

## Enhancing Certified Vocational Teachers' Citizenship Behavior: The Interplay of Ethical Leadership, Workplace Spirituality, and Local Culture in Indonesian Private SMK Schools

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### ABSTRACT

**Objective:** This study develops evidence-based strategies to enhance Organizational Citizenship Behavior (OCB) among certified teachers in Indonesian private vocational schools (SMK), examining the interplay between ethical leadership, workplace spirituality, and local cultural values (Soméah). **Method:** Using the POP-SDM methodology, this sequential exploratory mixed-methods research involved certified teachers from private SMK in Bogor Regency. Data collection included semi-structured interviews followed by surveys. Analysis employed SEM-PLS complemented by SITOREM for intervention development. **Results:** Significant relationships emerged between ethical leadership and OCB ( $\beta = 0.46$ ,  $p < 0.001$ ), with workplace spirituality as a key mediator. Soméah cultural values strongly influenced OCB ( $\beta = 0.51$ ,  $p < 0.001$ ). Psychological well-being, organizational trust, and work engagement showed interconnected effects, with the model explaining 72% of OCB variance. SITOREM prioritized ethical leadership development and cultural integration. **Novelty:** This research integrates Sundanese local wisdom (Soméah) into OCB frameworks for vocational education, simultaneously examining six variables through POP-SDM, offering culturally-grounded strategies for teacher behavior enhancement in Indonesian educational contexts.

## INTRODUCTION

Vocational education represents a critical component of Indonesia's national development strategy, serving as the primary mechanism for preparing skilled workforce essential for economic growth and industrial advancement (Isbah et al., 2025). Indonesian vocational schools (SMK) face unprecedented challenges in the era of Industry 4.0, requiring adaptation to technological transformation, evolving labor market demands, and global competitiveness pressures (Andriyani et al., 2025). The quality of vocational education directly influences national productivity, innovation capacity, and socioeconomic mobility, positioning teachers as pivotal agents in realizing educational objectives (Toner, 2010). However, Indonesian private vocational schools confront systemic challenges including resource constraints, curriculum relevance issues, industry-academia gaps, and teacher competency development needs, necessitating comprehensive approaches to enhance educational effectiveness and institutional resilience (Mahalingam, 2024). The strategic importance of vocational education is underscored by Indonesia's demographic dividend and economic development aspirations, making teacher effectiveness a national priority for sustainable development and global competitiveness (Isbah et al., 2025).

Within this complex vocational education landscape, Organizational Citizenship Behavior (OCB) emerges as a crucial construct for improving school effectiveness beyond formal role requirements (Somech & Oplatka, 2014). For vocational school teachers, OCB manifests through voluntary participation in curriculum development, industry

partnership initiatives, student mentoring beyond instructional hours, collaborative problem-solving with colleagues, and proactive engagement with community stakeholders (Shwetha & Ashraf, 2025). These discretionary behaviors are particularly significant in vocational contexts where industry linkages, practical skill development, and adaptive responsiveness to technological change demand flexibility and initiative beyond standardized job descriptions (Fernandes et al., 2021). Research indicates that schools with higher teacher OCB levels demonstrate improved student employability outcomes, enhanced industry collaboration, greater innovation adoption, and stronger institutional adaptability to changing economic conditions (Jimmieson et al., 2010). The unique demands of vocational education balancing theoretical knowledge with practical skills, maintaining industry relevance, and responding to technological disruption create environments where teacher citizenship behaviors become essential for institutional success and student career preparedness (Somech & Oplatka, 2014).

The Indonesian vocational education context presents unique challenges for teacher OCB development (Pambudi & Harjanto, 2020). Private vocational school teachers, particularly those with certification status, navigate complex professional landscapes combining instructional responsibilities, industry liaison activities, administrative duties, and competency maintenance requirements (Rajuroy, 2025). Systemic factors including limited institutional resources, bureaucratic constraints, evolving certification standards, and industry-academia misalignments potentially diminish teachers' capacity for discretionary citizenship behaviors (Rathnasinghe et al., 2026). Simultaneously, Indonesia's rich cultural heritage offers untapped resources for enhancing teacher motivation and organizational commitment through integration of local wisdom values (Sakti, 2021). The Sundanese cultural tradition, predominant in West Java including Bogor Regency, emphasizes principles of *Soméah* (hospitality, openness, and community harmony) that align conceptually with OCB dimensions, suggesting potential synergies between cultural values and professional behavior enhancement in vocational education settings (Stefani et al., 2024). The certification process for vocational teachers, while intended to ensure quality standards, introduces additional pressures and expectations that may influence OCB expression, creating a complex interplay between professional standards, institutional demands, and cultural values.

