



Strengthening Gotong Royong as a Strategy to Improve Organizational Citizenship Behavior of Junior High School Teachers: A Study at the Mardi Yuana Foundation

Yosef Irianto Segu^{1*}, Isman Kadar², Rita Retnowati³

^{1,2,3}Universitas Pakuan, Bogor, Indonesia



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ABSTRACT

Objective: This study aims to explore the role of gotong royong (the value of local wisdom that emphasizes collective responsibility and mutual help) in improving the Organizational Citizenship Behavior (OCB) of teachers in the junior high school of the Mardi Yuana Foundation. Research considers it important to integrate local values in sustainable and authentic organizational behavior improvement strategies. **Methods:** Quantitative research with path analysis and SITOREM analysis was conducted on 138 teachers (out of a population of 210) from Yayasan Mardi Yuana junior high schools in West Java and Banten using proportional random sampling. Data were collected using a validated questionnaire (Cronbach's Alpha = 0.966) containing 35 valid question items that measured five variables: mutual cooperation (6 items), organizational culture (7 items), personality (8 items), transformational leadership (8 items), and OCB (6 items). Data analysis was conducted using SPSS with prerequisite test stages, path analysis, and SITOREM analysis. **Results:** Preliminary survey data showed significant challenges in teachers' OCB: 67.7% faced problems in mutual compassion (altruism), 51.5% with civic virtue, 51.5% with courtesy, and 67.7% with sportsmanship. This gap between the ideal OCB (das sollen) and reality (das sein) shows the need for strategic intervention. This study identifies gotong royong as a potential strategy to overcome these gaps through strengthening authentic local values in the culture of educational organizations. **Novelty:** This research uniquely integrates the values of local Sundanese wisdom (the four pillars of mutual cooperation: silih asih, silih ahon, silih asuh, and silih wangi) into the framework of the universal OCB theory. This integration has not been widely explored in previous education management research. This approach based on local wisdom offers contextually and culturally relevant solutions to improve the effectiveness of educational organizations in Indonesia, with implications for the development of authentic and sustainable educational leadership

INTRODUCTION

The success of an educational organization does not depend solely on the formal qualifications of its teachers, but more importantly on the extra-role behaviors demonstrated by teachers in supporting the achievement of the organization's goals. (Hermanto dkk., 2021; Laksana & Surya, 2017). Teacher performance goes beyond formal job descriptions through behaviors that exceed standard responsibilities, a phenomenon known as Organizational Citizenship Behavior (OCB) (Amal, 2022; Isyanto, 2019). This voluntary contribution includes altruism (helping colleagues), conscientiousness (exceeding work standards), civic virtue (organizational participation), courtesy (respectful attitude), and sportsmanship (tolerance towards organizational inconveniences), all of which are crucial in creating a supportive learning environment and enhancing organizational effectiveness. (Robbins dkk., 2017).

Research shows that OCB significantly impacts the performance of educational organizations. When teachers demonstrate OCB behaviors, they not only enhance their own job satisfaction and organizational commitment but also create a more positive and

collaborative work culture. (Organ, 2018). These behaviors, such as helping colleagues in difficulty, working beyond office hours to achieve organizational goals, actively participating in school development, and maintaining a positive attitude even when facing challenges, all contribute to improving the overall effectiveness of educational organizations.

Previous research has extensively examined the relationship between OCB and other organizational variables. A study by Sinha and Negi (2019) found that empowerment in the workplace has a positive influence on OCB (Sinha & Negi, 2019). (Zati, 2025) shows a significant relationship between empowerment and OCB among elementary school teachers. Abror et al. (2020) stated that self-efficacy has a significant positive effect on OCB. Triningsih et al. (2023) stated that increasing OCB can be achieved by strengthening transformational leadership, empowerment, self-efficacy, and job satisfaction.

However, despite these studies making important contributions, significant research gaps remain. Most previous research has focused on variables derived from Western organizational theories, such as transformational leadership, self-efficacy, and satisfaction. Few studies have explored the role of local wisdom in enhancing OCB, especially in Indonesian education. This study addresses this gap by integrating gotong royong, a rich local wisdom, into the OCB theoretical framework.

The Mardi Yuana Foundation, a Catholic educational organization established on August 26, 1949, has 39 schools spread across the provinces of West Java and Banten. The organization has a strong vision: to develop individuals who are religious, have strong character, are of high quality, and ecologically minded. Although this vision is comprehensive and inspiring, its practical implementation in the field presents several challenges.

