



The Effect of Teacher Competence on Organizational Citizenship Behavior: The Mediating Role of Subjective Well-Being

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Abstract:

This study aims to examine the effect of teacher competence on organizational citizenship behavior (OCB) with subjective well-being as an intervening variable, in order to contribute to improving the quality of private Tsanawiyah Madrasas, particularly in Lumajang Regency. This research employed a quantitative approach with an explanatory design to analyze causal relationships among variables through hypothesis testing. Data were collected using structured questionnaires distributed to 101 certified teachers. The data were then analyzed using statistical techniques to determine direct and indirect effects between variables. The results indicate that teacher competence does not have a direct significant effect on organizational citizenship behavior. However, teacher competence has a strong positive effect on subjective well-being, accounting for 78.9% of the variance. Furthermore, subjective well-being significantly influences organizational citizenship behavior, contributing 61.7%. Importantly, teacher competence indirectly affects organizational citizenship behavior through subjective well-being, with an effect size of 48.7%, indicating the mediating role of subjective well-being. In conclusion, subjective well-being plays a crucial mediating role in strengthening the relationship between teacher competence and organizational citizenship behavior. These findings imply that improving teacher competence alone is insufficient to enhance OCB unless it is accompanied by efforts to improve teachers' psychological well-being. Therefore, educational stakeholders, particularly in private madrasas, should design policies and programs that simultaneously enhance professional competence and promote teachers' well-being to achieve optimal organizational performance.

INTRODUCTION

Data from the Indonesian Ministry of Education and Culture (Kemendikbud) and the World Bank in 2022 indicate that the teacher-to-student ratio at the elementary (SD/MI) and junior secondary (SMP/MTs) levels in Indonesia remains relatively better than that of several countries in Southeast Asia and a number of developed nations worldwide (Kementerian Pendidikan dan Kebudayaan, 2020). At

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the SMP/MTs level, one Indonesian teacher serves approximately 14 students, a ratio that is more favorable than that of the United States (1:15), Singapore (1:20), the Philippines (1:37), and South Korea (1:18) (Elizabeth & Mulwa, 2023). However, this national teacher-to-student ratio does not accurately reflect conditions across regions. This suggests that the primary issue lies in the unequal distribution of teachers throughout the country (Rosmiati, Sembiring, Rahim, Pudjaningsih, & Hutabarat, 2022).

Consistent with this issue, Lumajang Regency is currently experiencing a shortage of approximately 1,357 junior secondary school (SMP) and Madrasah Tsanawiyah (MTs) teachers distributed across its 21 districts (PEMKAB Lumajang, 2022). In fact, the availability of competent teachers is a crucial factor in ensuring the effectiveness and sustainability of the teaching and learning process in educational institutions. Without teachers, education would merely become an idealistic slogan, as the implementation of educational policies and programs ultimately depends on teachers (Huang & Revina, 2020).

Therefore, the role of teachers in improving human resources in Indonesia cannot be overlooked (Baumgartner, 2022). The East Java Provincial Government and the Lumajang Regency Government, through the Department of Education and the Ministry of Religious Affairs, have made efforts to improve teachers' qualifications and competencies through academic qualifications and teacher certification programs (BPS Jawa Timur, 2022). Teacher certification serves as formal recognition of teachers as professional educators (Bowne, Magnuson, Schindler, Duncan, & Yoshikawa, 2017). This certification is assessed through four dimensions of competence: pedagogical competence, personal competence, professional competence, and social competence, enabling teachers to effectively develop students' cognitive, affective, and psychomotor domains (Singerin, 2021).

Previous studies have shown that efforts to improve educational quality in private educational institutions are more effective when teachers are willing not only to perform their formal duties but also to engage in extra-role behaviors. Such prosocial actions that go beyond formally prescribed job descriptions are referred to as Organizational Citizenship Behavior (OCB) (Demir, 2015). Studies conducted by Rusmayanti, Martini, and Qomariah (2022) and Rahmawati (2022) concluded that work competence significantly influences Organizational Citizenship Behavior.

