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How Did It Happen: Organizational Commitment and Work-Life Balance Affect Organizational Citizenship Behavior

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Abstract

Schools as educational institutions are expected to be able to produce quality human resources and are supported by high teacher competence, teachers must be reliable and must appear professional to be able to give birth to future generations who are intelligent and have character. This study aims to analyze the effect of Organizational Commitment and Work-Life Balance on Organizational Citizenship Behavior through Learning Organization mediation in elementary school teachers in West Jakarta. The sampling of 72 teachers was saturated, and the analysis was carried out quantitatively using the questionnaire method and using the Structural Equation Model (SEM) with the Smart–PLS analysis method. The conclusion of the research Organizational Commitment and Work-Life Balance has a significant positive effect on Organizational Citizenship Behavior, Organizational Commitment and Work-Life Balance have a significant positive effect on Learning Organization, Learning Organizations have a significant positive effect on Organizational Citizenship Behavior. Learning Organization is not able to mediate the effect of Organizational Commitment on Organizational Citizenship Behavior as well as Learning Organization is not able to mediate the effect of Work-Life Balance on Organizational Citizenship Behavior..

Bagaimana Itu Terjadi: Komitmen Organisasi dan *Work Life Balance* Mempengaruhi Perilaku Kewarganegaraan Organisasi

Abstrak

Sekolah sebagai salah satu lembaga pendidikan yang diharapkan mampu untuk meghasilkan sumber daya manusia yang berkualitas dan di dukung oleh kompetensi guru yang tinggi, guru harus handal dan harus benar-benar tampil professional sehingga mampu melahirkan generasi masa depan yang cerdas dan berkarakter. Penelitian ini bertujuan menganalisis pengaruh Organizational Commitment dan Work Life Balance terhadap Organizational Citizenship Behavior dengan mediasi Learning Organization pada guru sekolah dasar di Jakarta Barat. Mengambil sampel jenuh dengan sebanyak 72 orang guru, analisis dilakukan secara kuantitatif dengan metode kuesioner, dan menggunakan Structural Equation Model (SEM) dengan metode analisis Smart – PLS. Kesimpulan penelitian Organizational Commitment dan Work Life Balance berpengaruh positif signifikan terhadap Organizational Citizenship Behavior, Organizational Commitment dan Work Life Balance berpengaruh positif signifikan terhadap Learning Organization, Learning Organization berpengaruh positif signifikan terhadap Organizational Citizenship Behavior. Learning Organization tidak mampu memediasi pengaruh Organizational Commitment terhadap Organizational Citizenship Behavior begitupula Learning Organization tidak mampu memediasi pengaruh Work Life Balance terhadap Organizational Citizenship Behavior.
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INTRODUCTION

Education is a very important human need because education has the task of building human resources for the benefit of the nation and state development. Schools as one capable institution are expected to produce quality human resources and of course, be supported by high teacher competence. They should always have the opportunity to upgrade their abilities so they can become inspirational teachers (Whitener et al., 1998; Ramli et al., 2020; Rohman et al., 2022; Rohman et al., 2023). A good education management control system can be measured through the teachers in the educational foundation itself. Therefore, educators can be said to be a core factor as well as determining the success of goal marketing in a management process, (Smith & Seymour, 2004; Steiger, 2007; Mathis & Jackson, 2010; Robbins & Judge, 2013; Soelton et al., 2020).

The teacher has a big contribution in realizing school goals and is the willingness to continuously produce assignments or work that exceeds the standards that should be done voluntarily, even doing things outside of his main role as an educator. This kind of behavior is needed by schools to realize educational goals. The importance of organizational citizenship behavior (OCB) cannot be overstated when it comes to school organizations as it is a sensitive issue. According to Konovsky & Pugh (1994) as well as Konovsky & Cropanzano (1991), OCB pertains to work-related behavior that goes beyond what is stated in the employee›s job description. Examples of OCB include offering advice to colleagues facing challenges, engaging in special activities, providing assistance to colleagues, and being punctual. These behaviors not only ensure that the employee performs well but also contribute to the organization›s overall success. Additionally, Organ (1997) discovered that employees tend to reciprocate through OCB when they perceive that they are treated fairly by the organization.