Organizational Citizenship Behavior theoretical development has evolved from initial conceptualizations by Organ (1988) to more nuanced frameworks incorporating contextual, psychological, and relational dimensions (Organ, 1988, 2018). In vocational education contexts, multiple interconnected factors likely influence teacher OCB expression. Ethical leadership provides moral guidance and role modeling that fosters discretionary behaviors through psychological safety and value alignment mechanisms (Shang & Yang, 2022). Workplace spirituality offers meaning-making frameworks that connect professional activities with broader existential purposes, potentially enhancing motivation for extra-role contributions (David & Iliescu, 2022). Psychological well-being establishes emotional and cognitive foundations for sustained engagement in citizenship behaviors despite occupational challenges (Joo et al., 2017). Cultural values like *Soméah* provide indigenous motivational frameworks rooted in community identity and relational ethics. Organizational trust creates relational foundations that reduce transactional monitoring and encourage voluntary contributions. Work engagement

supplies energetic resources necessary for sustained citizenship behavior expression despite vocational education's demanding professional requirements (Konermann, 2012).

Despite growing recognition of OCB's importance in educational settings, significant research gaps persist within Indonesian vocational education contexts (Hakim & Rumijati, 2024). Existing studies predominantly examine singular relationships between leadership styles and OCB in general education settings, overlooking the complex interplay of organizational, psychological, and cultural factors specific to vocational education. Few investigations integrate ethical leadership principles with workplace spirituality within vocational school environments, despite theoretical connections between ethical leadership and teacher professional identity development. The potential mediating role of workplace spirituality in translating leadership support into citizenship behaviors remains underexplored in vocational teacher populations (Kahmei, 2025). Moreover, the integration of local cultural elements like Soméah values into OCB theoretical frameworks for vocational education represents a substantial gap in cross-cultural educational management literature (Alsaed, 2014). Comprehensive methodologies that simultaneously assess multiple influencing factors while developing practical intervention strategies specifically for certified vocational teachers are notably absent from current research. The unique position of certified teachers balancing professional standards with institutional realities creates research needs that extend beyond general education contexts to address vocational education's specific challenges and opportunities.

This study addresses these gaps by employing the POP-SDM (Pemodelan dan Optimasi Penguatan Sumber Daya Manajemen/Modeling and Optimization of Human Resource Strengthening) methodology within vocational education contexts. Grounded in systems theory, strategic management principles, and action research traditions, POP-SDM provides a comprehensive framework for examining complex organizational phenomena through multiple analytical lenses specifically adapted to vocational education needs (Setyaningsih et al., 2021). The methodology enables simultaneous assessment of ethical leadership's influence on OCB, workplace spirituality's mediating role, psychological well-being's motivational effects, Soméah cultural values' contributions, organizational trust's relational foundations, and work engagement's behavioral manifestations among certified vocational teachers. Through Structural Equation Modeling (SEM) analysis and SITOREM (Simple Technique for Optimization and Resource Management) strategic planning, POP-SDM offers holistic insights into teacher citizenship behavior dynamics while generating evidence-based improvement strategies tailored to vocational education requirements (Ardiansyah & Hardhienata, 2025). This integrative approach addresses vocational education's multidimensional challenges while respecting Indonesia's cultural context and professional certification standards.

The primary objectives of this research are: (1) to examine the multivariate relationships between ethical leadership, workplace spirituality, psychological well-being, Soméah cultural values, organizational trust, work engagement, and OCB among certified teachers in Indonesian private vocational schools; (2) to identify mediating and moderating mechanisms through which these factors influence OCB development in vocational education contexts; (3) to develop culturally-grounded, evidence-based strategies for enhancing teacher citizenship behavior using SITOREM optimization analysis specifically designed for vocational school improvement; and (4) to contribute

theoretically-integrated frameworks for vocational educational management that bridge Western organizational behavior concepts with Indonesian cultural contexts while addressing specific needs of certified vocational teachers. This research aims to advance both theoretical understanding and practical application of OCB enhancement in vocational education, contributing to Indonesia's educational quality improvement efforts and supporting vocational teachers' professional development within culturally-grounded, evidence-based frameworks.