The emergence of Organizational Citizenship Behavior is also influenced by teachers' sense of well-being, commonly referred to as subjective well-being (Pohl, Battistelli, Djediat, & Andela, 2022). Workplace well-being consists of several dimensions, including emotional well-being, psychological well-being, and social well-being (Fuad, 2022). When teachers feel comfortable and satisfied with their work, Organizational Citizenship Behavior is more likely to develop, generating positive outcomes for the organization (Humairo & Mulyana, 2021). Furthermore, studies by Pratama and Giovanni (2021) and Tahrir (2021) found that higher levels of competence are associated with higher levels of subjective well-being.

The research gap addressed in this study lies in extending and developing previous studies that examined the influence of teacher competence on Organizational Citizenship Behavior by incorporating subjective well-being as an

intervening variable. This study is expected to contribute to improving the quality of private Madrasah Tsanawiyah institutions, particularly in Lumajang Regency, both directly and indirectly.

RESEARCH METHOD

This study employed a quantitative approach using an explanatory research design (Patel & Patel, 2019). Explanatory research aims to examine and explain the causal relationships among research variables through hypothesis testing. Data were collected through questionnaires administered to 101 certified teachers working in private Madrasah Tsanawiyah institutions in Lumajang Regency (Davison & Smith, 2018). The collected data were subsequently analyzed using the Structural Equation Modeling (SEM) technique with the Partial Least Squares (PLS) approach through SmartPLS software, which is widely recognized as a multivariate analysis method in social science research (Dash & Paul, 2021).

In SEM, latent variables cannot be measured directly and are represented through observable indicators (Hair, Ringle, & Sarstedt, 2011). The initial stage of the SmartPLS analysis involved designing the inner model and outer model. The inner model describes the structural relationships among latent variables, whereas the outer model explains the relationships between latent variables and their indicators, determining whether the indicators are reflective or formative in nature (Hair, Ringle, & Sarstedt, 2011).

The present study examined the effect of teacher competence on Organizational Citizenship Behavior (OCB), with Subjective Well-Being (SWB) serving as an intervening variable. Based on the theoretical framework and previous empirical studies discussed earlier, a conceptual framework was developed to illustrate the proposed relationships among the research variables, as presented in Figure 1.

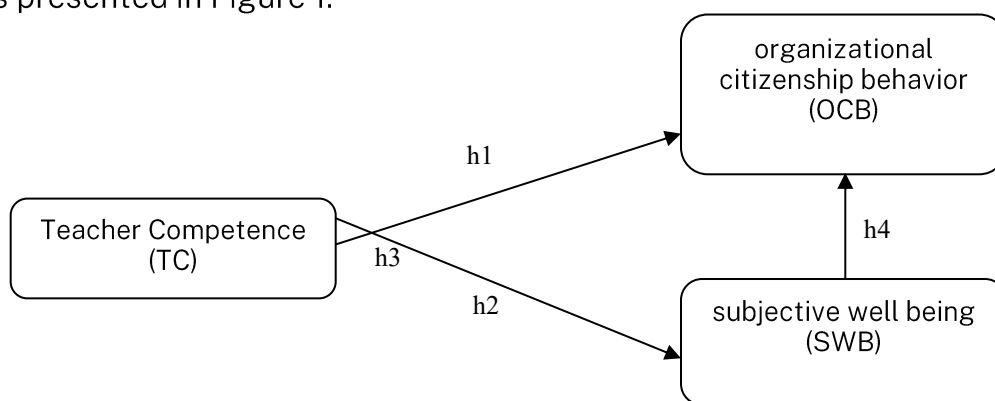


Figure 1. Conceptual Framework of the Study

Notes:

- H1 : The effect of Teacher Competence (TC) on Organizational Citizenship Behavior (OCB).
- H2 : The effect of Teacher Competence (TC) on Subjective Well-Being (SWB).
- H3 : The effect of Subjective Well-Being (SWB) on Organizational Citizenship Behavior (OCB).
- H4 : The effect of Teacher Competence (TC) on Organizational Citizenship Behavior (OCB) through Subjective Well-Being (SWB).

Model evaluation in SmartPLS was conducted to determine whether the proposed model demonstrated an acceptable level of fit. The common criteria used to assess model fit included the Average Path Coefficient (APC) and Average R-Squared (ARS), both of which were required to achieve a significance level of $p < 0.05$. In addition, the Average Block Variance Inflation Factor (AVIF) was examined, with a threshold value of ≤ 5 indicating the absence of multicollinearity issues. Furthermore, instrument validity was assessed through convergent validity and discriminant validity analyses (Mohamad et al., 2015).