Organizational Citizenship Behavior both within the individual and organizational spheres is a priority concern, to respond to dynamic environmental challenges and intense competition in an all-digital era, organizations must develop and enhance knowledge about the main organization, namely human resources (Medsker et al., 1994; Newstrom, 2011; Luthans et al., 2012; McShane & Glinov, 2015; Rohman et al., 2022). There needs to be a change in the Human Resources (HR) function, which previously served as executive staff to become a strategic partner and agent of change (Yukl & Van Fleet, 1982; Podsakoff et al., 2000; Van Dyne & Ellis, 2004; Organ et al., 2006; Soelton et al., 2023) Furthermore, in addition to the resulting output being very beneficial for an organization, maximum results will be achieved if employees are expected to increase the function of understanding the potential of the individual himself, his family, and society, to increase added value in the standard of living (Steyrer et al., 2008; Soelton et al., 2020).

Irrational underlying activity patterns can also be used to predict organizational citizenship behavior (OCB). Organizational citizenship behavior (OCB) refers to actions performed by employees that are not officially mandated by the organization but are crucial for its efficient operation (Organ, 1988). One significant aspect of OCB is the establishment of a connection between subordinates and their immediate supervisor, which leads to the emergence of various organizational activities (Dansereau et al., 1975; Deluga, 1994; Greenberg, 1993; Henderson et al., 2009; Colquitt et al., 2015) Exploring relationships within the workplace can be a captivating research area, with the aim of comprehending and improving them. A significant aspect that receives substantial attention from researchers is how decision-makers treat their subordinates, as it plays a critical role in shaping the relationships among them and has an impact on various work-related outcomes, such as task performance, commitment, and civic behavior(Medsker et al., 1994; Mengue, 2000; Organ et al., 2006; Ng et al., 2006). Research on organizational behavior has paid great attention to OCB and its various factors (Mathieu & Zajac, 1990; Konovsky &

Pugh, 1994; Jiang et al., 2012; Luthans, 2012). OCB can take a variety of recognized forms after considerable expansion in its theory (Meyer & Allen, 1991; Lepine et al., 2002; Matin et al., 2010). These forms can be directed at various goals such as jobs, top management, supervisors, teams, and co-workers.

Divide the balance of time between work and family into psychological terms is called Work Life Balance (WLB). Work-Life Balance, that is, an individual can be balanced in carrying out his work both at work and outside work (Poohongthong et al., 2014; Soelton et al, 2019). In carrying it out, including in the world of work, teachers also have an important role in the family. Adjam et al. (2019) and Rahmawati (2020) reveal that work-life balance is the ability to balance work demands and the personal needs of an individual>s family. The definition according to Saputri & Helmy (2021) work-life balance is the effort made by an individual to balance the two roles that are being carried out. The balance between work and personal life (work-life balance) is an important key to keeping employees happy, healthy, and productive. According to Soelton et al. (2020) explaining a work-life balance situation is a situation where the conflict experienced by employees is low and the balance between work and family can work well.

The objective of creating a learning organization is to enable it to overcome the challenges posed by changes in all facets of the environment and adapt to them to ensure survival and growth, attain high levels of performance, and excel in the competition while enhancing quality. By studying it appropriately, a Learning Organization can act as a mediator to achieve outstanding and advantageous knowledge of the surrounding environment. In this case, the theory of organizational learning argues that it can improve conditions within organizations (McShane & Glinow, 2015) and increase OCB. Likewise, organizational learning includes knowledge, distribution, interpretation, and memory influencing overall performance. In addition, because learning organizations can enhance general values and behaviors within

an organization (McShane & Glinow, 2015), it can further lead to teacher task and contextual performance (Rohman et al., 2022; Rahmawati, 2020). The presence of organizational learning can aid in the dynamic process of generating knowledge, as well as in the transfer and application of existing knowledge. It can also increase performance levels among teachers.