A preliminary survey conducted in September 2023 involving 68 teachers at Mardi Yuana Junior High Schools in Cicurug and Cibadak, Sukabumi Regency, revealed a significant gap between the ideal of OCB (Organizational Citizenship Behavior) among educators (*das solen*) and reality (*das sein*). The survey results showed that: (1) 67.7% of teachers face issues with *silih asih* (altruism), as reflected in carrying out tasks for personal benefit and complaining when helping colleagues with their work. (2) 51.5% have problems with *silih asah* (civic virtue), indicated by being dominant, patronizing, quick-tempered, and having difficulty synergizing with colleagues with different personal principles. (3) A total of 51.5% experienced difficulties with *silih asuh* (courtesy), as evidenced by the lack of mutual guidance, mentoring, and nurturing attitudes. (4) 67.7% encountered challenges with *silih wangi* (sportsmanship), evident in their inability to tolerate less-than-optimal organizational conditions and failure to maintain an atmosphere of respect and appreciation for the organization's situation. This gap indicates the need for a structured intervention strategy to improve teachers' OCB. Gotong royong represents a distinctly Indonesian value system with deep roots in communal cooperation and a shared responsibility. From the Sundanese cultural perspective, gotong royong, or *sabilulungan*, is not only a form of voluntary physical collaboration but also contains a deeper philosophy of togetherness, mutual care, and collective responsibility. (Fadhillah & Fu'ady, 2024; Husen, 2019).

First, *silih asih* (loving and caring for one another) emphasizes compassion and concern for others. This creates a warm and attentive relationship within the work community of an educational organization. Second, *silih asah* (mutual sharpening of

intellect and sharing of knowledge) emphasizes the principle of sharing knowledge and experiences to help one another develop their abilities. In the context of an educational organization, this means teachers share effective teaching methods, professional experiences, and best practices with each other. Third, *silih asuh* (mutually guiding and protecting one another) emphasizes the principle of supporting, guiding, and caring for each other to ensure physical and emotional well-being. In schools, this is realized through mentoring and peer support among teachers, as well as emotional support when facing professional challenges. Fourth, *silih wangi* (mutual support and upholding honor) emphasizes providing emotional and social support and maintaining honor and fairness in interpersonal relationships. This creates a work environment in which every member feels valued and respected.

These four pillars create a collaborative ecosystem that aligns with the values of integrity, togetherness, and collective responsibility, which are the foundations of OCB. Conceptually, *gotong royong* and OCB are strongly aligned. Both emphasize voluntary behavior, contributions to the common good, and prioritization of collective interests over individual interests (Aziz et al., 2025).

The concept of *silih asih* from cooperation is directly correlated with the altruistic dimension of OCB. Both emphasize helping others without expecting anything in return and are driven by compassion and concerns. The principle of *silih asah* supports collaborative development that aligns with the civic virtue of OCB, where individuals contribute to the organization through active participation and sharing knowledge. *Silih asuh* reinforces conscientiousness through a sense of collective responsibility and willingness to exceed minimum standards for the common good. Finally, *silih wangi* strengthens sportsmanship and courtesy, where individuals maintain a positive and respectful attitude in all organizational settings.

Thus, this study integrates *gotong royong* not as a replacement for universal theories but as a complement that enriches the understanding of OCB within the context of Indonesian culture. This integration is important because it can provide strategies for enhancing OCB that are more authentic, sustainable, and relevant to the values already embedded in the local community's culture.

This research is significant because it addresses a research gap by integrating local wisdom into the universal framework of organizational behavior. Theoretically, this study contributes to the development of a more contextual organizational behavior model relevant to the Indonesian educational context. Practically, the research findings can provide concrete recommendations for schools and education departments to design strategies to enhance OCB based on local values.

The general aim of this research is to find strategies and ways to enhance teachers' Organizational Citizenship Behavior (OCB) through the strengthening of *gotong royong* (mutual cooperation). Specifically, this research aims to (1) determine the direct and indirect effects of *gotong royong* on OCB; (2) identify the role of transformational leadership as a mediating variable; (3) use SITOREM analysis to identify priority indicators that require intervention; and (4) formulate strategic recommendations to improve teachers' OCB based on local wisdom.

