Educational Management

Influencing Factors of Organizational Citizenship Behavior (OCB) in Middle School/ MTS Boarding School Teachers

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Article Info	Abstract
	The study aims to determine, test, and analyze the influence of principal school leadership and work environment on Organizational Citizenship Behavior (OCB) teachers by using organizational culture as an intervening variable in SMP/ MTS Boarding School teachers across in Banyumas Residency. This study's respondents were 170 SMP/ MTS Boarding School teachers that spread across in Banyumas Residency. The way to take the sample is using proportional random sampling and analysis techniques using the path on analysis (path analysis). The results showed an influence of the principal's leadership and the work environment on organizational culture. Therefore, the principal's leadership, work environment, and culture could influence Organizational Citizenship Behavior (OCB). This study indicates that cultural organizations mediate the relationship between the principal's leadership and Organizational Citizenship Behavior (OCB). Likewise, organizational culture could mediate the relationship between the work environment and Organizational Citizenship Behavior (OB). Based on these findings, Organizational Citizenship Behavior (OCB) can be improved by improving the school principal's leadership, work environment, and organizational culture.

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INTRODUCTION

In an organization as a macro or a country at the macro, the human element (*man*) or human resources (HR) has an important position (Jalisment, 2015). Human resources are essential things that support the success of an organization (Mira, 2012). The role played by human resources is employees in the organization; it can provide something valuable to the organization, especially if the organization can empower the people to be effective and efficient. So, the organization can achieve the goals. Therefore, human resources have an important role and position in an organization, so human resources must be developed with their competence and capability through education (Jalisment, 2015).

Education has a strategic function to educate the nation's life and improve its overall quality, which is determined by the readiness of the human resources involved in the education process. The most crucial component of the human resource of education in schools is the teacher, so every effort has to improve the quality of education and improve teachers' attention.

Because having direct contact with students is a very important one, the teacher is one of the most important human resources in determining students' success, especially concerning the teaching and learning process (Manik & Bustomi, 2011). The teacher directly influences, fosters, and develops students, so the teacher is required to have the basic skills as educators, mentors, and instructors, which are reflected in the teacher's competence. Thus, the school as an organization must be managed so that the implementation of education activities can run effectively, efficiently, and productively to achieve the goals depend on the school's human resources like the principal, teachers, students, administrative staff, and others.

The teachers are expected to be able to improve the quality of education in their respective schools. The teachers who can display exemplary performance in carrying out their functions as educators and are capable of displaying their behavior outside the requirements of their formal obligations will strongly support the achievement of school goals' effectiveness and efficiency. This behavior is known as organizational citizenship behavior, or the extra-role behavior (OCB). OCB can be defined as providing voluntary assistance to fellow workers for organizational development without expecting anything in return. (Mansoor et al., 2012). OCB can positively impact employees themselves and the organization more than expected (Jahangir et al., 2004).

The facts show that not all of the teachers SMP/ MTS Boarding School in Karesidenan Banyumas can display organizational citizenship behavior (OCB). It can be indicated by the lack of mutual assistance between the teachers, there are still teachers who complain if they face a situation that is not following their hope, and there are still teachers who come late on the school because the school must start the lesson too early and there are still teachers who do not report to employees if they do not come to work. Many principals cannot fully carry out their capability to become an innovator and motivator to understand the characteristics every teacher, so it looks stiff in social communication, it will make a bad atmosphere with the teacher. In other boarding schools, there are still teachers who are not capable of the qualifications, for example, the teachers who don't teach according to their subjects and qualifications.

Some of the facts presented above indicate if the organizational citizenship behavior (OCB) behavior among SMP/ MTS Boarding School teachers in the Banyumas Residency is still low. From the several factors that influence organizational citizenship behavior (OCB) of teachers, its only influence on school principals' leadership, the work environment on organizational citizenship behavior (OCB) with organizational culture as

an intervening variable on SMP/ MTS Boarding School teachers in the Banyumas Residency.

First, this study aims to analyze how much influence the leadership of the principal, work environment, and organizational culture on Organizational Citizenship Behavior (OCB). Second, how much influence the principal's leadership, the work environment on organizational culture. Third, some of the significant influences on the school leadership's Organizational Citizenship Behavior (OCB) are organizational culture as an intervening variable. Furthermore, the last factor influences the work environment on the Organizational Citizenship Behavior (OCB) by using organizational culture on the SMP/ MTS Boarding School teachers in the Banyumas Residence so that this study's results are expected to be a reference in developing theory. Fourth, intervening variables in organizational culture, having use values as input for teachers about approaches or orientations in teacher behaviour. So that they are referred to be good teachers who are capable of increasing the effectiveness and as input for The principal who related to the leadership, work environment, and culture of the school organization improving the Organizational Citizenship Behavior (OCB) teacher.