Many researchers have examined the relationship between Organizational Commitment, Work-life balance, and learning organization for OCB. For example, Cropanzano et al. (2001) found that trust in co-workers and superiors is highly related to OCB. Findings from Cropanzano et al. (2001); Rifai (2018); Samuel et al. (2022); Xiong et al. (2002) also found a positive relationship between organizational commitment and work-life balance in Although there is some understanding of organizational citizenship behavior (OCB), there is a dearth of empirical proof regarding the mediating role it plays between the learning organization and OCB. This study cites previous studies that provided mixed results. One of them is research by Syahruddin et al., (2020); Cropanzano et al., (2001); Aswin & Rahyuda, (2017); Astuti et al., (2019); Chang et al., (1915) which shows that WLB has a significant effect on OCB. Meanwhile, research conducted by Wang & Sung (2016); Velickovska, (2017) shows that organizational commitment has a positive and insignificant effect on OCB. Research conducted by Muharram et al. (2020); Thevanez & Saranraj (2018); Saputri et al. (2021) shows organizational commitment has a positive and significant effect on OCB.

While the research conducted by Maryam et al. (2021); Cheng et al. (2015); Chang et al. (2015); Jo & Lim (2009); Denison & Mishra (1995); Eisenberger et al. (2002); Florence & Christian (2003); Folger & Konovsky (1989) that learning organization has a negative and insignificant effect on the behavior of organizational members. Research conducted (Prasetio, 2016; Astuti et al., 2021; Demirel et al., 2018) states that learning organization has a positive and significant effect on the behavior of organizational members, Gomes et al. (2021)

state that there is a positive relationship between work-life balance and learning organization. Work and family can go well.

Hypotheses Development

Relationship between Organizational Commitment on Organizational Citizenship Behavior

Rini & Indrawati (2019) stated that work-life balance and organizational commitment have a significant relationship. According to (Sari, 2018; Hatfield et al., 2013; Kusuma, 2019; Moorman, 1991) found that Organizational Commitment has a positive and significant effect on the behavior of organizational members. And the results of the research by Kusuma (2019) that Organizational Commitment has a positive and significant effect on the behavior of organizational members.

H1: Organizational Commitment generates an impact on Organizational Citizenship Behavior positively

The effect of Work-Life Balance on Organizational Citizenship Behavior. According to Prasetio (2016), WLB, job satisfaction, and organizational commitment simultaneously have a positive effect on OCB. The third variable with this direct and indirect relationship model can be used to explain OCB within the company. Wong et al. (2006) found that Work-Life Balance has a positive and significant effect on the behavior of organizational members. The results of research by Xiong et al. (2002) that Work-Life Balance has a significant effect on the behavior of organizational members positively.

H2: Work-Life Balance generates an impact on Organizational Citizenship Behavior positively

Relationship between Organizational Commitment to Learning Organization

According to Basim & Sesen (2009) in Turkey regarding perceptions, the influence of Employee Learning Organization Perceptions on OCB shows the result that there is a positive and highly statistically significant relationship with a correlation coefficient r = 0.24: (p <0.01). Early retirement raises the possibility of an Organizational Commitment that will be felt by employees who have worked longer in low positions and have lower salaries compared to employees who work shorter hours in high positions and high wages. Under these conditions, companies must pay attention to the Organizational Commitment felt by each employee (Khandekar & Sharma, 2006; Angazi et al., 2016; Blau, 2017; Cohen-Charash & Spector, 2001; Chang et al., 2011).

H3: Organizational Commitment generates a positive impact on Learning Organization.

Relationship between Work-Life Balance on Learning Organization

Gomes et al. (2021) show that there is a positive relationship between transformational leadership, work-life balance, and learning organization. When employees feel supported by the organization, they are more willing to share their knowledge with others, which in turn creates a learning environment and learning organizations. From this perspective, organizational support is essential for all organizations. Work-Life Balance is an important element for all employees and organizational sustainability (Jo & Joo., 2011; Jiang et al., 2012; Rhoades & Eisenberger, 2002; Cropanzano, 2002; Rifai, 2018).

