



TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPALS IN THE IMPLEMENTATION OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) IN AN EFFORT TO IMPROVE ADMINISTRATIVE PERFORMANCE

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Abstract:

This study aims to analyze the principal's transformational leadership through the application of Organizational Citizenship Behavior (OCB) to improve the performance of administrative staff at Darma Bakti Junior High School, Baitul Mukaromah Foundation. The study employed a qualitative approach with a case study design. Data were collected through observation, semi-structured interviews, and documentation studies. Data were then analyzed using the interactive model of Miles, Huberman, and Saldana, with validity tested through triangulation of sources, methods, and theories. The results indicate that the principal's transformational leadership in developing OCB is manifested through three main strategies: exemplary leadership, continuous coaching and evaluation, and building a collaborative work culture. The implementation of these strategies encourages the development of three dimensions of OCB in administrative staff: altruism (voluntarily helping coworkers), conscientiousness (willingness to accept additional responsibilities), and civic virtue (active participation in organizational activities). The implementation of OCB has a positive impact on improving teamwork and cohesiveness, work effectiveness, and the quality of school administrative services. These findings indicate that the principal's transformational leadership plays an important role in building an organizational culture that supports improving the performance of administrative staff through the internalization of OCB values.

Keywords: *Principal, Organizational citizenship behavior, transformational leadership, administrative performance, education personnel.*

INTRODUCTION

School principals have an important role as facilitators, supervisors, policy makers, adaptive leadership, administrators, innovators and motivators (Putri, et al., 2026; Iriani, et al., 2026; Wati, et al., 2022). In addition, the principal has a strategic role in improving the quality of education through the management of all school resources, including education personnel. In addition to being responsible as administrators, school principals are also required to be able to build a work culture that is productive, collaborative, and oriented towards improving service quality (Amir, Sunandar, & Supriyanto,

2024; Selvia, Putra, & Badrun, 2024). Exemplary leaders as well as collaboration and participation, and the principal acts as a motivator by making himself part of the school's "big family" as a caregiver like any other parent, as well as taking an approach both directly and indirectly. (Nurhaedah, et al., 2024; Majid, 2024).

Transformational leadership is leadership that is able to direct a clear vision, create an environment that supports innovation, and pay attention to the needs of individuals to reach their maximum potential. The key characteristics of transformational leadership include four main components: ideal influence, inspirational motivation, intellectual stimulation, and individual consideration. Transformational leadership of school principals can provide motivation, build a shared vision, and encourage innovation in the school environment (Nafal, et al., 2024; Ambawani, et al., 2024).

The transformational leadership style also influences OCB. Based on research at PT Zaytuna Ufuk Abadi, Liawati (2023) concluded that transformational leadership has a significant positive influence on OCB (Liawati, 2023). Similar findings in PDAM were put forward by Chabib & Wahyuningsih (2024) which showed that transformational leadership significantly increases employee commitment and OCB (Chabib & Wahyuningsih, 2024).

One of the important elements in the implementation of education is administrative personnel (TU). The existence of TU not only carries out administrative functions, but also supports the smooth running of academic services, archive management, financial administration, and overall school operations. Therefore, the quality of the performance of administrative personnel is one of the factors that determine the effectiveness of education (Fatayati, 2024; Sapitri et al., 2025; Ta'abudillah & Sa'diyah, 2025). However, various schools still face problems such as limited administrative staff, competencies that are not fully in accordance with the demands of the job, and limited supporting facilities that have implications for the effectiveness of administrative services.

Darma Bakti Junior High School Baitul Mukaromah Foundation also faced similar challenges. The results of the preliminary study show that the number of administrative personnel has not met the ideal needs, while professional competencies still need development. Nevertheless, the school's administrative services continue to run well as shown through service performance, effective administrative management, and the success of the school in obtaining various government grants. This condition indicates a positive work behavior that allows staff to continue to be able to provide performance beyond the formal demands of their work.

One concept that can explain this phenomenon is Organizational Citizenship Behavior (OCB), which is individual voluntary behavior that goes beyond formal duties, such as helping colleagues, showing initiative, maintaining a conducive work environment, and actively participating in achieving organizational goals (Rostiwati, 2022; Aziz, Hardhienatar, & Setyaningsih, 2025; Kari & Herlina, 2026). In the school environment, the implementation of OCB is believed to be able to strengthen the effectiveness of administrative services, while the principal plays a key role in building this culture through example, coaching, motivation, and creating a positive work climate.