Convergent validity was evaluated based on factor loading values greater than 0.50 and statistically significant at $p < 0.01$. Discriminant validity was established when the loading value of each indicator on its corresponding construct exceeded its cross-loading values on other constructs. Additionally, collinearity diagnostics and the Goodness of Fit (GOF) index were assessed to ensure the adequacy of the measurement model.

Hypothesis testing was subsequently performed using the t-test procedure available in SmartPLS through a bootstrapping resampling method (Che Md Ghazali, 2016). The significance of each relationship was determined based on the p-value criteria. A p-value below 0.10 indicated a weakly significant relationship, a p-value below 0.05 indicated a significant relationship, and a p-value below 0.01 indicated a highly significant relationship (Absari, Djunaidy, & Susanto, 2022).

RESULTS AND DISCUSSION

RESULTS

Descriptive Analysis

The descriptive analysis of respondents' responses to each research item is presented below.

Description of Teacher Competence

Teacher competence was measured using four indicators: (1) pedagogical competence, (2) personal competence, (3) professional competence, and (4) social competence. The descriptive statistics of each indicator are presented in Table 1.

Table 1. Description of Teacher Competence (TC)

No	Indicator	Mean
1	Pedagogical Competence	4.41
2	Personal Competence	4.46
3	Professional Competence	4.39
4	Social Competence	4.32
Variable Mean		4.39

Source: Processed Primary Data (2023)

Based on Table 1, the average score for teacher competence was 4.39, indicating that respondents strongly agreed with the statements measuring teacher competence. Personal competence emerged as the most dominant indicator, with the highest mean score of 4.46. This finding suggests that teachers perceive themselves as role models for their students, reflecting strong personal

competence. The indicators were ranked in the following order: personal competence, pedagogical competence, professional competence, and social competence.

Description of Subjective Well-Being

Subjective Well-Being (SWB) was measured using three indicators: (1) emotional well-being, (2) psychological well-being, and (3) social well-being. The descriptive results are presented in Table 2.

Table 2. Description of Subjective Well-Being (SWB)

No	Indicator	Mean
1	Emotional Well-Being	4,33
2	Psychological Well-Being	4,18
3	Social Well-Being	4,21
Variable Mean		4,24

Source: Processed Primary Data (2023)

As shown in Table 2, the overall mean score for Subjective Well-Being was 4.24, indicating a high level of well-being among respondents. Emotional well-being was identified as the strongest indicator, with a mean score of 4.33. This result suggests that teachers generally experience enthusiasm and positive emotions in carrying out their daily responsibilities. The indicators were ordered from highest to lowest as follows: emotional well-being, social well-being, and psychological well-being.

Description of Organizational Citizenship Behavior

Organizational Citizenship Behavior (OCB) was measured through five indicators: (1) altruism, (2) conscientiousness, (3) sportsmanship, (4) courtesy, and (5) civic virtue. The descriptive statistics are presented in Table 3.

Table 3. Description of Organizational Citizenship Behavior (OCB)

No	Indicator	Mean
1	Altruism	4,03
2	Conscientiousness	4,13
3	Sportsmanship	4,16
4	Courtesy	4,27
5	Civic Virtue	4,29
Mean Variabel		4,18

Source: Processed Primary Data (2023)

Based on Table 3, the average score for Organizational Citizenship Behavior was 4.18, indicating that respondents strongly agreed with statements reflecting OCB. Civic virtue was found to be the most dominant indicator, with the highest mean score of 4.29, followed by courtesy, sportsmanship, conscientiousness, and altruism. This finding suggests that teachers are willing to contribute beyond their formal responsibilities and actively support the development and reputation of their schools.

SmartPLS Data Analysis Measurement Model Evaluation (Outer Model)

The measurement model (outer model) was evaluated using SmartPLS software to assess construct validity and instrument reliability. The analysis results are presented in Figure 2.