H4: Work-Life Balance generates a positive impact on Learning Organization

Relationship between Learning Organization on Organizational Citizenship Behavior

According to Chang et al., (2015), Learning Organization supports employee development activities and allows employees to think about and evaluate their Actions in situations of mistakes while dealing with their mistakes. Workplace learning and learning organization processes promote organizational benefits and enhance employee behavior to help colleagues. Leaning organizational consists of providing learning opportunities to

employees and compiling and analyzing information that will improve employee performance. Research that has been conducted by Demirel et al. (2018): Matin et al. (2010); McShane & Glinow (2015); Medsker et al. (1994); Mengue (2000); Organ et al. (2006); Ng et al. (2006); Podsakoff et al. (2000); Ramalu & Rashid (2016) found that learning organization has a positive and significant effect on the behavior of organizational members.

H5: Learning Organization generates a positive impact on Organizational Citizenship Behavior

Relationship between Organizational Commitment on Organizational Citizenship Behavior mediated Learning Organization

According to Maulina et al. (2018) show that employee empowerment and creating learning organizations have a favorable impact on organizational commitment, which, in turn, contributes positively to organizational citizenship behavior (OCB). Early retirement raises the possibility that perceptions of injustice will occur and be felt by employees who have worked longer in positions than employees who work shorter hours in higher positions and have higher salaries. It is crucial for companies to prioritize the perception of fairness that each employee experiences, as this will serve as a continuous stimulus and motivation for their organizational citizenship behavior directed towards the organization (Alipour et al., 2011; Cohen-Charash & Spector, 2001; Efendi & Susanty, 2018; Hussein et al., 2014; Konovsky & Cropanzano, 1991; Xiong et al., 2002).

H6: Organizational Commitment generates a positive impact on Organizational Citizenship Behavior which is mediated by Learning Organization

Relationship between Work-Life Balance on Organizational Citizenship Behavior is mediated by Learning Organization

Research by Poohongthong et al. (2014) show that Work-Life Balance has a positive effect on Organizational Citizenship Behavior.

Further, Gomes et al. (2021) show that there is a positive relationship between transformational leadership and learning organization on organizational citizenship behavior (OCB). One of the factors that influence OCB is organizational support. Organizational support refers to how much employees perceive that their contributions are valued and their well-being is cared for by the organization. (Alipour et al., 2011; Cohen-Charash & Spector, 2001; Efendi & Susanty, 2018; Hussein et al., 2014; Konovsky & Cropanzano, 1991). Employees who think that the organizational support If employees receive a high level of acceptance from the organization, it will reinforce their sense of belonging and lead to the development of positive relationships and perceptions towards the organization

H7: Work-Life Balance on Organizational Citizenship Behavior which is mediated Learning Organization

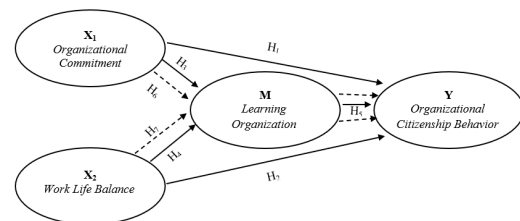The Conceptual Framework in this study can be seen in Figure 1.

Figure 1. Conceptual Framework,

METHOD

The research employs online questionnaires with a Likert scale to collect primary and secondary data. The items for each variable, including the independent, mediation, and dependent variables, were adapted from earlier studies. (Tofighi et al., 2018; Maryam et al., 2021) with slight modifications. Meanwhile, this study measured Organizational Commitment through affective commitment, continuance commitment, and normative commitment. Work-life Balance is measured through work interference with personal life, personal life inter-

ference with work, personal life enhancement of work, and work enhancement of personal life. Organizational Citizenship Behavior is measured through altruism, consciousness, courtesy, civic virtue, and sportsmanship. Furthermore, Learning Organization is measured through system thinking, mental models, personal mastery, team learning, and building a shared vision.

