lower the teacher's Self-Efficacy, the lower the OCB(Akkaya, 2019; Alshaikh & Bond, 2020; Samancioglu et al., 2019). The research results indicated that teachers' Self-Efficacy in schools would arouse and drive their efforts and behavior for commitment to their profession in achieving the objectives set individually and in their organizations. A teacher willing to self-develop through training, seminars, workshops, etc., would increase self-confidence to help colleagues voluntarily. It implied that a strong self-efficacy teacher would increase OCB at school.

The effects of Transformational Leadership and Self-Efficacy on OCB

The results of hypothesis testing showed that transformational leadership had a direct positive effect on OCB. It can be seen from the path coefficient value (β_{y1}) = 0.240 with t_{count} = 5.781; while t_{table} at the real level α = 0.05 obtained t_{table} = 1.96; then $t_{count} > t_{table}$ implied that Ho was rejected and H_1 was accepted, where the path coefficient (β_{y1}) = 0.240 was significant at the level significance α = 0.05. Furthermore, self-efficacy had a direct effect on OCB. It can be seen from the path coefficient value obtained by the path coefficient (β_{y3}) = 0.187 with t_{count} = 3.599. In contrast, t_{table} at the real level α = 0.05 obtained t_{table} = 1.96; then $t_{count} > t_{table}$ implied that Ho was rejected and H_1 was accepted; the path coefficient (β_{y3}) = 0.187 was significant at the significance level α = 0.05.

The indirect effect of transformational leadership on OCB variables through self-efficacy was obtained by the path coefficient value (βx_{10y}) = 0.162, then H_o was rejected, and H_1 was accepted. Thus, there was an indirect positive effect between transformational leadership (X_1) on OCB (Y) through Self-Efficacy (X_3), asserting that stronger transformational leadership (X_1) in individual teachers would strengthen OCB (Y) through increasing Self-Efficacy (X_3) teacher individual.

The calculation results above indicated that transformational leadership's direct effect on OCB was more significant than the indirect effect of transformational leadership on OCB through self-efficacy as an intervening variable. The direct effect of transformational leadership was 24%, while the indirect effect of transformational leadership through self-efficacy was 16.2%. Thus, the intervening variables in this research were ineffective in increasing OCB. The total effect concluded that OCB was affected by transformational leadership and self-efficacy by 40.2%, which

implied other factors affected 59.8%.

Organizational Citizenship Behavior (OCB) is an act of one's own free will that is not part of an employee's formal job requirements but encourages effectiveness in organizational functioning so that many factors can influence it (Alanoğlu & Demirtaş, 2016; Demir, 2015). The factors influencing OCB in organizations were highly complex, including job satisfaction, leadership, organizational culture, organizational commitment, relationships with colleagues, education, and training, levels of job stress, and social support (Işik, 2021; Karabatak et al., 2018; Lestari et al., 2021; Saleem, 2021; Shrestha & Bhattarai, 2022; Soparidah et al., 2021).

In addition, the dimensions of OCB were highly complex and varied, distressing to examine precisely and in-depth. It is in line with the theory, which states that the dimensions of OCB are: (a) Altruism, namely the behavior of employees in helping colleagues who face difficulties regarding tasks in the organization and personal problems. It leads to providing assistance that is not an obligation that is borne; (b) Conscientiousness, namely behavior shown through effort that exceeds expected by the company, voluntary behavior that is not an employee's obligation or duty; (c) Sportsmanship, namely behavior that tolerates situations that are less than ideal or less supportive within the organization without raising objections; (d) Courtesy, namely the behavior of maintaining good influence with co-workers to avoid interpersonal problems (Akkaya, 2019; Işik, 2021; Soparidah et al., 2021; Uzun, 2018).

Conclusion

Based on the analysis results, discussion of research results, and hypotheses that have been tested, it can be concluded as follows: first, there is a direct positive effect of transformational leadership on Organizational Citizenship Behavior (OCB) with a path coefficient (βy_1) of 0.240, so the development of transformational leadership can strengthen OCB. Second, there is a direct positive effect of self-efficacy on OCB with a path coefficient (βy_3) of 0.187, so the development of Self-Efficacy can strengthen OCB. Third, transformational leadership and empowerment self-efficacy indirectly positively affect OCB with a path coefficient value (βxy) = 0.354. This research concluded that transformational leadership and self-efficacy affected elementary school teachers' Organizational Citizenship Behavior (OCB). This research can be used as a reference in efforts to improve and develop OCB through optimizing transformational leadership and self-efficacy of elementary school teachers.

Suggestion

Based on the research findings, several things can be recommended to related parties: first, headmaster principals should be able to improve OCB by applying a transformational leadership type and evaluating teacher contributions based on performance, giving freedom to teachers to innovate in advancing schools, responding to new ideas for school progress, and providing opportunities for teachers to attend training, workshops, seminars, and similar activities. Second, teachers should develop the behavior of helping voluntarily and happily, earnestly and energetically at work, respecting their work colleagues, working selflessly, defending the school's interests and good name, and contributing to finding solutions to problems in efforts to increase OCB. Teachers must also have self-efficacy, characterized by solid self-resilience in dealing with problems, diligent work, and increasing competence through self-development, optimism, and enthusiasm at work. Finally, future researchers can examine other OCB-effect variables such as other types of leadership, other teacher personality competencies, empowerment efforts, job satisfaction, etc.

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Conflict Of Interest

The authors declare that they have no conflict of interest.

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