Previous research has shown that the relationship between leadership,

OCB, and performance still produces mixed findings. Several studies show that transformational leadership and OCB do not necessarily have a direct effect on performance, but are influenced by mediating variables such as work commitment (Purnomo et al., 2023; Wibowo & Suratman, 2024). In contrast, other studies have found that OCB has a positive influence on performance improvement in educational organizations (Untung et al., 2022; Satibi, 2023). In addition, most of the research still focuses on teachers as research subjects, while studies on administrative personnel as the main supporting elements of education implementation are still relatively limited.

Based on these conditions, this study fills the research gap by focusing on the transformational leadership of school principals in building and implementing the values of Organizational Citizenship Behavior to improve the performance of administrative staff at SMP Darma Bakti Yayasan Baitul Mukaromah. This research is expected to provide an empirical overview of the transformational leadership strategy of school principals in developing OCB work culture in education staff and enriching the study of education management, especially related to improving the performance of school administrative staff.

METHODS

This study uses a qualitative approach with a case study design to deeply understand the role of school principals through the application of Organizational Citizenship Behavior (OCB) in improving the performance of administrative staff at SMP Darma Bakti Yayasan Baitul Mukaromah. The case study approach was chosen because it allows researchers to comprehensively explore phenomena according to the context that occurs in the field (Creswell, 2013).

Data collection was carried out through non-participant observation, semi-structured interviews, and documentation studies. Observation is used to identify work activities, interactions, and implementation of OCB values in the administrative environment. Interviews were conducted with school principals and administrative staff. Meanwhile, documentation is used as supporting data through various official school documents that are relevant to the focus of the research. The identity of the Informant can be seen in the table below:

Table 1. Identity of the Informant		
Criteria		Quantity
Departments		
Principal (WCRo1_AR)		1
Head of TU (WCRo2_EYS)		1
TU Staff (WCRo3_SS; WCRo4_MR; WCRo5_PS)		3
Age		
20 – 30		0
31 – 40		3
40 – 50		2
Gender		
Male		3
Women		2
Final Education		

High School/Equivalent	
S1	5
S2	0
S3	0
Long Time Working	
< 5 Years	0
5 – 10 Years	1
> 10 Years	4
Source: Data processed (2026)	

Data analysis uses the interactive model of Miles, Huberman, and Saldana (2014) which includes data reduction, data presentation, and conclusion drawing and verification. The analysis process was carried out simultaneously from data collection until the research was completed. To ensure the validity of the findings, the study applied source triangulation, method triangulation, and theoretical triangulation so that the credibility of the data can be scientifically accounted for (Moleong, 2021).

Based on the results of interviews, observations, and documentation studies, this study shows that the application of Organizational Citizenship Behavior (OCB) in administrative personnel is formed through the leadership role of school principals who are able to build a collaborative work culture, responsibility, and commitment to educational services. The findings of the research are analyzed in three focuses, namely: (1) the leadership role of the principal in implementing OCB values through coaching and work culture; (2) the form of OCB shown by administrative personnel, such as helpful behavior, willingness to accept additional tasks, and active participation; and (3) the contribution of the implementation of OCB to improving administrative performance, which is reflected in increasing cooperation, work effectiveness, and quality of administrative services. More details in the following description:

Transformational Leadership of School Principals in Implementing Organizational Citizenship Behavior (OCB) Values in the Administrative Environment

The first subfocus in this study aims to describe and analyze how the transformational leadership of school principals in implementing the values of *Organizational Citizenship Behavior* (OCB) in the administrative environment. Based on the results of the research obtained through in-depth interviews, observations, and documentation studies, it was found that the leadership of school principals in implementing OCB values is manifested in three main forms, namely: (1) exemplary-based leadership, (2) continuous coaching and evaluation, and (3) collaborative work culture development. These three findings will be discussed in depth with reference to the most relevant theories and previous research. A more detailed description can be seen in the following pictures and descriptions:

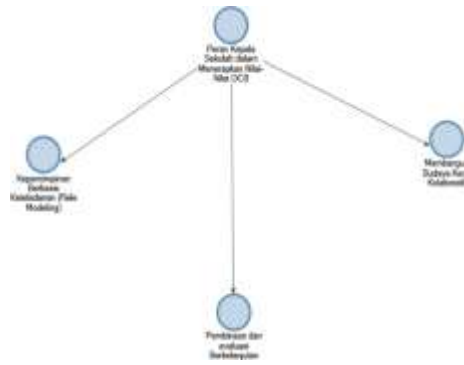


Figure 1. The Role of School Principals in Implementing OCB

Leadership Based on Example

The first findings show that school principals apply OCB values through exemplary-based leadership. The principal shows an attitude of discipline, responsibility, consistency with the rules, and direct involvement in the work as a tangible manifestation of the behavior expected of administrative staff. These findings indicate that principals realize that the inculcation of value is not enough through formal instruction or instruction alone, but must be realized through real examples in daily work practice. This exemplary behavior mainly reflects the dimensions of conscientiousness (awareness of duties and responsibilities) and *altruism* (willingness to help colleagues) in OCB.