Validity and reliability testing is conducted before utilizing the questionnaire. Structural Equation Modeling (SEM) is employed in social science research, as it can test theoretically validated and additive models causally, based on econometric and psychometric insights. (Haenlein & Kaplan, 2004; Statsoft, 2013). In addition, the data analysis utilizes Partial Least Squares-Structural Equation Modeling (PLS-SEM), which is a method that is based on the Covariance Approach SEM (CB-SEM). Both methods have their respective strengths and weaknesses, particularly in terms of their statistical assumptions and resulting fit statistics. CB-SEM, for instance, has several limitations and only adheres to certain criteria, such as requiring a large sample size, normally distributed data, reflective construct indicators, and the absence of triggering factors (errors) due to the model›s non-identification. (Reinartz et al., 2009; Sarstedt & Hwang, 2020). Hence, to overcome these limitations, Partial Least Square-SEM (PLS-SEM) can be employed which allows for the development of intricate models of causal relationships with latent variables. PLS-SEM is also robust and can handle multivariate statistical statistics simultaneously while dealing with multiple response and explanatory variables (Ramzan & Khan,2010).

RESULTS AND DISCUSSION

Results: Based on the characteristics of the respondents, the results of data processing showed that out of 72 respondents, there were 43 male respondents and 29 female respondents. The highest number of respondents were aged between 26-40 years, namely, 31 respondents, and the lowest were respondents aged between 18-25 years, namely, 14 respondents. Meanwhile, there were 53 respondents with a bachelor›s level of education, while 2 of the respondents with a senior secondary education level were at least. While employees with the longest working period of 10-13 years were 25 respondents, for the last working period under <1 year were 6 respondents.

In the discussion below, (R2) R-Square is tested (Goodness of Fit/GoF). To assess this model using PLS, one starts to observe R2 for each assigned latent variable. According to Ghozali (2014), an R2 value of 0.75 indicates strong, 0.50 indicates moderate and 0.25 indicates weak. The relevance of the predicted value (Q-squared) is 0.02 which indicates small, 0.35 indicates medium, and 0.35 indicates large. Testing the GOF/ Goodness of Fit model uses Predictive Relevance (Q2) on the inner model. The value (Q2/Q-square) must be greater than zero (0) which indicates the model has predictive relevance.

The structural model shows that the model on learning organization variables and organizational citizenship behavior variables can be said to be strong because they have values above 0.67. The influence model of the independent latent variables (organizational commitment and work-life balance) on learning organizations gives an R-square value of 0.809 in table 1, which can be interpreted that the variability of the construct

Table 1. Model Goodness of Fit

Variable	AVE	Composite Reliability	Alpha Cronbach	R^2
Organizational Commitment	0.621	0.947	0.938	-
Learning Organization	0.523	0.916	0.898	0.809
Organizational citizenship behavior	0.507	0.929	0.875	0.813
Work-Life Balance	0.505	0.900	0.875	-

of learning organizations can be explained by the variability of the construct of organizational commitment and work-life balance is 80.9% while 19 .1% is explained by other variables outside those studied. Organizational citizen behavior has an R-Square value of 0.813, so it can be interpreted that the construct variability of organizational citizen behavior which can be explained by the construct variability of organizational commitment, work-life balance, and learning organization is 81.3% while 18.7% is explained by other variables outside the research.

Mediating Analysis

The PLS-SEM algorithm and bootstrapping procedure were used to perform mediation analysis, which produced values for direct, total, specific indirect, and total indirect effects. The mediating effect of learning organization on the relationship between Organizational Commitment and Work-Life Balance on Organizational Citizenship Behavior is analyzed and tabulated in Table 2.

Hypothesis H6 shown in table 3 that Organizational Commitment (β = 0.336 and t = 3.421) positively influences Organizational Citizenship Behavior, and Learning Organization partially mediates the relationship between Organizational Commitment and Organizational Citizenship Behavior. This is supported by the Sobel test (independent vs. mediated and dependent), with a partial mediating effect of 2.688. The direct effect model shows that learning organization partially mediates between Organizational Commitment and Organizational Citizenship Behavior. This is because the coefficients of IV to M and M to DV are significant in both relationships.