RESEARCH METHOD

Research Design and Approach

This study used a quantitative approach with a descriptive-correlational design. The quantitative approach was chosen to examine the relationship between variables and to empirically and objectively measure the extent of the influence of independent variables on the dependent variable. (Lehan dkk., 2023; Rif'at dkk., 2023). This study uses a combination of path analysis to examine the direct and indirect effects between variables, as well as the System Theory Operand Research Method (SITOREM) analysis to identify priority indicators that require strategic intervention. The research was conducted at SMP Yayasan Mardi Yuana, located in the provinces of West Java and Banten, specifically in the regions of Cicurug and Cibadak, in the Sukabumi Regency.

Population and Research Sample

The research population consisted of 210 junior high school teachers from all the Mardi Yuana Foundation schools in West Java and Banten. The sample size was determined using the Slovin formula with a margin of error of 0.05 and a confidence level of 95%, resulting in a sample of 138. The sampling technique used was proportional random sampling, which involved randomly selecting samples in proportion to the population distribution at each school. The inclusion criteria for research participants were: (1) permanent or contract teachers who have taught at Mardi Yuana Foundation schools for at least one year, (2) willing to participate in the research, and (3) having at least two years of teaching experience. The exclusion criteria were teachers who were on leave or not actively teaching during the data collection period.

Research Instrument

The data collection instrument was a structured questionnaire using a 5-point Likert scale: Strongly Disagree (STS = 1), Disagree (D = 2), Neutral (N = 3), Agree (A = 4), and Strongly Agree (SS = 5). The initial questionnaire consisted of 42 items designed based on the operationalization of five variables: cooperation (eight items), organizational culture (eight items), personality (ten items), transformational leadership (ten items), and organizational citizenship behavior (six items). Instrument validity was ensured through expert review by five specialists in educational management and organizational behavior, as well as construct validation through a trial with 50 teachers using Confirmatory Factor Analysis (CFA). Based on the validation results, seven items were eliminated because of a corrected item-total correlation below 0.30. Reliability analysis using Cronbach's alpha showed a value of 0.966 for the overall instrument, with each dimension having an alpha value above 0.70, indicating very high and acceptable reliability. The final instrument consisted of 35 items that were valid and reliable.

Data Collection Procedure

Data collection was conducted in several stages. First, the researcher obtained formal permission from the Mardi Yuana Foundation and each school and conducted informed consent with the participating teachers after providing a complete explanation of the research objectives, procedures, and benefits. Second, the questionnaires were distributed directly by the researcher with assistance from the principal or senior teachers of the schools. Teachers were given the opportunity to complete the questionnaires independently within approximately 20-30 minutes in a calm environment free from pressure. Third, after the teachers completed the questionnaires, the researcher

immediately collected them and recorded the participation and questionnaire return rates. Fourth, each collected questionnaire was checked for completeness and assigned an identification number to facilitate data analysis.

Data Analysis Techniques

Data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26.0. Data analysis was conducted in several stages. First, a descriptive analysis was conducted to describe the characteristics of the research sample (age, gender, teaching experience, and highest level of education) and the frequency distribution of scores for each variable, presented in the form of frequency distribution tables, mean, median, mode, and standard deviation. Second, prerequisite assumption tests were conducted prior to path analysis, including: (1) normality tests using the Kolmogorov-Smirnov and Shapiro-Wilk tests; (2) homogeneity test using Levene's test; (3) linearity test using scatter plots and the Test for Linearity; and (4) multicollinearity test using VIF and tolerance values. Third, path analysis was performed to examine the direct and indirect effects among variables, resulting in path coefficients, t-values, and significance of effects with $\alpha = 0.05$. Fourth, SITOREM analysis was conducted to identify indicators that require priority intervention by placement in a 2×2 matrix based on a combination of importance and performance ratings, which produces strategic recommendations to improve teachers' OCB.

RESULTS AND DISCUSSION

Results

A descriptive analysis of 138 junior high school teachers under the auspices of Yayasan Mardi Yuana shows that, in general, the levels of gotong royong practices, organizational culture, personality, transformational leadership, and Organizational Citizenship Behavior (OCB) fall into the moderate to fairly good categories. The average score for gotong royong fell within the moderate category, indicating that the internalization of the four pillars *silih asih*, *silih asah*, *silih asuh*, and *silih wangi* has not yet been fully optimized among teachers. Organizational culture and transformational leadership are in the fairly good category, suggesting that the values, norms, and leadership practices that support extra-role behaviors have begun to form but have not been fully embraced across all educational units. Overall, teachers' personalities fall into the good category, which provides a positive psychological foundation for the emergence of OCB. Meanwhile, teachers' OCB falls into the moderate-good category, emphasizing that there is still ample room for growth in extra-role behavior. Descriptive statistical summaries of all variables are presented in Table 1.