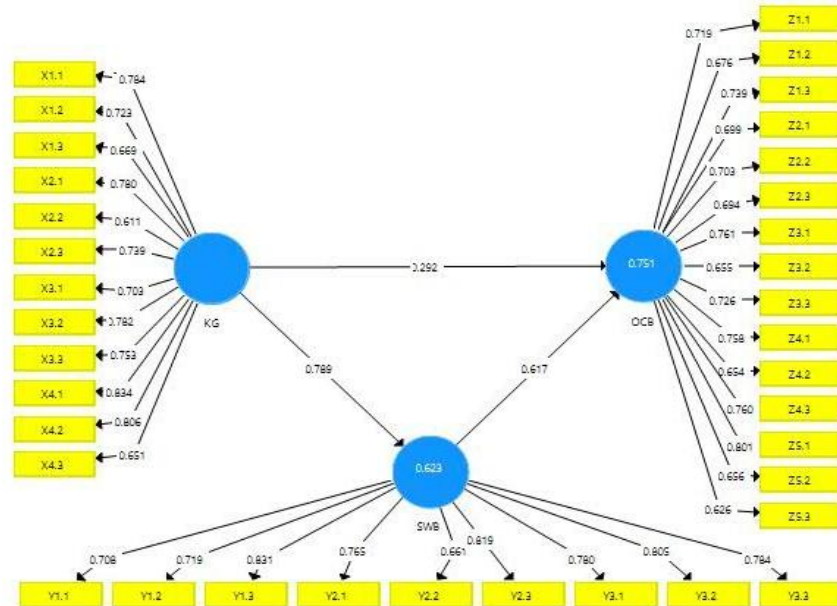


Figure 2. Structural Model Diagram Showing Path Coefficients and Loading Factors (LF)

The SmartPLS output obtained through the bootstrapping procedure generated t-statistics, which are presented in Figure 3 below.

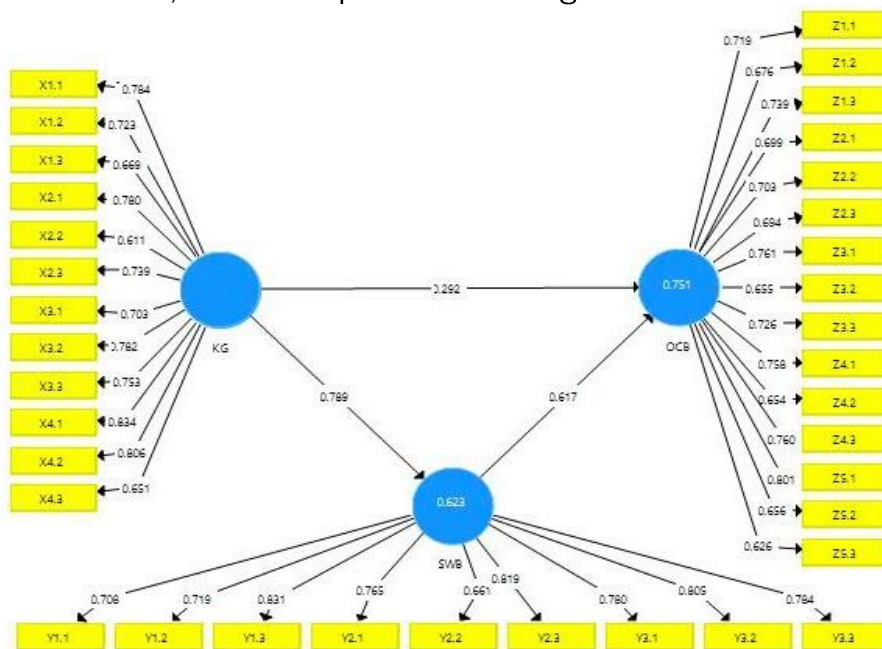


Figure 3. Bootstrapping T-Statistic Output of the Structural Model

Following the estimation of the t-statistics, the measurement model was evaluated by assessing the validity of the indicators and the reliability of the constructs, including convergent validity and discriminant validity.

Discriminant Validity

Discriminant validity was assessed by comparing the correlations between indicators and their respective constructs with the correlations between indicators and other constructs. A construct is considered to demonstrate adequate discriminant validity when the correlation between an indicator and its own construct is higher than its correlations with other constructs. Discriminant validity was evaluated using the Fornell–Larcker Criterion, as presented in Table 4.

