Effectiveness of Transformational Leadership and OCB at Vocational High School in Bandung

Hady Siti Hadijah, Hendri Winata, Real Alvika Fachrezy
Prodi Pendidikan Manajemen Perkantoran
Universitas Pendidikan Indonesia
Bandung, Indonesia
hady@upi.edu, hendri@upi.edu, real.alvika.fachrezy@student.upi.edu

Abstract—**In some Vocational Schools in the city of Bandung, there is a phenomenon that teachers lack the organizational citizenship behavior or OCB, namely behavior prepared to carry out tasks outside their duties. There are still many teachers who are reluctant to help serve unintentional external requests. For this reason, leadership with transformational character is needed because only subordinates of transformational leadership can do more than expected. This study aims to analyze the effect of the principal's Transformational Leadership on Citizenship Behavior Teacher organizations in state vocational high schools with specialization in office administration, in Bandung. The theory in the literature was tested to determine the causal relationship between Transformational Leadership and Organizational Citizenship Behavior. The research method uses the executive survey method. Data was collected through questionnaires from 70 PNS teachers in State Vocational High Schools I, III and XI in Bandung City. Technical analysis of data uses simple regression. From the results of the study, it was found that the principal's transformational leadership had a positive and significant influence on the citizenship behavior of the teacher's organization. Therefore, the citizenship behavior of teacher organizations can be improved through the effectiveness of the principal's transformational leadership.**

Keywords—transformational leadership; organizational citizenship behavior

I. INTRODUCTION

In the world of education, school institutions are increasingly faced with increasing demands. Schools are required to improve student achievement, monitor and build students' psychological development, smoothen the application of new curriculum in force, and other demands that continue to emerge to give birth to students who have the competence to face the challenges of the millennial era, including critical thinking and creative competencies [1]. These demands can only be achieved if the teachers in the school are also innovative, work together, have volunteerism at work, the teacher is able to work beyond the minimal, innovative targets, not just fulfill the call of duty, and the difficulties faced are not seen as conflicts. The teacher's character like this is known as Organizational Behavior Citizenship (OCB). OCB is an individual behavior that is free, and does not directly receive an award from the formal reward system, but overall can improve the efficiency and effectiveness of organizational functions [2].

This behavior is not required by the role requirements or job descriptions required under contract with the organization. This behavior is a personal choice. In a dynamic workplace like today, where tasks are more often done in teams and require flexibility, organizations need employees who have OCB, such as helping other individuals in the team, volunteering to do extra work, avoid conflicts with colleagues, obey regulations and tolerate work losses and disruptions [3].

In some Vocational Schools in Bandung, the phenomenon of lack of teachers behaves OCB (Organizational Citizenship Behavior) or organizational citizenship behavior, namely the behavior of being prepared to carry out tasks outside of their duties. There are still many teachers who are reluctant to help service against incidental external requests. Most teachers only focus on what is their job. For this reason, leadership with transformational character is needed because only subordinate transformational leadership can do more than expected work.

A. Organizational Citizenship Behavior

More than a decade and a half have passed since, creating the term Organizational Citizenship Behavior (OCB) as a voluntary behavior in working in an organization [2]. This OCB includes helping others, volunteering for extra tasks, obeying the rules and procedures in the workplace. These behaviors can go beyond the role at work and can even help fellow colleagues to support the effective functioning of an organization. This behavior is not a requirement that must be carried out in certain roles or certain job descriptions. This behavior is a personal choice [4]. OCB is an individual contribution in exceeding the demands of the role at work [5]. This OCB can be referred to as innovative and spontaneous behavior [6].