Table 1. Descriptive Statistics of Research Variables

Variable	Mean	SD	Category
Mutual cooperation (<i>Gotong royong</i>)	3.24	0.67	Moderate
Organizational culture	3.38	0.58	Fairly good
Personality	3.45	0.62	Good
Transformational leadership	3.31	0.71	Fairly good
Organizational Citizenship Behavior (OCB)	3.27	0.69	Moderate to fairly good

Assumption testing indicated that the data met the criteria for normality, homogeneity of variance, and linearity of relationships between variables, and there was

no multicollinearity among the independent variables. Thus, the data were deemed suitable for path analysis. The path analysis results show that mutual cooperation, organizational culture, personality, and transformational leadership have positive and significant effects on teachers' OCB. Among these variables, organizational culture had the largest direct effect coefficient on OCB, followed by mutual cooperation, transformational leadership, and personality. In addition, mutual cooperation and organizational culture have a significant effect on transformational leadership, while the effect of personality on transformational leadership tends to be at the threshold of significance. The summary of the direct path coefficients between the variables is presented in Table 2.

Table 2. Hypothesis Testing and Path Analysis Results

Nu	Relationship	Path Coefficient	t-statistic	p-value
1	Mutual cooperation → OCB	0.287	2.456	0.015
2	Organizational culture → OCB	0.342	2.891	0.005
3	Personality → OCB	0.198	1.985	0.049
4	Transformational leadership → OCB	0.267	2.345	0.021
5	Mutual cooperation → Transformational leadership	0.341	3.121	0.002
6	Organizational culture → Transformational leadership	0.289	2.567	0.011
7	Personality → Transformational leadership	0.215	1.897	0.061

In addition to their direct influence on OCB, mutual cooperation, organizational culture, and personality also have an indirect effect on transformational leadership. The magnitude of this indirect influence is relatively smaller than that of the direct influence, making transformational leadership a partial mediator in the established model. Therefore, increasing teachers' OCB can be achieved either by directly strengthening the values of mutual cooperation, organizational culture, and personality or by developing the principal's transformational leadership.

SITOREM analysis produces a mapping of indicators based on the combination of importance and performance levels. Several indicators fall into the category of high importance but low performance, such as the tendency of teachers to carry out their duties with a focus on personal interests, resistance to differing viewpoints in teamwork, low tolerance for less-than-ideal organizational conditions, and low participation in school development activities. These factors have been identified as the top priorities for intervention. Conversely, indicators such as accuracy, personal responsibility, and collaborative norms within the organizational culture show both high importance and high performance, and therefore function as strengths that should be maintained.

Discussion

The finding that gotong royong has a positive and significant influence on teachers' OCB strengthens the argument that local wisdom holds strong relevance within the framework of contemporary organizational behavior theory. The values of gotong royong, articulated in *silih asih*, *silih asah*, *silih asuh*, and *silih wangi*, are conceptually parallel to the dimensions of OCB presented in the classical organizational behavior literature (Arief & Yuwanto, 2023). *Silih asih* correlates with altruism through voluntary acts of helping one's colleagues. *Silih asah* aligns with civic virtue through constructive participation in the organization's life. *Silih asuh* relates to conscientiousness through the willingness to exceed minimum standards. *Silih wangi* is connected to sportsmanship and courtesy through the ability to maintain harmony and tolerate the dynamics of an

organization. This conceptual alignment explains why strengthening gotong royong empirically contributes to enhancing OCB.

The dominance of organizational culture's influence on OCB affirms the view that the structure of values and norms collectively internalized by members of the organization becomes a key determinant of work behavior (Iqbal & Parray, 2025). An organizational culture that emphasizes collaboration, appreciation of contributions, openness in communication, and a focus on shared goals provides a psychosocial context conducive to teachers' display of extra-role behaviors. In such conditions, teachers are driven not only by formal instructions but also by normative commitment to the success of the school as a learning community. This is consistent with organizational behavior models that position culture as a proximal determinant of employee performance and discretionary behaviors.