Hypothesis H7 is shown in table 3 that work-life balance (β = 0.232 and t = 2.991) positively influences Organizational Citizenship Behavior, and Learning Organization partially mediates the relationship between Work-Life Balance and Organizational Citizenship Behavior. This is supported by the Sobel test (independent vs. mediated and dependent),

Table 2. Testing the direct effect and Mediating Test

Description	Original Sample	Standard Deviation	T-Statistics	P Values	Remarks
Organizational Commitment → Organizational Citizenship Behavior	0.598	0.110	5.386	0.000	Positive – Significant
Work-Life Balance → Organizational Citizenship Behavior	0.232	0.778	2.991	0.002	Positive – Significant
Organizational Commitment → Learning Organization	0.336	0.098	3.421	0.001	Positive – Significant
Work-Life Balance → Learning Organization	0.496	0.110	4.495	0.000	Positive – Significant
Learning Organization → Organizational Citizenship Behavior	0.358	0.107	3.347	0.001	Positive – Significant
Mediating					
Organizational Commitment → Learning Organization → Organizational Citizenship Behavior	0.002	0.015	0.140	0.889	Not Significant
Work-Life Balance → Learning Organization → Organizational Citizenship Behavior	0.052	0.151	0.343	0.732	Not Significant

Table 3. Mediating effect hypothesis

	Organizational Commitment	Work-Life Balance
Direct w/o Med	0.598	0.232
Direct w/Med	0.002	0.052
IV > Med Beta	0.488	0.476
Med > DV Beta	0.288	0.277
IV > Med SE	0.028	0.030
Med > DV SE	0.066	0.077
Sobel test statistic	2.688	2.544
One-tailed probability	0.000	0.000
Two-tailed probability	0.000	0.000
Result	Significant	Significant

Note: *p<. 05, **p<.01, ***p<0.001

with a partial mediating effect of 2.544. The direct effect model shows that Learning Organization is partially mediated between Work-Life Balance and Organizational Citizenship Behavior. This is because the coefficients of IV to M and M to DV are significant in both relationships.

Bootstrapping Test Results

The measurement is a model analysis to test the reliability and validity of each dimension and the indicators used to measure each variable that was built previously. The dimensional analysis of the model can be defined by explaining the discriminant validity value by assessing the square root value of AVE (Average Variance Extracted) with a boost value of more than 0.5 and a loading factor of more than 0.5, the construction validity and Cronbach Alpha because the composite reliability must be more than 0.70. The R^2 (R-square) value indicates a strong creation. So, the proposed model is supported by empirical research in which the model is identified as the correct model. Likewise, the AVE value > 0.5 indicates that each variable in the model meets the standard of discriminant validity. The value of composite reliability and Cronbach Alpha for each variable is greater than

0.7 (> 0.70), meaning that each variable is considered reliable. The measurement results based on processing fact analysis on dimensional model-based indicators show that each indicator processed in Table 2 above is categorized as invalid where most of the loading issue values are more than > 0.50 (more than 0.50).

Discussion
The Effect of Organizational Commitment on Organizational Citizenship Behavior

Based on the hypothesis testing in this study, the results obtained were a T-statistic value of 5.386, an original sample value of 0.598, and a P value of 0.000. The T-statistic value is greater than the T-table value of 1.96, the original sample value indicates a positive value, and the P value indicates less than 0.05, these results indicate that organizational attention has a positive and significant effect on organizational citizenship behavior. Organizational citizen behavior can arise from various factors within the organization, including due to organizational commitment. When a teacher has a high commitment to the organization, the employee will provide maximum and best performance results aimed at advancing the school because he believes and believes in the organization where the employee works. In addition, employees feel obliged to be bound by the company and tend to be involved in company activities, and do not care about maintaining the company. That is, the higher the employee›s perceived commitment to his company, the more organizational citizenship behavior will emerge in the company›s activities. This research is in line with Syamsuddin (2017); Rini et al. (2013); Blau (2017); Florence & Christian (2003); Wang & Sung (2016) where research proves that organizational depression simultaneously has a positive and significant effect on organizational citizenship behavior.

Effect of Work-Life Balance on Organizational Citizenship Behavior

The findings of the hypothesis testing in this study showed that the T-statistic value was 2.991, the original sample value was

0.232, and the P value was 0.002. The T-statistic value exceeded the T-table value of 1.96, and the original sample value indicated a positive outcome, and the P value shows less than 0.05, these results indicate that work-life balance has a positive and significant effect on the behavior of organizational members. The results of this study support research conducted by Prasetio (2016); Rahmawati (2020); Saputri & Helmy (2021); Adjam (2019); Wong et al. (2006); Xiong et al. (2002) which state that work-life balance, job satisfaction, and organizational warnings simultaneously have a positive effect on the behavior of organizational members. The third variable with direct and indirect relationship models can be used to significant relationship with continuous learning (learning organization).