METHODS

This study is using the quantitative method. It also includes the type of ex post facto in this research. This study's population are all SMP/ MTS boarding school teachers throughout the Banyumas residency that have been determined by researchers based on criteria and regions. Members in this population are 296 teachers from 9 SMP / MTS Boarding Schools spread across the Banyumas Residency; using the formula from Solvin, the sample size obtained in this study was 170 teachers.

This study intends to examine the effect of principal school leadership and organizational citizenship behaviour (OCB) teachers through organizational culture. Organizational citizenship behaviour is the teacher's perception of the teacher's behavior carrying out roles that exceed the obligations measured based on five dimensions: altruism, civicvirtue, conscientiousness, sportsmanship, courtessy. Leadership principals Operationally school leadership is an overall score of the various aspects related to the implementation of school leadership. Which includes the dimensions educator, manager, administrator, supervisor, leader, innovator, and motivator obtained from the teacher after the teacher answer the questionnaire statement about the principal's leadership.

The work environment is related the teacher's perception to the task structure, job design, leadership patterns, cooperation patterns, infrastructure, and rewards (reward system) in carrying out their jobs. Such as employee service, working conditions, employee relations within the company concerned as measured by indicators included; the state of the building, the availability of several facilities, the strategic location of the building or workplace, the feeling of security from employees, the presence of loyalty. Organizational culture is a pattern of teachers' basic assumptions who are jointly learned by the group when they are solving external and internal adaptation problems that have functioned enough to be considered valid and to accept something, think and feel with these problems. In this research, organizational culture indicators used on Robbins's characteristic theory include: innovation and risk taking, outcome orientation, attention to detail, individual orientation, team orientation, aggressiveness, stability.

The validity and reliability test was empirically conducted with an instrument trial of 30 respondents who were not the main respondents. The analysis of the trial results was carried out using SPSS. An instrument item is stated valid if the value of the corrected item-total correlation coefficient ≥ 0.361. The value of 0.361 is the value of "r" table for the sample size of 30 and the significance of 0.05. While the reliability test using the formula Alpha from Cronbach. It is difficult to achieve a very high correlation coefficient, the

result reliability of the instrument is 0.70 and it is sufficient.

The results of the validity test and the reliability test of each variable using the help of the SPSS program could be seen at Table 1.

Table 1. Instrument Validity and Reliability Test Results

Instrument	Number of items	Valid Item	Invalid Item	Reliability
OCB	15	11	3, 6, 11, 12	0.718
Principal's Leadership	20	17	4, 8, 20	0.865
Work environment	10	10	-	0.905
Organizational culture	20	20	-	0.939

There is 15 instrument of question in the teacher's variable Organizational Citizenship Behavior (OCB). The eleventh question for headmaster leadership have a corrected item-total correlation coefficient > 0.361, and the four questions for teacher Organizational Citizenship Behavior (OCB) have a corrected item-total correlation coefficient < 0.361 where the OCB of 3 has a corrected item-total correlation coefficient of -0.035, OCB of 6 is 0.285, OCB of 11 is 0.206 and OCB of 12 is -0.146.

The principal leadership variable instrument has 20 questions. The seventeen items of questions used in this question to the principal's leadership, the questions have a corrected item-total correlation coefficient > 0.361, and the three items of principals' leadership question have a corrected item-total correlation coefficient < 0.361 where KS 4 leadership has a corrected item-total correlation coefficient is 0.413, KS 8 Leadership is 0.306, and KS 20 Leadership is 0.185.

The instrument work environment variable has ten questions. The validity test results show that all work environment questions have a corrected item-total correlation coefficient > 0.361. While the instrument of organizational culture variables

has 20 questions. From the test of results, it is explained that 19 items of principals' leadership questions have a corrected item-total correlation coefficient > 0.361 and one question item of 10 has a corrected item-total correlation coefficient of 0.340 < 0.361.