Recently organizational behavior is considered in the learning environment. Organizational citizenship behavior in the learning environment refers to all helping behaviors from the teacher's side to coworkers, principals, and students such as helping fellow staff with burdensome work, providing special assignments for students with low intelligence levels, and extending this behavior to a wider level, for example, schools make suggestions for improving education problems and outsiders speak positively about school [7]. Field studies conducted show that organizational citizenship behavior improves school efficiency, because their goal is to want to be

more productive, without considering certain sources, they help coordinate activities in the organization and allow teachers to adopt more effective changes to the environment [7]. Teachers who show lack of absence and change their intentions, are more productive and efficient, and are able to increase customer satisfaction [8]. Furthermore, teachers with high levels of OCB have organizational commitment that is more and very strongly involved with their work [9].

There are five main components of behavior called OCB, namely 1) Altruism, which is the behavior of helping other employees in tasks related to organizational tasks and other people's personal problems. This dimension of behavior leads to a role that is not an obligation, and is carried out without coercion, 2) Civic virtue, demonstrating voluntary participation and support for organizational functions both professionally and socially. This dimension directs the responsibility given by the organization to someone to improve the quality of the work they are engaged in, 3) Consciousness, which contains the performance of the prerequisites for roles that exceed minimum standards. This behavior is a form of effort so that the role in the organization can exceed that of an assignment that has been established by an organization. 4) Courtesy, is the behavior of alleviating problems related to work faced by other people, and trying to avoid problems with fellow workers. This behavior is more than an attitude to help and respect each other, and 5) Sportsmanship, is a behavior to try to tolerate in dealing with work problems that are less than ideal or with unpleasant conditions in the workplace, without raising objections. Someone who has an attitude like this tries to be more able to respect his fellow colleagues and can create a positive environment [4].

To foster the character of OCB teachers, strong leaders are needed. Leaders who get respect from teachers, inspire teachers, improve teacher creativity and innovation. Leaders like this are none other than leaders who have the characteristics of transformational leadership. Transformational leadership is very suitable to be applied to a dynamic school environment and has teachers who are professionals, educated and have a high level of intellectuality. Transformational leaders are leaders who inspire their followers to put aside their personal interests for the good of the organization and are able to have an extraordinary influence on their followers. Transformational leaders are able to pay attention to the self-development needs of their followers, change the awareness and perspective of followers to the problems that occur, and be able to please and inspire their followers to work hard to achieve common goals [3].

B. Transformational Leadership

Transformational leaders have vision, rhetorical skills, and good impression management and use them to develop strong emotional ties with their followers, thereby encouraging the emotion of followers and their willingness to work to realize the vision of the leader [10]. Transformational leaders are leaders who have far-sighted insights and seek to improve and develop the organization not for now but in the future. Therefore, transformational leaders are leaders who can be said to be visionary leaders [11]. Transformational leadership is a leader who encourages followers to change their motives,

beliefs, values, and abilities so that the interests and personal goals of followers can be aligned with the vision and goals of the organization [12]. Thus transformational leadership is a behavior that is proactive, increases attention to common interests, and helps followers achieve goals at the highest level [13]. Leaders who apply transformational leadership have an effect on followers by involving their followers participating in goal setting, problem solving, decision making, and providing feedback through training, direction, consultation, guidance, and monitoring of assigned tasks [14].

The characteristics of transformational leadership have four components, namely: 1) Idealized Influence, is the behavior of leaders who provide vision and mission, bring pride, and gain respect and trust from subordinates, 2) Inspirational Motivation (Inspirational Motivation), is the behavior of leaders who are able to communicate high expectations, convey a shared vision in an interesting manner, and inspire subordinates to achieve goals that produce important progress for the organization. rationality, and careful problem solving and 4) Individualized Consideration, is the behavior of leaders who treat each subordinate as an individual with different needs, abilities, and aspirations, and train and provide direction [3].