Table 4. Fornell–Larcker Criterion Results

Konstruk	TC	OCB	SWB
TC	0.796		
OCB	0.579	0.783	
SWB	0.589	0.648	0.765

Source: Processed Primary Data (2023)

The SmartPLS analysis using the PLS Algorithm showed that the Fornell–Larcker Criterion values (diagonal values) were higher than the correlations between constructs. These results indicate that each construct shares more variance with its own indicators than with other constructs. Therefore, adequate discriminant validity was established, and the constructs were considered suitable for further analysis.

Internal Consistency Reliability (Construct Reliability)

Internal consistency reliability was assessed using Cronbach’s Alpha and Composite Reliability (CR). Values above 0.70 indicate acceptable reliability, while values above 0.80 indicate high reliability.

Table 5. Cronbach’s Alpha and Composite Reliability Results

Variable	Cronbach's Alpha	Composite Reliability	Interpretation
TC	0.901	0.917	Reliabel
SWB	0.911	0.927	Reliabel
OCB	0.916	0.928	Reliabel

Source: Processed Primary Data (2023)

The results indicate that all constructs exceeded the recommended threshold values for both Cronbach’s Alpha and Composite Reliability. Therefore, all variables demonstrated satisfactory internal consistency and reliability, allowing them to be used in subsequent analyses.

Average Variance Extracted (AVE)

Average Variance Extracted (AVE) was used to assess convergent validity. According to Fornell and Larcker, an AVE value greater than 0.40 indicates acceptable convergent validity, meaning that the latent construct explains more than half of the variance of its indicators.

Table 6. Average Variance Extracted (AVE) Results

Variable	Average Variance Extracted (AVE)
KG	0.484
SWB	0.586
OCB	0.467

Source: Processed Primary Data (2023)

The results show that all constructs achieved AVE values greater than 0.40. Consequently, each latent variable was able to explain a substantial proportion of the variance in its indicators, confirming adequate convergent validity.

Structural Model Evaluation (R-Square)

The coefficient of determination (R^2) was used to evaluate the explanatory power of the structural model. The R^2 values for the dependent variables are presented in Table 7.

Table 7. R-Square Results for Dependent Variables

Dependent Construct	R^2
OCB	0.751
SWB	0.623

Source: Processed Primary Data (2023)

As shown in Table 7, the R^2 value for Organizational Citizenship Behavior (OCB) was 0.751, indicating that Teacher Competence and Subjective Well-Being explained 75.1% of the variance in OCB. Meanwhile, the R^2 value for Subjective Well-Being was 0.623, suggesting that Teacher Competence explained 62.3% of the variance in SWB. These findings demonstrate that the proposed structural model possesses substantial explanatory power and can be considered fit.

Goodness-of-Fit Evaluation

The overall model fit was evaluated using the Goodness-of-Fit (GOF) index and other model fit indicators. The results are presented in Table 8.

Table 8. Goodness-of-Fit Results

Criteria	Saturated Model	Estimated Model
SRMR	0.076	0.076
d_ ULS	3.894	3.894
d_ G	2.334	2.334
Chi-Square	1028.217	1028.217
NFI	0.633	0.633

Source: Processed Primary Data (2023)

The Standardized Root Mean Square Residual (SRMR) value was 0.076, while the Normed Fit Index (NFI) reached 0.633. These results indicate that the proposed model achieved an acceptable level of fit. Therefore, the structural model demonstrated satisfactory overall goodness-of-fit and was appropriate for hypothesis testing.

Hypothesis Testing

After confirming the adequacy of both the measurement and structural models, hypothesis testing was conducted by examining path coefficients, t-statistics, and p-values obtained through the bootstrapping procedure.

Table 9. Path Coefficients Results

Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
TC -> OCB	0.292	0.294	0.106	2.746	0.006
TC -> SWB	0.789	0.796	0.044	18.021	0.000
SWB -> OCB	0.617	0.619	0.101	6.091	0.000

Source: Processed Primary Data (2023)