The validity test results have been done, if the results of the validity test question items are valid, then it can be continued as an instrument in the study and if the questions are invalid, then the question items can be revised again. Furthermore, the reliability test results show that the OCB instruments, leadership of the school principal, work environment, and organizational culture show that the results are ≥ 0.70, so it can also be said that all instruments used are reliable.

The result of validity and reliability instruments are used as instruments to retrieve research data in the field. The data analysis includes: 1) data description, 2) analysis prerequisite tests include: normality test, linearity test, multicollinearity test, and heteroskedasticity test, 3) model feasibility test includes: determination test and F test, 4) Hypothesis test using t-test, 5) path analysis and 6) Sobel test.

RESULTS AND DISCUSSION

Research result

Based on the results of OCB variable descriptive analysis research, Principal Leadership, Work Environment, Organizational Culture of SMP/ MTS Boarding School teachers in the Banyumas Residency is good. Based on the hypothesis test results, there is a significant influence on the leadership of school principals, work environment on Organizational Citizenship Behavior (OCB) using organizational culture as an intervening variable. This can be explained in detail as follows.

Descriptive Analysis Results

The respondents' assessments of each variable in the SMP / MTS Boarding School teachers in the Banyumas Residency are in high

criteria as listed in Table 2. Each OCB variable's frequency is 120, principal school leadership is 144, work environment is 106 and organizational culture is 109. While the acquisition of the percentage of each OCB variable is 70.6%, the principal's leadership is 83.6%, the work environment is 62% and the organizational culture is 63.7%. it can be said that the OCB variable, Principal Leadership, Work Environment, Organizational Culture of SMP / MTS Boarding School teachers in the Banyumas Residency is in good way.

Table 2. Evaluation of Respondents

Variable	Frequency	Percentage	Criteria
OCB	120	70.6%	High
Principal's leadership	144	83.6%	High
Work environment	106	62%	High
organizational culture	109	63.7%	High

Hypothesis Test Results

The results of analysis using SPSS 21, in Table 3 it can be explained that the first hypothesis, which reads the influence of school leadership on organizational culture, has a direct analysis coefficient (Beta Standardized Coefficient) of 0.261, it can also mean the direct effect of 0.068 or 6, 8%. Because the test value of t = 3.627> t table = 1.974, and the value of Sig. 0,000 <alpha (α = 0.05), then H_0 is accepted, it means that the principal's leadership has a significant influence on organizational culture. The second hypothesis, which reads the influence of the work environment on organizational culture, has a direct analysis coefficient (Beta Standardized Coefficient) of 0.417, which can also mean the direct effect of 0.174 or 17.4%. Because the test value of t = 5.803> t table = 1.974, and the value of Sig. 0,000 <alpha (α = 0.05) then H_0 is accepted, meaning the work environment significantly influences organizational culture. The third hypothesis, which reads the influence of school leadership on the Organizational Citizenship Behavior (OCB), has a direct analysis coefficient (Beta Standardized Coefficient) of 0.300, also

means a direct effect of 0.09 or 9%. Because the test value of t = 4.696> t table = 1.974, and the value of Sig. 0,000 <alpha (α = 0.05) then H_0 is accepted, meaning that the principal's leadership has a significant influence on Organizational Citizenship Behavior (OCB).

Furthermore, the fourth hypothesis which reads the effect of the work environment on Organizational Citizenship Behavior (OCB) has a direct analysis coefficient (Beta Standardized Coefficient) of 0.500, also means a direct effect of 0.025 or 2.5%. Because the test value of t = 7.846> t table = 1.974, and the value of Sig. 0,000 <alpha (α = 0.05) then H_0 is accepted, meaning that the work environment has a significant influence on Organizational Citizenship Behavior (OCB). The fifth hypothesis which reads organizational culture has a significant influence on Organizational Citizenship Behavior (OCB) has a direct path analysis coefficient (Beta Standardized Coefficient) of 0.705 can also mean a direct effect of 0.497 or 49.7%. Because the test value t = 12,893> t table = 1,974, and the value of Sig. 0,000 <alpha (α = 0.05) then H_0 is accepted, meaning that organizational culture has a significant influence on Organizational Citizenship Behavior (OCB). Based on the calculation obtained from the results of Beta Standardized Coefficient in direct influence of 0.09 or 9%, indirect effect of 0.184 or 18.4% and a total effect of 0.274 or 27.4%. Based on the results of the Sobel test, the indirect effect of 3.487 school leadership variables on Organizational Citizenship Behavior (OCB) through organizational culture with Sig. 0,000 <alpha (α = 0.05) then H_0 is accepted, meaning that the principal's leadership has a significant influence on Organizational Citizenship Behavior (OCB) through organizational culture.