Previous research provided consistent support for the positive relationship between transformational leadership and different OCB settings [4]. Furthermore, transformational leaders inspire their followers with high expectations through "articulating a vision, providing an appropriate model, encouraging acceptance of group goals, high performance expectations, individual support, and intellectual stimulation" [15]. In fact, they show that previous experimental and theoretical research Oguz shows that there are strong reasons to believe that transformational leadership behavior influences the extra role of behavior (organizational citizenship behavior) [16]. Previous theoretical studies and empirical research show that there are reasons that transformational leaders can influence organizational citizenship behavior (OCB)

Based on the description above, the research hypothesis that can be formulated is as follows: Principal Transformational Leadership of the school headmaster influences the Teachers' Organizational Citizenship Behavior. The research model based on the description of the causal relationship between the variables above can be seen in Figure 1.
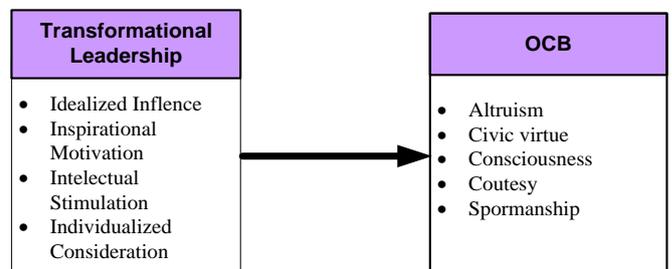
Fig. 1. Research model.

II. METHOD

This research was conducted using survey methods. Actual information is collected through questionnaires. The scoring uses a rating scale model that ranges from 1 to 5 with research respondents totaling 70 people from three schools in the city of Bandung.

The data collection instrument consisted of 2 parts, the first part was a questionnaire to measure the transformational leadership of principals consisting of 4 dimensions, namely Inspirational Motivation (Inspirational motivation), Idealized Influence (idealism), Individualized Consideration (personal consideration), and Intellectual Simulation (stimulating intellectual) The second part is a questionnaire to measure the behavior of teacher organizational citizenship which consists of 5 dimensions, namely Altruism (behavior to help others), Conscientiousness (accuracy and prudence or discipline), Sportsmanship (sportive behavior), Countesy (maintaining good relations), and Civic virtue.

The description of the respondent's responses in terms of the principal's transformational leadership and teacher organizational citizenship behavior was processed with descriptive statistics using the average score of each section. Then analysis techniques to test the research hypothesis using simple regression.

III. RESULTS AND DISCUSSION

A. Results

1) Transformational leadership of school headmaster: Description of the transformational leadership variable of the principal according to respondents' perceptions can be seen in Table 1 Transformational Leadership of School Headmaster.

TABLE I.   TRANSFORMATIONAL LEADERSHIP OF SCHOOL HEADMASTER

Dimensions	Mean	Interpretation
Inspirational Motivation	3,40	High
Idealized Influence	3,04	Medium
Individualized Consideration	3,16	Medium
Intellectual Simulation	3,38	Medium
Mean	3,25	Medium

If seen from Table Transformational Leadership of School Headmaster, it can be seen that the average score of respondents' answers for the principal transformational leadership variable is 3.25. When linked to the scale of interpretation in the criterion score recapitulation table, the principal transformational leadership category is in the medium category. The highest score is in the Inspirational Motivation dimension with a score of 3.40. This shows that the school headmaster always provides motivation that can be an inspiration for teachers in school. While the Individualized Consideration (personal considerations) and Intellectual Simulation (stimulating intellectual) dimensions are in the medium category with each score of 3.16 and 3.38. The lowest score is the dimension of Idealized Influence (idealism) with a score of 3.04.

2) Teachers' organizational citizenship behavior: Descriptions of teachers' organizational citizenship behavior variables according to respondents' perceptions can be seen in Table 2 Teachers' Organizational Citizenship Behavior.