The Effect of Organizational Commitment on Learning Organization

In this study, hypothesis testing was conducted and the results yielded a T-statistic value of 3.421, an original sample value of 0.336, and a P value of 0.001. The T-statistic value exceeds the T-table value of 1.96, indicating statistical significance. Additionally, the original sample value displays a positive direction, and the P value is less than 0.05, implying strong evidence against the null hypothesis. Therefore, the results suggest that organizational attention has a significant and positive impact on the learning organization. Learning organization is defined as a set of organizational activities that include acquiring knowledge, sharing information, and withholding information, which has a conscious or unconscious influence on what is happening in the company. In this study, school principals increase commitment to learning organization through work designed in groups that support group work and joint learning between teachers, improving communication between teachers to exchange information about their students so they can solve a problem together. This concludes that the better the perception of one›s commitment to an organization, the more learning in the organization will be.

The results of this study following research conducted by Velickovska (2017); Alipour et al. (2011); Astuti et al. (2021); Akhtar & Rehman (2011); Turulja & Bajgoric (2018); Angazi et al. (2016); Blau (2017); Cohen-Charash & Spector (2001); Chang et al. (2015). OCB has a positive and very significant relationship with continuous learning (learning organization).

The effect of Work-Life Balance on Learning Organization

The results of hypothesis testing in this study revealed a T-statistic value of 4.495, an original sample value of 0.496, and a P value of 0.000. These findings indicate that work-life balance has a positive and significant impact on the learning organization. The T-statistic value was greater than the T-table value of 1.96, while the original sample value indicated a positive direction. Furthermore, the P value of less than 0.05 also supports the significance of the relationship between work-life balance and the learning organization.

The results of this study support research conducted by Jiang et al. (2012); Jo & Joo (2011); Rupp & Cropanzano (2002); Rifai (2018); Gomes et al. (2021) which states that there is a positive relationship between leadership transformation, balanced work-life, and learning organizations

The effect of Learning Organization on Organizational Citizenship Behavior

The findings from hypothesis testing in this study revealed a T-statistic value of 3.347, an original sample value of 0.358, and a P value of 0.001. The T-statistic value exceeds the T-table value of 1.96, indicating statistical significance. Moreover, the original sample value indicates a positive effect, while the P value indicates a probability of less than 0.05, which is considered statistically significant. Therefore, these results suggest that there is a positive and significant impact of learning organizations on organizational citizenship behavior. Employees are required to be able to put work and family life in a balanced position. The balance between

work and personal life (work-life balance) is an important key to keeping employees happy, healthy, and productive. The role of the learning organization is a concept in which an organization is deemed capable of learning so that the organization has the speed of thinking and acting in response to various changes that arise. In the context of work-life balance, employees who can manage their personal and work lives well will be more productive at work and will continue to develop their potential at work.

This research is in line according to Demirel et al. (2018); Matin et al. (2010); McShane & Glinow (2015); Astuti et al. (2021); Jo & Joo (2011); Korsgaards et al. (1995); Mathieu & Zajac (1990); Rifai (2018); Zgrzywa-Ziemak (2015) there is a positive and significant relationship between strengthening learning organizations and organizational citizenship behavior.

The Effect of Organizational Commitment on Organizational Citizenship Behavior through Learning Organizations

The results of hypothesis testing in this study revealed a T-statistic value of 0.140, an original sample value of 0.002, and a P value of 0.889. The T-statistic value is less than the T-table value of 1.96, and the P value indicates a value higher than 0.05. These findings suggest that organizational commitment does not have a significant effect on organizational citizenship behavior through learning organization. Despite the original sample value indicating a positive value, the non-significant results suggest that the relationship between organizational commitment and organizational citizenship behavior through learning organization cannot be established. Employees who don›t want to develop their potential and prefer to be in their comfort zone at work, still have a strong commitment to the company and will try to get the job done well. Some other employees with a commitment to continue to focus on themselves will ignore other employees who require help because they think helping co-workers will slow down their performance, this

is confirmed by Alipour et al. (2011); Cohen-Charash & Spector (2001); Efendi & Spector (2001); Efendi & Susanty (2018); Hussein et al. (2014); Konovsky & Cropanzano (1991); Xiong et al. (2002); Muharram et al. (2020); Angazi et al. (2016); Demirel & Tohum (2018); Kurniawan (2015).