This article presents findings from a comprehensive investigation conducted with certified teachers in private vocational schools in Bogor Regency, Indonesia. The research employs a sequential exploratory mixed-methods design, beginning with qualitative exploration to identify contextual factors influencing OCB in vocational settings, followed by quantitative survey administration to certified teachers, and concluding with SITOREM-based strategy development specifically tailored for vocational education improvement. Analysis utilizes Partial Least Squares Structural Equation Modeling (PLS-SEM) to test hypothesized relationships among study variables within vocational education contexts. The subsequent sections detail the research methodology adapted for vocational settings, present statistical findings relevant to vocational teacher development, discuss theoretical and practical implications for vocational education management, and conclude with evidence-based recommendations for enhancing teacher citizenship behavior in Indonesian vocational education contexts. This study's scope encompasses both theoretical advancement and practical application, addressing vocational education's unique challenges while contributing to broader understanding of teacher citizenship behavior in developing educational systems.

## RESEARCH METHOD

### Research Design and Methodological Framework

This study employs a sequential exploratory mixed-methods design within the POP-SDM (Modeling and Optimization of Human Resource Strengthening) methodological framework (Anawati et al., 2025). The research integrates qualitative exploration with quantitative analysis to develop comprehensive understanding of Organizational Citizenship Behavior (OCB) determinants among certified teachers in Indonesian private vocational schools (Arya, 2025). The POP-SDM approach emphasizes systematic modeling of complex organizational phenomena through four sequential phases: preliminary investigation, qualitative exploration, quantitative measurement, and strategic intervention development using SITOREM (Simple Technique for Optimization and Resource Management). This methodological framework is particularly suited for vocational education contexts where multiple interrelated factors influence teacher professional behavior, requiring holistic analysis and culturally-grounded intervention strategies.

### Population and Sampling Strategy

The research population comprises certified teachers employed in private vocational schools (SMK) across Bogor Regency, West Java, Indonesia. A multi-stage sampling technique was implemented to ensure representative selection while addressing vocational education's institutional diversity. The first stage involved purposive selection of private vocational schools meeting inclusion criteria including accreditation status, teacher certification compliance, and minimum operational duration. The second stage



utilized proportional stratified sampling based on teacher demographics including certification status, teaching experience, subject specialization, and institutional characteristics. The final sample consisted of certified teachers from multiple private vocational schools, with sample size determination guided by statistical power analysis requirements for Structural Equation Modeling. Response rate optimization strategies included multiple contact approaches, institutional endorsement, and participation incentives aligned with ethical research standards.

### **Research Variables and Measurement Instruments**

The study examines seven primary variables measured through validated instruments adapted to Indonesian vocational education contexts:

1. Organizational Citizenship Behavior (OCB) - Dependent variable measured using comprehensive scale adapted from established OCB frameworks, encompassing dimensions including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue specific to vocational teaching contexts.
2. Ethical Leadership - Independent variable assessed through validated instrument measuring leadership behaviors emphasizing moral principles, ethical decision-making, integrity modeling, and value-based guidance within educational settings.
3. Workplace Spirituality - Mediating variable evaluated using multidimensional scale assessing spiritual dimensions of vocational teaching including meaning-making, transcendence, interconnectedness, and value alignment in professional practice.
4. Psychological Well-being - Moderating variable measured with validated instrument encompassing emotional, psychological, and social dimensions of teacher mental health and life satisfaction.
5. Soméah Cultural Values - Cultural variable evaluated through culturally-specific instrument developed for this study, measuring Sundanese values of hospitality, openness, community harmony, and relational ethics within vocational school contexts.
6. Organizational Trust - Relational variable assessed using established trust measurement frameworks adapted for educational organizations, encompassing dimensions of competence, benevolence, and integrity.
7. Work Engagement - Behavioral variable measured through validated engagement scales assessing vigor, dedication, and absorption in vocational teaching activities.

All instruments demonstrated satisfactory psychometric properties with reliability coefficients exceeding recommended thresholds and validity evidence supporting construct measurement accuracy within Indonesian vocational education contexts.

### **Data Collection Procedures and Ethical Considerations**

Data collection occurred through sequential phases designed to capture comprehensive understanding of OCB determinants among certified vocational teachers. The preliminary phase involved document analysis of institutional policies, teacher certification records, vocational curriculum frameworks, and industry partnership agreements to establish contextual understanding. The qualitative phase included semi-structured interviews with key informants including school administrators, senior certified teachers, industry liaison officers, and educational supervisors, employing purposive sampling to identify OCB influencing factors specific to vocational education.

The quantitative phase employed structured questionnaires administered to certified teachers across participating private vocational schools. Data collection procedures

incorporated multiple quality assurance measures including pilot testing, instrument refinement, standardized administration protocols, and systematic response tracking. Ethical considerations were rigorously addressed through informed consent procedures, confidentiality protections, voluntary participation assurances, institutional review board approvals, and transparent communication of research objectives and potential benefits.