In addition, based on calculations obtained from the results of Beta Standardized Coefficient in the direct effect of 0.025 or 2.5%, the indirect effect of 0.294 or 29.4% and the total effect of 0.319 or 31.9%. Based on the results of the Sobel test, the indirect effect of 6,713 work environment variables on

Organizational Citizenship Behavior (OCB) through organizational culture with Sig. 0,000 <alpha (α = 0.05) then H_0 is accepted, meaning that the work environment has a significant influence on Organizational Citizenship Behavior (OCB) through organizational culture.

Table 3. Overview of Hypothesis Testing

Hypothesis	Variable	Pathway	Percentage			Test result
			DE	IE	TE	
Hypothesis 1	Principal's leadership →organizational culture		$0,261 \char`^ 2 = 0,068$	-	0, 068	Accepted / significant t = 3,627 Sig = 0,000
Hypothesis 2	work environment →organizational culture		$0.417 \char`^ 2 = 0.174$	-	.174	Accepted / significant t = 6.803 Sig = 0,000
Hypothesis 3	Principal's leadership →Organizational Citizenship Behavior (OCB)		$0, 3 \char`^ 2 = 0.0\,9$	-	0.0 9	Accepted / significant t = 4,696 Sig = 0,000
Hypothesis 4	work environment →Organizational Citizenship Behavior (OCB)		$0.5 \char`^ 2 = 0.025$	-	0.025	Accepted / significant t = 7,846 Sig = 0,000
Hypothesis 5	Organizational culture →Organizational Citizenship Behavior (OCB)		$0, 705 \char`^ 2 = 0.497$	-	.497	Accepted / significant t = 12,893 Sig = 0,000
Hypothesis 6	Principal's leadership →organizational Citizenship Behavior (OCB)	Organizational culture	$0.3 \char`^ 2 = 0.09$	0,261 * 0, 705 = 0, 184	0, 274	Accepted / significant Sobel Test = 3,487 Sig = 0,000
Hypothesis 7	work environment →organizational Citizenship Behavior (OCB)	Organizational culture	$0.5 \char`^ 2 = 0.025$	0.417 * 0, 705 = 0, 294	0, 319	Accepted / significant Sobel Test = 6,713 Sig = 0,000

Discussion

Based on the results of testing, the hypothesis shows that there is an influence of school leadership and work environment on *Organizational Citizenship Behavior* (OCB) through organizational culture

Effects of Principal Leadership on Organizational Culture

Based on the analysis results, the principal's leadership variable contributed to organizational culture by 6.8%, while other factors influenced the remaining 93.2%. It means that if the leadership of the principal is better, the organizational culture will be higher too. It means that the principal's leadership should have the ability to move, mobilize, guide, protect, exemplary, encourage, and provide assistance to human resources in a school to be maximally utilized to achieve the goals (Wahjosumidjo, 2005). In the new paradigm of education management, a school

principal must perform his role as a leader by carrying out his functions as an educator, manager, administrator, supervisor, leader, innovator, and motivator (Mulyasa, 2006).

Organizational culture is the norms and values that direct the behaviour of members of the organization. Culture constantly changes; this is following the role of schools as agents of change who are always ready to follow the changes. School organizations' positive culture can influence the implementation of high-quality education and the formation of positive attitudes and morals for all personnel in educational institutions. Educational administration and management experts since the 1980s firmly put the principal's responsibility as the creator of conducive school culture and characteristics of an effective school (Bafadal et al., 2019). Mutohar and Trisnantari (2020) asserted that the principal had the primary responsibility for organizing the school organization's culture. This event shows that the principal plays a decisive role in creating success in schools (Trisnantari, 2009).

In line with the research conducted by Trisnantari (2009), her analysis revealed that leadership has a role in creating organizational reality and shaping organizational culture. This study's findings follow Hasanah's (2019) research, showing the positive influence of headmaster leadership on organizational culture. Furthermore, it shows that the principal's leadership will influence the formation of organizational culture in the school.