The effect of Work-Life Balance on Organizational Citizenship Behavior through Learning Organization

According to the hypothesis testing conducted in this study, the findings revealed a T-statistic value of 0.343, an original sample value of 0.052, and a P value of 0.732. The T-statistic value is lower than the T-table value of 1.96, the original sample value signifies a positive value, and the P value denotes a value greater than 0.05. These outcomes imply that work-life balance does not have a significant impact on organizational citizenship behavior through organizational learning. The results of this study indicate that the good and bad of an employee›s personal life and work will not affect the behavior of members of his organization. Employees feel that they will live their personal and work lives well without having to help colleagues who experience difficulties at work, so they can focus on self-development within themselves, in line with research Cohen-Charash and Spector (2001); Efendi & Susanty (2018); Hussein et al. (2014); Konovsky & Cropanzano (1991), Saputri & Helmy (2021); Adjam (2019).

CONCLUSIONS AND RECOMMENDATION

This study emphasizes the importance of the role of Organizational Citizenship Behavior in organizations, especially in the education industry, after the Covid-19 pandemic with global changes that are full of challenges: this research underlines that Organizational Commitment and Work-Life Balance have great opportunities to improve Organizational Citizenship Behavior in the educational foundation. Quantitative studies find that Learning Organization indi-

rectly influences Organizational Commitment and Work-Life Balance on Organizational Citizenship Behavior.

Furthermore, the higher the teacher›s Organizational Commitment, the higher the Organizational Citizenship Behavior shown in their performance. Other findings show that teachers who have a good Work-Life Balance will bring out Organizational Citizenship Behavior. The higher the level of Organizational Commitment, the more Learning Organization will increase. Likewise, the level of Work-Life Balance experienced by teachers will lead to a high level of Learning Organization which will provide great benefits for the continuity of the teacher›s performance in carrying out their duties as educators.

A very interesting fact is that the results of this study indicate that Organizational Commitment has no significant effect on Organizational Citizenship Behavior through Organizational Learning. Teachers who don›t want to develop their potential and prefer to be in their comfort zone in working and teaching, still have a strong commitment to the company and will try to get the job done well. Some other teachers who commit to continue to focus on themselves will ignore other teachers who need help because they think helping colleagues will slow down their performance.

Another interesting finding is that Work-Life Balance has no significant effect on Organizational Citizenship Behavior through Learning Organization. This fact shows that the good and bad of a teacher›s personal life and work will not affect the behavior of members as part of the organization. Teachers feel that they will live their personal life and work lives well without having to help co-workers who experience difficulties at work, so they can focus on self-development within themselves.

In addition, this research contributes to the field of organizational behavior, when a teacher is committed to their group, they believe in a common goal, vision, and mission of the organization, which in turn makes them more motivated and therefore more productive. Teachers try harder to be independent, set more difficult goals, and get more done. One of the most important reasons is that it enables an organization to achieve its goals and remain constrained by its vision. Without motivated teachers, of course, no one can lose everything they have gained so far, that is, gradually the performance of the organization is getting worse. Teachers commit to the organization although not all of them have good Organizational Commitment. Working in the world of education requires a high emotional attachment to students, having an obligation to survive to make this institution better, including a vocation and sincerity, especially in serving students from various backgrounds.

This study states several limitations as guidelines for further research. First, of all the indicators of model fit, the resulting value does not indicate that the model is not suitable because some literature categorizes it as a moderate fit. While several other indicators have met the requirements. Second, because this research is based on quantitative research, this research cannot explain in detail some of the findings that can be clarified further.

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