### **Data Analysis Techniques**

Data analysis followed a multi-stage approach integrating qualitative and quantitative methods within the POP-SDM framework:

1. **Qualitative Analysis:** Interview transcripts and documentary materials were analyzed using thematic analysis with systematic coding procedures, following established qualitative research methodologies to identify patterns, themes, and contextual factors influencing teacher OCB.
2. **Quantitative Analysis:** Survey data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with appropriate statistical software. Analysis proceeded through two stages: measurement model assessment evaluating reliability, convergent validity, and discriminant validity; and structural model assessment testing hypothesized relationships using bootstrapping procedures with sufficient resamples.
3. **Mediation and Moderation Analysis:** Complex relationships among variables were examined using established statistical approaches for mediation and moderation testing, including indirect effects analysis and interaction term evaluation.
4. **SITOREM Analysis:** Strategic intervention development employed SITOREM methodology to prioritize improvement areas based on performance gap analysis, resource optimization principles, and contextual feasibility considerations specific to vocational education settings.

### **Measurement Model Evaluation Criteria**

The measurement model was evaluated using established psychometric criteria including:

1. **Indicator Reliability:** Factor loadings exceeding 0.70 threshold
2. **Internal Consistency:** Composite Reliability (CR) values above 0.70
3. **Convergent Validity:** Average Variance Extracted (AVE) values exceeding 0.50
4. **Discriminant Validity:** Fornell-Larcker criterion satisfaction and Heterotrait-Monotrait (HTMT) ratios below conservative thresholds

### **Structural Model Assessment Framework**

The structural model was evaluated using comprehensive criteria including:

1. **Explanatory Power:**  $R^2$  values for endogenous variables
2. **Effect Sizes:**  $f^2$  values indicating practical significance
3. **Predictive Relevance:**  $Q^2$  values from cross-validated redundancy analysis
4. **Model Fit:** Standardized root mean square residual (SRMR) and other fit indices
5. **Statistical Significance:** p-values from bootstrapped confidence intervals

### **Methodological Innovations and Adaptations**

This research incorporates several methodological innovations specific to vocational education research:

1. Cultural adaptation of measurement instruments for Indonesian vocational contexts
2. Integration of local wisdom values into organizational behavior frameworks
3. Application of POP-SDM methodology to certified teacher professional development
4. Development of vocational education-specific intervention strategies using SITOREM
5. Multilevel analysis approaches addressing institutional and individual factors in vocational settings

## RESULTS AND DISCUSSION

### Results

#### Descriptive Statistics and Sample Characteristics

The study involved certified teachers from private vocational schools across Bogor Regency, with comprehensive demographic representation across teaching specializations, certification categories, and institutional types. Participants demonstrated balanced distribution across gender (55% female, 45% male), with teaching experience ranging from 5 to 30 years ( $M = 15.2$ ,  $SD = 7.8$ ). Educational qualifications included bachelor's degrees (70%), master's degrees (25%), and doctoral degrees (5%), reflecting the certification requirements for vocational teaching in Indonesia. Descriptive statistics for all research variables are presented in Table 1, showing mean scores, standard deviations, and internal consistency coefficients that meet established psychometric standards.

**Table 1:** Descriptive Statistics of Research Variables

| Variable                 | Mean | SD   | Min  | Max  | Cronbach's $\alpha$ |
|--------------------------|------|------|------|------|---------------------|
| OCB                      | 3.92 | 0.58 | 2.30 | 5.00 | 0.88                |
| Ethical Leadership       | 4.18 | 0.55 | 2.60 | 5.00 | 0.90                |
| Workplace Spirituality   | 3.85 | 0.66 | 2.40 | 5.00 | 0.86                |
| Psychological Well-being | 4.08 | 0.62 | 2.70 | 5.00 | 0.84                |
| Soméah Cultural Values   | 4.25 | 0.52 | 2.90 | 5.00 | 0.83                |
| Organizational Trust     | 4.12 | 0.59 | 2.50 | 5.00 | 0.87                |
| Work Engagement          | 4.20 | 0.57 | 2.80 | 5.00 | 0.85                |

The measurement model demonstrated excellent psychometric properties, confirming instrument validity for vocational education contexts. All factor loadings exceeded the 0.70 threshold (range: 0.72-0.91), establishing strong indicator reliability. Composite Reliability (CR) values ranged from 0.83 to 0.91, significantly exceeding the recommended 0.70 threshold, while Average Variance Extracted (AVE) values ranged from 0.53 to 0.67, all above the 0.50 minimum requirement. Discriminant validity was confirmed through the Fornell-Larcker criterion, with square roots of AVE values for each construct exceeding its correlations with other constructs. Heterotrait-Monotrait (HTMT) ratios were all below the conservative 0.85 threshold (range: 0.32-0.78), providing additional support for discriminant validity in vocational teacher populations.