Based on the Path Coefficients presented in Table 9, several conclusions can be drawn regarding the four hypotheses formulated in Chapter Two, as follows; (a), Hypothesis 1 examined the effect of Teacher Competence (TC) on Organizational Citizenship Behavior (OCB) among certified teachers at private Islamic junior high schools (MTs) in Lumajang Regency. The test results showed a p-value of 0.006. Since this value exceeds the significance level of 0.005, the decision is as follows: H_0 is accepted: Teacher competence has no significant effect on teachers' organizational citizenship behavior, (b). Hypothesis 2 examined the effect of Teacher Competence (TC) on Subjective Well-Being (SWB) among certified teachers at private MTs in Lumajang Regency. The test results showed a p-value of 0.000, which is below the significance level of 0.005. Therefore, the decision is as follows: H_a is accepted: Teacher competence significantly affects teachers' subjective well-being. Furthermore, the original sample estimate yielded a positive coefficient of 0.789, indicating that teacher competence has a positive effect on subjective well-being. This suggests that a higher level of teacher competence is associated with a higher level of subjective well-being among teachers, (c). Hypothesis 3 examined the effect of Subjective Well-Being (SWB) on Organizational Citizenship Behavior (OCB) among certified teachers at private MTs in Lumajang Regency. The test results showed a p-value of 0.000, which is below the significance level of 0.005. Therefore, the decision is as follows: H_a is accepted: Subjective well-being significantly affects teachers' organizational citizenship behavior. The original sample estimate was 0.617, indicating a positive relationship between subjective well-being and organizational citizenship behavior. This means that an increase in teachers' subjective well-being tends to be followed by an increase in their organizational citizenship behavior, (d). Hypothesis 4 examined the indirect effect of Teacher Competence (TC) on Organizational Citizenship Behavior (OCB) among certified teachers at private MTs in Lumajang Regency through Subjective Well-Being (SWB) as a mediating variable.

Table 10. Results of the Specific Indirect Effects Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation n (STDEV)	T Statistics (O/STDEV)	P Values
KG>SWB> OCB	0.487	0.492	0.085	5.716	0.000

Source: Processed Primary Data, 2023

The results of the Specific Indirect Effects analysis revealed a p-value of 0.000, which is lower than the significance level of 0.005. Therefore, the following decision can be made:

H_a is accepted: Teacher Competence (TC) has a significant effect on Organizational Citizenship Behavior (OCB) through Subjective Well-Being (SWB) as a mediating variable.

Furthermore, the original sample estimate yielded a positive coefficient of 0.487, indicating a positive indirect effect of teacher competence on organizational citizenship behavior through subjective well-being. This finding suggests that higher levels of teacher competence are associated with higher levels of subjective well-being, which in turn contribute to increased organizational citizenship behavior among teachers. In other words, subjective well-being serves as a significant mediator in the relationship between teacher competence and organizational citizenship behavior.

DISCUSSION

The Effect of Teacher Competence on Teachers' Organizational Citizenship Behavior

The descriptive analysis of the teacher competence variable indicates that personality competence is the primary indicator measuring teacher competence. Personality competence is reflected in teachers' consistent efforts to serve as role models for their students. This finding is consistent with the study conducted by Singerin (2021), which states that personality competence refers to personal abilities characterized by a stable, mature, wise, and authoritative personality, enabling teachers to become role models for students and demonstrate noble character.

The findings of this study reveal that Teacher competence significantly affects organizational citizenship behavior (OCB). This result contradicts the findings of Rusmayanti et al. (2022) and Rahmawati (2022) but supports the studies conducted by Suhardi (2022) and Sumarsi and Rizal (2021), which similarly concluded that work competence does not significantly influence organizational citizenship behavior.

The Effect of Teacher Competence on Teachers' Subjective Well-Being

The primary indicator measuring subjective well-being is reflected in teachers' enthusiasm in carrying out their daily activities. This finding is in line with the theory proposed by Larsen (2013), which suggests that individuals with high levels of subjective well-being tend to be more self-confident, establish better social relationships, and demonstrate superior job performance.

The findings indicate that teacher competence positively affects teachers' subjective well-being, with an effect coefficient of 78.9%. This means that higher levels of teacher competence, demonstrated through teachers' efforts to serve as role models for students, contribute to higher levels of subjective well-being, as reflected in teachers' enthusiasm for their daily activities. This finding supports previous studies by Pratama and Giovanni (2021) and Tahrir (2021), which found that higher competence is associated with higher subjective well-being.