This finding is in line with the moral leadership theory put forward by Sergiovanni (1991), which states that the principal is a moral leader who not only manages the organizational structure, but also plays an important role in building school culture, work values, and mutual commitment through example. When the principal consistently shows discipline, responsibility, and willingness to help, administrative staff tend to imitate these behaviors through social *learning theory*. These findings are also relevant to the research of Rokhmat et al. (2022), which found that school principals develop OCB through a personal approach, where example is the main strategy in fostering OCB in teachers and employees.

Continuous Coaching and Evaluation

The second finding shows that school principals conduct coaching and evaluation in a structured and routine manner as part of the system to strengthen the performance and work behavior of administrative staff. Coaching is not incidental, but is carried out through the mechanism of monthly meetings, post-activity evaluations, and situational evaluations through direct communication. These findings indicate that principals are not only focused on achieving work targets, but also on a process of continuous improvement that involves reflection and feedback. Evaluation in this context is not perceived as a form of control alone, but as a means of improvement and self-development for administrative staff.

This finding is in line with the function of the principal as a coach and human resource developer stated by Wahjosumidjo (2011), who stated that coaching includes competency development, discipline improvement, and

strengthening work ethic. In addition, this finding also supports the concept of supervision in Permendiknas Number 13 of 2007, that school principals have supervisory competencies that include the ability to plan, implement, and follow up supervision of education personnel. Through consistent supervision, principals can identify weaknesses, provide guidance, and drive systematic performance improvement. This process also creates a work climate that encourages OCB behavior, as staff feel heard, valued, and given the opportunity to continue learning. The research of Yurnalis (2019) and Imelda, et al. (2024) is also relevant, as it found that the role of school principals as administrators and leaders, including administrative and evaluation arrangement policies, supports staff performance on an ongoing basis.

Building a Collaborative Work Culture

The third finding shows that school principals build a collaborative work culture through instilling the value of cooperation, collective responsibility, and service commitment. The principal emphasized the importance of volunteering to help colleagues, having a sense of shared responsibility, and having initiative in completing tasks. These findings indicate that the principal's leadership orientation is not solely on work output, but also on social processes that support the achievement of common goals. The collaborative culture built in the administrative environment is reflected in good and communicative relationships between staff, as well as collective problem solving. Specifically, these findings directly encourage the development of two dimensions of OCB, namely *altruism* (helping colleagues without being asked) and *civic virtue* (active participation in organizational activities).

This finding is very relevant to Hoy and Miskel's (2013) theory about the role of school principals as a shaper of work culture and climate, that school principals play a role in creating a conducive work environment by building productive work values and norms. A collaborative culture reflects a healthy organizational climate, which according to Robbins and Judge (2017) is an ideal condition for the development of OCB behavior. The research of Fauziah and Aprilida (2025) also strengthens these findings, as it finds that OCB forms a collaborative and progressive culture, as well as citing the transformational leadership of school principals as a catalyst. Thus, the principal acts as a catalyst for OCB in administrative personnel through the development of a collaborative culture as a vehicle for the growth and development of OCB behavior.

Forms or Dimensions of Organizational Citizenship Behavior (OCB) That Develop in Administrative Personnel

The second subfocus in this study aims to find out and describe the form or dimension of *Organizational Citizenship Behavior* (OCB) that develops in administrative staff at Darma Bakti Junior High School. Based on the results of the research obtained through in-depth interviews, observations, and documentation studies, it was found that OCB in administrative personnel showed significant developments in daily work practices. The work behavior displayed is not only limited to the formal implementation of main tasks and functions, but also reflects the existence of initiative, moral responsibility, and active involvement in the life of the school organization. This indicates that OCB values have been internalized in the work patterns of administrative

personnel as part of the organizational culture built by the school leadership.