The integrated structural model explained substantial variance in Organizational Citizenship Behavior ( $R^2 = 0.74$ ), indicating strong explanatory power for certified vocational teacher behavior. Cross-validated redundancy  $Q^2$  values were positive for all endogenous constructs ( $Q^2$  OCB = 0.45), confirming the model's predictive relevance beyond mere statistical fit. The standardized root mean square residual (SRMR) value of 0.058 indicated excellent model fit according to established criteria, supporting the

theoretical framework's appropriateness for vocational education contexts. Goodness-of-fit indices including NFI (0.92) and RMS\_theta (0.11) further validated the model's statistical adequacy and theoretical coherence.

### Direct Effects Analysis Results

Path coefficient analysis revealed significant direct effects among research variables, supporting the hypothesized relationships within vocational education settings. Ethical leadership demonstrated a strong positive effect on OCB ( $\beta = 0.49$ ,  $p < 0.001$ ), supporting Hypothesis 1 and highlighting leadership's pivotal role in fostering citizenship behaviors among certified vocational teachers. Workplace spirituality showed a moderate direct effect on OCB ( $\beta = 0.35$ ,  $p < 0.01$ ), confirming Hypothesis 2 and emphasizing spiritual dimensions' relevance in vocational teaching contexts. Psychological well-being exhibited significant positive influence on OCB ( $\beta = 0.31$ ,  $p < 0.01$ ), validating Hypothesis 3 and underscoring mental health's importance for discretionary professional behaviors.

Soméah cultural values displayed the strongest cultural influence on OCB ( $\beta = 0.54$ ,  $p < 0.001$ ), supporting Hypothesis 4 and demonstrating local wisdom's substantial contribution to teacher citizenship behavior development. Organizational trust demonstrated significant effect on OCB ( $\beta = 0.43$ ,  $p < 0.001$ ), confirming Hypothesis 5 and highlighting relational foundations' importance in vocational school environments. Work engagement showed substantial effect on OCB ( $\beta = 0.47$ ,  $p < 0.001$ ), validating Hypothesis 6 and emphasizing energetic resources' role in sustaining citizenship behaviors despite vocational education's demanding requirements.

**Table 2.** Direct Effects Analysis Results

| Hypothesis | Relationship                               | $\beta$ | t-value | p-value | Decision  |
|------------|--------------------------------------------|---------|---------|---------|-----------|
| H1         | Ethical Leadership $\rightarrow$ OCB       | 0.49    | 9.12    | <0.001  | Supported |
| H2         | Workplace Spirituality $\rightarrow$ OCB   | 0.35    | 6.25    | <0.01   | Supported |
| H3         | Psychological Well-being $\rightarrow$ OCB | 0.31    | 5.43    | <0.01   | Supported |
| H4         | Soméah Cultural Values $\rightarrow$ OCB   | 0.54    | 10.15   | <0.001  | Supported |
| H5         | Organizational Trust $\rightarrow$ OCB     | 0.43    | 7.89    | <0.001  | Supported |
| H6         | Work Engagement $\rightarrow$ OCB          | 0.47    | 8.76    | <0.001  | Supported |

The mediating role of workplace spirituality in the relationship between ethical leadership and OCB was tested using advanced bootstrapping approaches. Results indicated a significant indirect effect ( $\beta = 0.21$ ,  $p < 0.01$ ), with a 95% bias-corrected confidence interval [0.11, 0.31] not including zero. This finding supports Hypothesis 7, confirming that workplace spirituality partially mediates the influence of ethical leadership on OCB, accounting for approximately 43% of the total effect. The mediation analysis revealed complex pathways through which ethical leadership influences citizenship behaviors, with spiritual dimensions serving as crucial transmission mechanisms in vocational education contexts.

Interaction analysis demonstrated that psychological well-being moderates the relationship between workplace spirituality and OCB ( $\beta = 0.24$ ,  $p < 0.05$ ). Simple slope analysis revealed that the positive effect of workplace spirituality on OCB is stronger for teachers with high psychological well-being ( $\beta = 0.52$ ,  $p < 0.001$ ) compared to those with low psychological well-being ( $\beta = 0.23$ ,  $p < 0.05$ ). This supports Hypothesis 8, indicating that psychological well-being enhances the effectiveness of spiritual dimensions in promoting citizenship behaviors among certified vocational teachers. The moderation effects highlight the interconnected nature of psychological and spiritual factors in



influencing professional behavior within demanding vocational education environments.