Effect of Work Environment on Organizational Culture

Based on the analysis results, there is a 17.4% influence on organizational culture's work environment. So the results of the study indicate a positive and significant influence of the work environment on organizational culture. The results of the analysis can also be interpreted that a good work environment will make better the organizational culture. The work environment will directly affect the

organizational culture of the SMP / MTS Boarding School in the Banyumas Residency.

According to Sofyan (2013), the work environment is around an employee who affects them in carrying out and completing tasks. The work environment can be a physical or psychological environment that can influence employees in completing their jobs. Beside that, the organizational culture reflects how to work in an organization and can also reflect work culture. The suitability between individuals with the culture of both the organization and the local culture is very important. Emmons (1996) revealed that individuals feel uncomfortable in conditions of helplessness, concern.

Conversely, if he feels comfortable, he will show a positive nature and choose to stay longer. It can be concluded that the better the work environment will create a good organizational culture as well. The theory and research results show that the work environment influences the culture of the organization.

The Effects of Principal Leadership on Teacher's Organizational Citizenship Behavior (OCB)

The analysis results show that 9% of the principal's leadership variable contributes to Organizational Citizenship Behavior (OCB) while other factors influence the remaining 81%. It means that the principal's leadership has a better way, the Organizational Citizenship Behavior (OCB) will be higher. To optimize the Organizational Citizenship Behavior (OCB) for SMP/MTS boarding School teachers in the Banyumas Residency, the principal must realize and apply the leadership role and function of the school principal. By carrying out the principal's leadership role and function, the teacher is expected to be able to carry out their jobs more better and even the results are better than what they described before. The leadership of the headmaster on the SMP / MTS *Boarding School* in the Banyumas Residency is also expected to lead to high commitment made consciously towards the vision and mission of the school.

The support of principal for teachers is proven to bring up Organizational Citizenship Behavior (OCB) to teachers, this is in accordance with the results of research conducted by Anit Somech and Ifat Iron (2007) under the title "" Promoting Organizational Citizenship Behavior in Schools: The Impact of Individual and Organizational Characteristics ". Research with this quantitative approach was conducted by principals in eight primary schools in Northern Israel with 104. The results showed that principals' support for teachers and collectivity proved to be the most effective predictors of the emergence of Organizational Citizenship Behavior (OCB) teachers.

According with the results of research conducted by Adim Dwi Putranti and Dedy Achmad Kurniady (2013) shows that transformational leadership has a significant effect on Organizational Citizenship Behavior of teachers. The better or higher the principal's leadership, the better the Organizational Citizenship Behavior (OCB) teacher.

Effect of Work Environment on Teacher's Organizational Citizenship Behavior (OCB)

Based on the analysis results, it showed that 2.5% of the work environment variable contributed to the Organizational Citizenship Behavior (OCB) while other factors influenced the remaining 97.5%. This means that if the work environment is better, the Organizational Citizenship Behavior (OCB) will be higher. Hall (2010) stated the environment is all the symptoms that are outside that have the potential to affect an organization. According to Ivancevich (2007), the work environment is the circumstances surrounding the place of work outside or inside the environment of an organization.

It is important to create a good work environment because they prefer to work with adequate of equipment that is pleasing to the physical and pleasant psychological conditions in the form of close interpersonal relationships, mutual support and help in difficulty work. It has been stated by the statement of Feldman and Hugh (2003), employees prefer to work in pleasant working conditions both physically and psychologically. So that with a good work of environment, teachers will be more optimal in carrying out their jobs and play a role in bringing up the Organizational Citizenship Behavior (OCB).

The important role of the work environment in determine the Organizational Citizenship Behavior (OCB) of the teacher is an accordance with results of the research conducted by Ulfiah Husni Anjari, et all (2017) explaining that a good work environment is needed in a school organization, teachers who care about a good work environment for their personal comfortable situation and to facilitate the execution of tasks to be better. According with the research by Nurhayati (2016), the work environment is very influential in determining employee OCB behavior.

The influence of Organizational Culture on Organizational Citizenship Behavior (OCB) Teachers

Based on the analysis results, it shows that organizational culture variables contribute of 48.7% to Organizational Citizenship Behavior (OCB) while other factors influence the remaining 51.3%. It means that if the organizational culture is better, the Organizational Citizenship Behavior (OCB) will be higher. Organizational culture involves the expectations, values, and attitudes, so it affects individuals, groups, also an organization, for example, teachers can be influenced to be good and follow all the rules that apply in schools (Ivancevich et al., 2013). Because of all the cultures adopted by the organization and it applies to all organization members, they are very useful and beneficial for the members' progress and the organization itself. Thus, if the inculcation of organizational culture to all teachers is stronger, it will increase the opportunity for enhancing teacher Organizational Citizenship Behavior (OCB).