TABLE II.   TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Dimensions	Mean	Interpretation
Altruism	3,22	Medium
Conscientiousness	3,26	Medium
Sportmanship	3,29	Medium
Countesy	3,41	High
Civic virtue	3,30	Medium
Mean	3,30	Medium

If seen from Table Teachers' Organizational Citizenship Behavior above, it can be seen that the average score of the respondent's answer to the teacher's organizational citizenship behavior variable is 3.30. When linked to the scale of interpretation in the table of recapitulation of criteria scores the category of citizenship behavior of teacher organizations is in the medium category. The highest score is in the dimension of Countesy (maintaining good relations). This shows that the communication between employees is very good in school. While the Altruism dimension (behavior helps others), Conscientiousness (accuracy and prudence or discipline), Sportmanship (sportive behavior), and Civic virtue (citizen wisdom) are in the medium category and the lowest answer score is in the Altruism dimension (helping behavior other people) with a score of 3.22.

3) Effect of principal transformational leadership of school headmaster on teacher's organizational citizenship behavior: After the regression calculation, obtained Fcount = 370.118 (Table Anova). Based on the table with db1 = 1 and db2 = n-2 = 78, obtained Ftable = 3.982. Because the Fcount value is greater than the Ftable value, it can be concluded that, "There is a positive influence on the transformational leadership of school headmaster on teachers' organizational citizenship behavior".

TABLE III.   ANOVA^A

	Model	Sum of Squares	df	Mead Square	F	Sig.
1	Regression	437.855	1	437.855	370.118	.000$^{b.}$
	Residual	80.445	68	1.183		
	Total	518.300	69			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Simple linear regression equation for the hypothesis of Transformational leadership of school headmaster variables on teacher's organizational citizenship behavior is: $\hat{Y} = 30.108 + 0.425X$ (Table Coefficients).

TABLE IV. COEFFICIENTS[A]

	Model	Unstandardized Coefficient		Standardized	t	Sig.
		B	*Std. Error*	*Beta*		
1	(Constant)	30.108	1.047		28.748	.000
	X	.425	.022	.919	19.238	.000

[a.] Dependent Variable: Y

The positive sign (+) shows the relationship between variables running in one direction where the more effective the transformational leadership of school headmaster, the higher the the teacher's organization citizenship behavior.

TABLE V. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919[a]	.845	.843	1.08766

[a.] Predictors: (Constant), X

The calculation of the correlation coefficient obtained in this study is 0.919. The value of the correlation coefficient is in the medium category. This means there is sufficient influence from the transformational leadership of school headmaster on teacher's organizational citizenship behavior. Based on the coefficient of determination, the influence of the transformational leadership of school headmaster on teacher 's organizational citizenship behavior is 84.5%.

In line with this, several studies state that the transformational leadership of school headmaster has a significant relationship with teacher's organizational citizenship behavior by mediating job satisfaction [17], and there is a positive and significant influence of the influence of transformational leadership on organizational citizenship behavior [18]. This means that the transformational leadership of school headmaster is very important and determines teachers' organizational citizenship behavior.

B. Discussion

The characteristics that must be possessed by a teacher are being innovative, cooperating with each other, having volunteerism in work, being able to work beyond the minimum target, not just fulfilling the duty call, and not seeing the difficulties faced as conflict. The teacher's character like this we know as organizational citizenship behavior (OCB). OCB found in these teachers can continue to be fostered or enhanced if the principal has the ability other than applying transactional leadership, namely through reward and punishment, and is also able to implement transformational leadership effectively.

The question is whether the reality of the appointment of principals by the related offices to see directly the candidates for the principal who will be appointed has the ability to apply transformational leadership or not.

Research conducted on teachers in these 3 schools concluded that if the principal does not have leadership or does not implement effective transformational leadership, the OCB in the teacher will decrease and lead to the performance of the teacher in improving student achievement and developing student psychology development will not be achieved.

IV. CONCLUSION

Transformational leadership of school headmaster in State Vocational Schools in Bandung City. have a significant influence on teachers' organizational citizenship behavior. Thus transformational leadership of school headmaster who are increasingly effective will improve teachers' organizational citizenship behavior. This, proves that the transformational leadership of school headmaster has an influence in improving teachers' organizational citizenship behavior.