The contribution of personality to OCB, although smaller than that of organizational culture and mutual cooperation, still holds theoretical significance. Teachers with high levels of conscientiousness and agreeableness tend to be willing to work beyond the minimum standard and demonstrate cooperative attitudes (Erkutlu, 2011). However, the finding that the influence of organizational context is greater than that of personality factors implies that policies and managerial practices at the organizational level have ample space to modify and facilitate the actualization of these individual potentials. In other words, personality provides a predisposition, but its expression in the form of OCB is largely determined by the quality of the work environment.

The role of transformational leadership as a partial mediator highlights the importance of principals as a bridge between organizational values and teachers' behaviors. Principals who practice transformational leadership—by formulating a clear vision, setting a moral example, providing intellectual stimulation, and offering individual attention—are able to articulate and mobilize the values of mutual cooperation and organizational culture in daily practice. In this context, strengthening mutual cooperation and organizational culture without simultaneously developing transformational leadership is unlikely to optimally impact OCB (Yang, 2014). Conversely, transformational leadership that is not rooted in local collective values risks becoming mere rhetoric and lacking sustainability in the long run.

The findings from SITOREM, which identified priority indicators, provide clear practical implications for intervention design. The focus of interventions is no longer general and normative but rather directed toward specific dimensions that have been empirically proven to be weak yet important, such as reducing egocentric orientation in task execution, strengthening collaborative capacity in facing differences, and developing resilience to organizational dynamics (Bond, 1971). This approach aligns with the principles of evidence-based management, where policy and program recommendations are developed based on a systematic analysis of empirical data rather than merely normative assumptions.

Theoretically, this study enriches the literature by demonstrating that organizational behavior models based on OCB can be enhanced through the integration of local wisdom without sacrificing methodological rigor. Gotong royong is not merely positioned as a cultural backdrop but is operationalized as a measurable construct and analyzed alongside classic variables such as organizational culture, personality, and transformational leadership. Practically, the results of this study provide a foundation for formulating OCB improvement programs that do not simply adopt global management

models but instead position local wisdom as a strategic cultural resource. In the context of Yayasan Mardi Yuana, this leads to the development of programs that strengthen *silih asih*, *silih asah*, *silih asuh*, and *silih wangi*, integrated with the development of transformational leadership among principals and the strengthening of a supportive organizational culture.

CONCLUSION

Fundamental Finding: This study shows that strengthening gotong royong (mutual cooperation) as a form of local wisdom significantly contributes to enhancing Organizational Citizenship Behavior (OCB) among junior high school teachers at the Mardi Yuana Foundation. Organizational culture was recorded as the strongest factor influencing OCB, followed by gotong royong, transformational leadership, and personality, thus emphasizing the importance of synergy between collective values and individual characteristics in shaping teachers' extra-role behaviors. **Implications:** The results indicate that the OCB model can be enriched through the integration of gotong royong values without sacrificing scientific rigor. Practically, these findings provide a basis for schools and the foundation to design targeted OCB strengthening programs through the development of a culture of mutual cooperation, strengthening a collaborative organizational climate, and fostering transformational leadership by principals. **Limitations:** This study used a cross-sectional design and was conducted only with junior high school teachers in a single Catholic educational foundation in West Java and Banten, Indonesia. Therefore, the findings cannot be widely generalized and do not fully explain the causal relationships among the variables. In addition, the use of self-report questionnaires may have resulted in respondent perception bias. **Future Research Direction:** Future research should use a longitudinal design and involve various types and levels of schools in a broader region to test the consistency of the model. A mixed-methods approach that combines quantitative data with interviews and observations is also needed to explore the process of internalizing gotong royong values in teachers' OCB practices.

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*** Yosef Irianto Segu (Corresponding Author)**

Universitas Pakuan,
Jl. Pakuan, Ciheuleut, Tegallega, Kota Bogor, Jawa Barat, 16143, Indonesia
Email: momonseguy@gmail.com

Isman Kadar

Universitas Pakuan,
Jl. Pakuan, Ciheuleut, Tegallega, Kota Bogor, Jawa Barat, 16143, Indonesia
Email: isman.iskandar@gmail.com

Rita Retnowati

Universitas Pakuan,
Jl. Pakuan, Ciheuleut, Tegallega, Kota Bogor, Jawa Barat, 16143, Indonesia
Email: rita_retnowati@gmail.com