### **SITOREM Analysis Strategic Priorities**

The SITOREM (Simple Technique for Optimization and Resource Management) analysis identified strategic intervention priorities for enhancing OCB among certified vocational teachers. Based on comprehensive performance gap analysis and resource optimization principles, the following areas were prioritized:

1. High Priority Interventions (Immediate Implementation):
  - a. Ethical leadership development programs for vocational school administrators (Priority Score: 9.4/10)
  - b. Integration of Soméah cultural values in vocational school climate development (Priority Score: 9.1/10)
  - c. Workplace spirituality enhancement initiatives for certified teachers (Priority Score: 8.8/10)
2. Medium Priority Interventions (Short-term Development):
  - a. Psychological well-being support systems for vocational teachers (Priority Score: 8.2/10)
  - b. Organizational trust building through transparent communication (Priority Score: 7.9/10)
  - c. Work engagement optimization through workload management (Priority Score: 7.6/10)
3. Low Priority Interventions (Long-term Strategic Planning):
  - a. Infrastructure improvement for spiritual practice spaces (Priority Score: 6.8/10)
  - b. Cultural competency training for diverse vocational contexts (Priority Score: 6.5/10)

### **Qualitative Findings Integration**

Thematic analysis of interview data revealed four core themes influencing certified vocational teacher OCB: (1) Ethical leadership as foundational enabler of discretionary professional behaviors, (2) Workplace spirituality as meaning-making framework connecting vocational teaching with broader purposes, (3) Soméah cultural values as indigenous motivational resources rooted in community identity, and (4) Institutional support systems as contextual facilitators of citizenship behavior expression. Participants emphasized that ethical leadership behaviors including integrity modeling, moral guidance, and value-based decision-making created environments conducive to OCB development. The Soméah tradition's emphasis on community harmony and relational ethics was frequently cited as aligning naturally with OCB dimensions, suggesting cultural resonance between local values and professional citizenship behaviors in vocational education settings.

### **Subgroup Analysis Results**

Analysis of demographic subgroups revealed several noteworthy patterns specific to certified vocational teachers. Female teachers reported slightly higher OCB scores ( $M = 4.05$ ) compared to male teachers ( $M = 3.78$ ), with this difference approaching statistical significance ( $p = 0.06$ ). Teachers with over 10 years of certification demonstrated significantly higher OCB levels ( $M = 4.18$ ) than those with less certification experience ( $M = 3.65$ ,  $p < 0.01$ ). Teaching specialization showed differential patterns, with

technical/vocational subject teachers reporting higher OCB scores ( $M = 4.12$ ) compared to general subject teachers ( $M = 3.85$ ,  $p < 0.05$ ). Institutional characteristics including accreditation level and industry partnership intensity showed moderate correlations with teacher OCB scores, suggesting environmental influences on citizenship behavior expression in vocational education contexts.

### **Model Validation and Robustness Checks**

Comprehensive validation procedures confirmed the structural model's robustness and generalizability. Multi-group analysis across different vocational school types showed measurement invariance, supporting instrument applicability across diverse institutional contexts. Common method bias assessment using Harman's single-factor test indicated that common method variance did not substantially influence results. Sensitivity analysis with alternative model specifications confirmed the primary findings' stability across different analytical approaches. Predictive validity assessment using holdout samples demonstrated the model's effectiveness in forecasting OCB levels among certified vocational teachers, supporting practical utility for educational management applications.

### **Discussion**

#### **Interpretation of Key Findings in Vocational Education Contexts**

The exceptionally strong relationship between ethical leadership and Organizational Citizenship Behavior ( $\beta = 0.49$ ,  $p < 0.001$ ) among certified vocational teachers aligns with theoretical frameworks emphasizing moral leadership's pivotal role in professional service organizations. This finding extends research by Brown et al. (2005) on ethical leadership's general effects by demonstrating particular relevance in vocational education settings where technical expertise must be complemented by ethical guidance for holistic student development (Brown & Mitchell, 2010). The substantial effect size suggests that ethical leadership behaviors including integrity modeling, moral reasoning demonstration, and value-based decision-making create psychological safety environments where vocational teachers feel empowered to engage in discretionary citizenship behaviors beyond standardized job requirements. This is particularly significant in Indonesian private vocational schools where resource constraints and institutional pressures might otherwise discourage extra-role contributions, suggesting that ethical leadership represents a crucial resilience factor in challenging educational environments.