ACKNOWLEDGMENT

REFERENCES

[1] Kementerian Pendidikan dan Kebudayaan, Guru dan Tenaga Kependidikan Adalah Agen Perubahan. 2018. [Online] Retrieved from: https://www.kemdikbud.go.id/main/blog/2018/08/kemendikbud-guru-dan-tenaga-kependidikan-adalah-agen-perubahan

[2] Organ, D.W., P.M. Podsakoff and S.B. MacKenzie, Organizational Citizenship Behavior: Its Nature, Antecedents, and Consequences. USA:Sage Publications, Inc., 2006.

[3] Robbins and Judge. Perilaku Organisasi. Edisi Duabelas. Jakarta: Salemba Empat, 2008.

[4] Podsakoff, P.M., MacKenzie, S.B., Paine, J.B., and Bachrach, D.G., Organizational Citizenship Behavior: Critical Review of The Theoretical and Empirical Literature and Suggestions for Future Research. Journal of Management, 26 (3), 2000.

[5] Aldag, R. and Reschke, W. Employee value added: Measuring Discretionary Effort and its Value to the Organization. Center for Organization Effectiveness, 1997.

[6] Katz, D, The motivational basis of organizational behavior. Behavioral Science, 9:131-133, 1964.

[7] Somech, A., and Ron I., Promoting Organizational Citizenship Behavior in Schools: The Impact of Individual and Organizational Characteristic. Educational Administration Quarterly 43, (1), 38-66, 2007.

[8] Podsakoff, N., Whiting, S., and Podsakoff, P., Individual-and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. Journal of Applied Psychology, 94(1), 122–141, 2009.

[9] Runhaar, P., Konermann, J., and Sanders, K., Teachers' organizational citizenship behaviour: Considering the roles of their work engagement, autonomy and leaderemember exchange. Teaching and Teacher Education, 30, 99-108, 2013.

[10] Hughes, R.L., Ginnet, R.C., and Curphy, G.J., Leadership:Memperkaya Pelajaran dari Pengalaman, Edisi Ketujuh. Jakarta:Salemba Humanika, 2012.

[11] Engkoswara and K. Aan, Administrasi Pendidikan. Bandung: Alfabeta, 2011.

[12] Goodwin, V.L., "A Theoretical and Empirical Extension to the Transformational Leadership Construct." Journal of Organizational Behavior, Vol 22, No 7: 759-774, 2001.

[13] Antonakis, J., Avolio, B.J., and Sivasubramaniam, N., Context and leadership: an examination of the nine-factor fullrange leadership theory using the Multifactor Leadership Questionnaire. The Leadership Quarterly, 14(3), 261-295, 2003.

[14] Khuntia, R. and D. Suar, "A Scale to Assess Ethical Leadership of Indian Private and Public Sector Managers." Journal of Business Ethics Vol 49, No 1: pp. 13-12, 2004.

[15] Podsakoff, P.M., MacKenzie, S.B., Moorman, Transformational Leader Behavior and Their Effect on Followers, Trust in Leader, Satisfaction and Organizational Citizenship Behaviors, Leadership Quarterly 1 (2) 107-142, 1990.

[16] Oguz, The Relation Between The Leadership Style of The School Administrators and The Organizational Citizenship Behaviors of Teacher. Procedia Social and Behavioral Sciences 9, 2010.

[17] Moghimi and Firozabad, The Mediating Effects of Psychological Empowerment and Job Satisfaction in the Relationship between Transformational Leadership and Organizational Citizenship Behavior, Journal of Basic and Applied, Vol. 3, No. 5, 2013.

[18] Hutahayan, The Efect Of Transformational Leadership, Organizational Culture, Reward to Organizational Citizenship Of Employee Behavior At PT Barata Indonesia (Persero), Interdiciplinary Journal of Contemporary Research In Business, Vol. 5, No. 6, 2013.