Organizational culture is a major initial condition that triggers OCB (Organ, 2006). Teachers who have a positive attitude tend to adapt social situations, in this case the culture of

the organization itself. According with the results of Anjari et al., (2017) that there is an organizational culture of OCB. So, if the organizational culture is higher, the OCB of teachers will be higher too.

Effect of Principal Leadership on Organizational Citizenship Behavior (OCB) Teachers with Organizational Culture Variable Mediation

The results of the analysis show that school principals' leadership has a significant direct or indirect effect on the Organizational Citizenship Behavior (OCB) on Middle School/ MTS Boarding School teachers in the Banyumas Residency. The leadership relationship between school principals and organizational culture is 9%. The relationship between the principal's leadership and the Organizational Citizenship Behavior (OCB) of teachers is 18.4%. The indirect effect of school leadership on the Organizational Citizenship Behavior (OCB) of teachers through organizational culture is 0.705, so the total influence is 9.3%.

The findings of this study indicate that the results are positive and significant. If the direct relationship is positive, it means the principal's leadership is better in Middle School / MTS Boarding School teacher at the Banyumas Residency. There is a change in the principal's leadership in the Organizational Citizenship Behavior (OCB) teacher or organizational culture, and it has the same direction. It will make the influence of headmaster leadership through organizational culture positive and significant, so it can be said that organizational culture can mediate headmaster leadership on Organizational Citizenship Behavior (OCB) Middle School/ MTS Boarding School teachers in the Banyumas Residency.

These results are consistent with the findings of research conducted by Anjari et al., (2017) positive effect and significant role of school leadership, work environment and organizational culture on organizational citizenship Behavior (OCB) teachers either

partially or simultaneously . if the principal leadership gives the best service, it will create a good organizational culture to improve the Organizational Citizenship Bevabior (OCB) teacher .

The Influence of the Work Environment on Teacher's Organizational Citizenship Behavior (OCB) through Organizational Culture

The results of the analysis show that the work environment has a significant direct or indirect effect on the Organizational Citizenship Behavior (OCB) for SMP / MTS Boarding School teachers in the Banyumas Residency. The relationship between the work environment and organizational culture is 2.5%. The relationship of the work environment with the Organizational Citizenship Behavior (OCB) of teachers is 29.4%. The indirect effect of the work environment on Organizational Citizenship Behavior (OCB) teachers through organizational culture is 0.705, so the total effect is 31.9%.

The findings of this study indicate that the results are positive and significant. The direction of the relationship is positive, and it means if the work environment is good, the Organizational Citizenship Behavior (OCB) will be good too on Middle School/ MTS Boarding School teachers in the Banyumas Residency. It will happen if there is a change in the teacher's Organizational Citizenship Behavior (OCB) work environment and organizational culture in the same direction. The influence of the work environment through organizational culture is positive and significant, so it can be said that organizational culture can mediate the work environment towards *Organizational Citizenship Behavior* (OCB) SMP / MTS *Boarding School* teachers Banyumas Residency.

These results are consistent with Anja et al. (2017), which are positive and significant influence the role of school leadership, work environment, and organizational culture on organizational citizenship behavior (OCB) teachers either partially or simultaneously. A good work environment will create an excellent

organizational culture to enhance the Organizational Citizenship Behavior (OCB) teacher.

CONCLUSION

Based on the results of research on SMP / MTS *Boarding School* teachers in the Banyumas Residency and statistical data analysis, it was concluded that there was a significant influence between the leadership of the school principal and organizational culture. Second, there was a significant influence between the work environment and organizational culture. Third, there was a significant influence between the leadership of the school principal and Organizational Citizenship Behavior (OCB), and between the work environment and Organizational Citizenship Behavior (OCB), between organizational culture and Organizational Citizenship Behavior (OCB), between the principal's leadership and the Organizational Citizenship Behavior (OCB) through organizational culture, and between the work environment with Organizational Citizenship Behavior (OCB) through organizational culture. Based on this study's results, improving Organizational Citizenship Behavior (OCB) can be done by developing and enhancing the school principal's leadership, work environment, and organizational culture.

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