The Effect of Subjective Well-Being on Teachers' Organizational Citizenship Behavior

The primary indicator measuring organizational citizenship behavior is the civic virtue dimension, which refers to employees' willingness to contribute beyond formal job expectations for the benefit of the organization. Among teachers, civic virtue is reflected in actions such as engaging in small initiatives that enhance the school's reputation, including demonstrating friendliness toward visitors.

This finding is consistent with the theory proposed by Organ (1988), which states that organizational citizenship behavior reflects discretionary individual behavior that is not directly recognized by the formal reward system but contributes to the effective functioning of the organization.

The findings demonstrate that teachers' subjective well-being positively influences their organizational citizenship behavior, with an effect coefficient of 61.7%. This indicates that teachers who experience higher levels of subjective well-being, as reflected in their enthusiasm for daily activities, are more likely to exhibit civic virtue by making contributions beyond what is formally expected. Such contributions include engaging in behaviors that enhance the school's reputation, such as maintaining a friendly attitude toward visitors. These findings support the studies conducted by Risambessy, Handayani, and Heri (2023) and Santoso et al. (2022), which concluded that higher subjective well-being leads to higher organizational citizenship behavior.

The Effect of Teacher Competence on Organizational Citizenship Behavior Through Subjective Well-Being as a Mediating Variable

The findings indicate that teacher competence has a positive indirect effect on organizational citizenship behavior through subjective well-being, with an indirect effect coefficient of 48.7%. This suggests that higher levels of teacher competence, reflected in teachers' efforts to serve as role models for students, contribute to higher levels of subjective well-being, characterized by enthusiasm in daily activities. Increased subjective well-being subsequently enhances teachers' organizational citizenship behavior, encouraging them to contribute beyond formal expectations through actions that support and improve the school's reputation, such as demonstrating friendliness toward visitors.

These findings support previous research conducted by Tentama and Yuliantin (2021) and Alshahrani and Iqbal (2021), which identified subjective well-being as an important mechanism linking individual competence to positive organizational behaviors. The findings are also consistent with the theory proposed by Singerin (2021), which explains that a stable and mature personality is characterized by behavior aligned with social norms, pride in the teaching

profession, and consistency in acting according to established values. Furthermore, teachers with strong personality competence demonstrate behaviors that benefit students, schools, and the broader community while maintaining openness in thought and action (Bowne et al., 2017). Such teachers also exhibit behaviors that positively influence students and earn respect from others (Khuraisah, 2020). These characteristics contribute to enhanced subjective well-being and ultimately encourage the development of organizational citizenship behavior within educational institutions.

CONCLUSION

The findings of this study indicate that: (1) teacher competence significantly affects teachers' organizational citizenship behavior (OCB); (2) teacher competence has a positive effect on teachers' subjective well-being, with an effect coefficient of 78.9%, indicating that higher teacher competence, reflected in teachers' efforts to serve as role models for students, contributes to higher levels of subjective well-being and enthusiasm in daily activities; (3) teachers' subjective well-being positively affects organizational citizenship behavior, with an effect coefficient of 61.7%, suggesting that teachers who experience higher levels of well-being are more likely to demonstrate civic virtue by contributing beyond formal job expectations, such as engaging in behaviors that enhance the school's reputation and maintaining a friendly attitude toward visitors; and (4) teacher competence has a positive indirect effect on organizational citizenship behavior through subjective well-being, with an effect coefficient of 48.7%. This finding indicates that higher teacher competence enhances subjective well-being, which in turn promotes organizational citizenship behavior among teachers. Consequently, subjective well-being serves as an important mediating variable in the relationship between teacher competence and organizational citizenship behavior.

For private Islamic junior high schools (Madrasah Tsanawiyah Swasta) in Lumajang Regency, several recommendations can be proposed to improve teacher competence and well-being. First, schools should conduct periodic evaluations of teachers' performance in instructional activities and provide professional development programs aimed at enhancing personality and pedagogical competencies. Second, schools are encouraged to provide appropriate rewards, including financial incentives and recognition, for teachers' achievements and contributions in carrying out their duties. Such efforts are expected to improve teachers' subjective well-being, which has been shown to positively influence organizational citizenship behavior. By fostering both teacher competence and well-being, schools can encourage teachers to contribute beyond their formal responsibilities, thereby supporting organizational effectiveness and enhancing the overall quality of education.

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