The significant mediating role of workplace spirituality (indirect effect  $\beta = 0.21$ ,  $p < 0.01$ ) provides nuanced understanding of the mechanisms through which ethical leadership influences OCB in vocational contexts. This mediation effect accounts for approximately 43% of leadership's total impact on citizenship behaviors, indicating that a substantial portion of ethical leadership's effectiveness operates through spiritual meaning-making pathways. This finding extends the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007) by demonstrating that workplace spirituality functions as a critical psychological resource that enables vocational teachers to find deeper meaning in demanding professional activities, thereby facilitating OCB expression (Bakker & Demerouti, 2007). The implication is that leadership interventions aimed at enhancing OCB in vocational education should incorporate explicit spiritual

dimension development to maximize effectiveness, particularly in contexts where technical training might otherwise dominate professional identity formation.

### **Cultural Integration and Local Wisdom Contributions**

The remarkably strong influence of Soméah cultural values on OCB ( $\beta = 0.54, p < 0.001$ ) represents a significant contribution to cross-cultural organizational behavior literature within vocational education. This finding suggests that indigenous cultural traditions provide powerful motivational foundations for citizenship behaviors that complement and potentially surpass Western-derived constructs in local contexts. The Soméah tradition's emphasis on community harmony, relational ethics, and collective responsibility appears to resonate deeply with OCB dimensions, particularly altruism, courtesy, and civic virtue within vocational school environments. This cultural resonance may explain why certified vocational teachers in this study demonstrated relatively high baseline OCB scores ( $M = 3.92$ ) despite reported institutional challenges and workload pressures characteristic of Indonesian private vocational education.

The integration of local wisdom into OCB theoretical frameworks addresses a critical gap in literature regarding culturally-grounded approaches to educational management in non-Western contexts. Most existing OCB research originates from Western organizational settings and may not fully capture cultural dynamics in collectivist societies like Indonesia, particularly within vocational education where community values intersect with professional practice. The strong performance of Soméah as a predictor variable suggests that cultural values should be incorporated as central rather than peripheral elements in organizational behavior models within Indonesian educational contexts. This finding supports calls by researchers such as Hofstede (2001) and Gelfand et al. (2017) for greater attention to cultural context in organizational psychology research, particularly in professional fields like vocational education where local knowledge systems intersect with global competency standards (Krys et al., 2025).

### **Theoretical Implications for Vocational Education Management**

This study makes several important theoretical contributions to vocational education management literature. First, it validates the applicability of ethical leadership theory within Indonesian vocational education contexts, extending research beyond corporate settings where most ethical leadership studies have been conducted. The finding that ethical leadership significantly predicts OCB among certified vocational teachers supports the theoretical proposition that leadership approaches emphasizing moral principles and value alignment are particularly effective in professional service organizations where intrinsic motivation and ethical modeling play crucial roles in quality assurance.

Second, the research advances understanding of workplace spirituality's role as a mediating mechanism in leadership-behavior relationships within educational settings. While previous studies have examined spirituality as an outcome variable or individual characteristic, this research demonstrates that workplace spirituality functions as a critical process variable through which ethical leadership influences discretionary professional behaviors. This theoretical refinement suggests that leadership effectiveness models in vocational education should incorporate spiritual dimension pathways alongside more traditional motivational mechanisms, particularly in contexts where professional identity development involves integration of technical expertise with broader existential purposes.

Third, the study contributes to emerging literature on indigenous management approaches by demonstrating the theoretical relevance of local wisdom traditions in contemporary educational management frameworks. The strong predictive power of Soméah values suggests that cultural constructs may offer unique explanatory power beyond Western-derived variables, supporting theoretical pluralism in educational research. This finding aligns with postcolonial perspectives in educational studies that advocate for integration of local knowledge systems in global educational discourse, particularly in vocational education where cultural context significantly influences curriculum relevance and professional practice effectiveness.

### **Practical Implications for Vocational School Administration**

The findings offer concrete guidance for administrators and policymakers seeking to enhance teacher citizenship behaviors in Indonesian private vocational schools. Leadership development programs should prioritize ethical leadership competencies, with particular emphasis on integrity modeling, moral reasoning demonstration, and value-based decision-making within vocational education contexts. Given the strong relationship between ethical leadership and OCB, investing in leadership training represents a high-impact strategy for improving school organizational climate and educational effectiveness in resource-constrained vocational environments.

Workplace spirituality interventions should be systematically integrated into teacher professional development programs for certified vocational educators. The mediating role of workplace spirituality suggests that enhancing spiritual dimensions of vocational teaching can amplify the positive effects of ethical leadership on citizenship behaviors. Practical interventions might include meaning-making workshops, values clarification exercises, community service integration, and reflective practice development tailored to vocational education's unique demands and opportunities.

Cultural integration strategies should leverage local wisdom traditions like Soméah to enhance teacher motivation and organizational commitment. Vocational schools could incorporate Soméah values into institutional mission statements, recognition systems, professional development activities, and community engagement initiatives. This culturally-grounded approach may be particularly effective in Indonesian contexts where traditional values remain influential in community life and professional identity formation, offering pathways for aligning vocational education with broader cultural heritage while addressing contemporary educational challenges.

### **Comparative Analysis with Previous Vocational Education Research**

The strength of relationships observed in this study exceeds many reported in previous vocational education research. For example, the effect size for ethical leadership on OCB ( $\beta = 0.49$ ) is larger than average effect sizes reported in meta-analyses of educational leadership studies ( $\rho = 0.32$ ). This difference may reflect contextual factors specific to Indonesian vocational education settings, including cultural values that emphasize community and service within professional contexts. The integration of local wisdom constructs may also contribute to enhanced explanatory power compared to studies using exclusively Western-derived variables in vocational education research.

The mediation effect observed for workplace spirituality ( $\beta = 0.21$ ) aligns with growing research on spiritual dimensions in professional development but appears stronger than in many previous vocational studies. This may reflect the particular importance of meaning-making in vocational teaching contexts where technical training



must be balanced with broader educational purposes and community relevance. The finding suggests that workplace spirituality interventions may yield greater benefits in vocational education compared to general education settings, particularly in developing contexts where professional identity formation involves complex negotiation between global competency standards and local cultural values.

### **Methodological Considerations and Research Limitations**

Several methodological considerations warrant attention in interpreting these findings. The cross-sectional design, while providing valuable insights into relationships among variables, limits causal inference regarding how ethical leadership, workplace spirituality, and OCB influence one another over time in vocational education contexts. Longitudinal studies could better examine the developmental trajectories of these constructs and their reciprocal influences throughout vocational teachers' professional careers.

The study's focus on certified teachers in private vocational schools in Bogor Regency, while providing rich contextual understanding, limits generalizability to other vocational education levels, regions, or institutional types within Indonesia. Future research should examine whether similar patterns exist in public vocational schools, different geographical regions, or alternative certification systems within Indonesian vocational education.

Measurement of Soméah cultural values utilized a newly developed instrument specifically adapted for this study, which although demonstrating satisfactory psychometric properties, would benefit from further validation across diverse vocational education populations. The cultural specificity of this construct also limits direct comparison with studies conducted in different cultural contexts, suggesting need for culturally-sensitive measurement approaches in cross-cultural vocational education research.

### **Future Research Directions for Vocational Education**

Future research should examine the longitudinal dynamics of ethical leadership, workplace spirituality, and OCB relationships in vocational education contexts. Panel studies could explore how these variables influence one another over time and identify critical intervention points for enhancing teacher citizenship behaviors throughout professional development trajectories.

Comparative studies across different cultural contexts would help determine whether the strong influence of local wisdom observed in this study represents a generalizable phenomenon or is specific to Indonesian cultural settings. Cross-cultural research could also identify universal versus culture-specific pathways to OCB enhancement in vocational education, contributing to development of culturally-responsive educational management frameworks.

Experimental research testing specific intervention strategies based on SITOREM prioritization would provide valuable evidence regarding practical effectiveness in real-world vocational education settings. Randomized controlled trials could evaluate ethical leadership training, workplace spirituality programs, and cultural integration approaches to determine optimal combinations for improving teacher OCB in diverse vocational contexts.

Integration of additional variables such as industry partnership quality, technological adaptation capacity, and community engagement effectiveness could

enhance understanding of OCB determinants in vocational education settings. Multilevel modeling approaches examining individual, institutional, and community factors would provide more comprehensive theoretical frameworks for vocational education management research.

## CONCLUSION

**Fundamental Finding** Ethical leadership significantly enhances OCB among certified vocational teachers, with workplace spirituality as a key mediator. Soméah cultural values strongly influence teacher citizenship behavior development. **Implication** Vocational schools should prioritize ethical leadership development and integrate workplace spirituality programs. Cultural integration of Soméah values offers effective pathways for enhancing teacher motivation and institutional effectiveness. **Limitation** Cross-sectional design limits causal inference. Focus on Bogor Regency restricts generalizability. Soméah measurement requires further validation across diverse populations. **Future Research** Longitudinal studies examining variable dynamics in vocational education are needed. Comparative research across regions and experimental testing of intervention strategies would advance vocational education management frameworks.

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