Specifically, there are three dimensions of OCB that are most prominent and developing in the administrative environment, namely: (1) behavior of helping colleagues unsolicited (*altruism*), (2) willingness to accept additional workloads voluntarily (*conscientiousness*), and (3) active participation in various school activities (*civic virtue*). These three dimensions will be discussed in depth with reference to the most relevant theories and previous research. More details can be seen in the following pictures and descriptions:

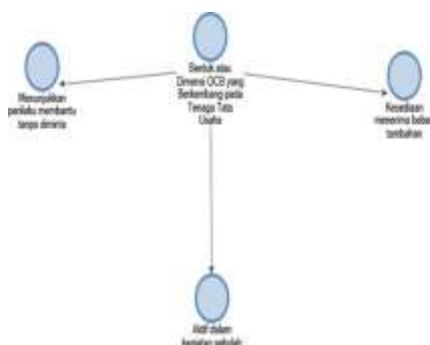


Figure 2. Evolving Form or Dimension of OCB on Administrative Personnel

Unsolicited Helpful Behavior

The first findings show that one of the dimensions of OCB that develops in administrative personnel is the behavior of helping colleagues without being asked (*altruism*). This behavior appears to be a habit that has been internalized in daily work patterns. Administrative staff are not only oriented towards completing their respective tasks, but also show concern for the workload of other colleagues for the smooth running of school administration services. Helpful behavior is not incidental, but has become a collective work norm driven by shared awareness to maintain the effectiveness of service. In addition, altruistic behavior is still carried out professionally taking into account the priority of the task, so as not to neglect the main responsibilities.

These findings are in line with Organ's (1988) theory which defines *altruism* as the behavior of helping fellow colleagues in completing tasks, especially when they experience difficulties. Podsakoff et al. (2000) also explained that *altruism* is one of the strong predictors of team effectiveness because it improves coordination and reduces operational obstacles in the organization. In the context of administration, the altruistic behavior found in this study plays an important role in maintaining the smooth running of administrative services, especially when facing an unbalanced workload between staff. This finding is also relevant to the research of Rokhmat et al. (2022) which noted that the OCB level in administrative employees tends to be lower than in teachers, but this study actually shows that with the right coaching, *altruism* can develop significantly in administrative personnel.

Willingness to take on additional workloads

The second finding shows that administrative personnel have a willingness to accept additional workloads as part of professional responsibilities. This attitude reflects the dimension of conscientiousness in OCB, which is the individual's tendency to work beyond the minimum

standards required by the organization. The additional workload is not seen solely as pressure, but rather as a form of commitment to the task and contribution to the smooth running of the organization. The additional burden is understood as a consequence of professional roles that must be carried out with integrity, even interpreted positively as a form of trust and opportunities for self-development. Although the additional burden can be stressful, individuals still work to manage their emotional state and return to their duties professionally.

These findings are in line with the theory of Robbins and Judge (2017) which explains that conscientiousness reflects employees' commitment to work optimally, respect time, and maintain the quality of work, even when it is not supervised. In the context of education, this dimension is very important because it affects the accuracy of administration and the orderliness of school operations. This finding is also supported by research by Untung, Zulqarnain, and Sukarno (2022) which proves that OCB, including the conscientiousness dimension, has a positive effect on performance. The willingness to accept the additional burden voluntarily found in this study showed that administrative personnel had a high level of conscientiousness, which in turn contributed to the effectiveness of school administrative services.

Active Participation in Various School Activities

The third finding shows that administrative staff not only carry out administrative tasks on a regular basis, but also show active involvement in various school activities. This activeness reflects the dimension of *civic virtue* in OCB, namely the voluntary participation of individuals in the life of the organization as well as concern for the sustainability and progress of the institution. Administrative staff feel *a sense of belonging* to the organization, which encourages involvement not only in formal tasks, but also in supporting activities that strengthen the overall performance of the school. Participation in school activities has become part of a professional responsibility that is carried out voluntarily, both directly related to administration and general activities that require support.

This finding is in line with Organ's (1988) theory which states that *civic virtue* is a form of participation that shows employee commitment to the sustainability of the organization and is an important foundation for improving the effectiveness of the institution. Somech and Ron (2007) also emphasized that in the context of schools, OCB educators and education personnel not only improve the smooth running of operational activities, but also improve the quality of social interaction and collaborative work culture. These findings are relevant to the research of Fauziah and Aprilida (2025) which found that OCB forms a collaborative and progressive culture, as well as supports innovation and adaptation to curriculum development. The active participation of administrative personnel in school activities found in this study strengthens the argument that *civic virtue* is an important dimension of OCB in creating a participatory and progress-oriented school culture.

The Contribution and Impact of Principal Transformational Leadership in Building OCB to Improve Administrative Performance

The third subfocus in this study aims to uncover and analyze how the contribution and impact of school principals' leadership in building and developing *Organizational Citizenship Behavior* (OCB) to improve

administrative performance. Based on the results of the research obtained through in-depth interviews, observations, and documentation studies, it was found that the role of school principals in building OCB values not only has an impact on changing the work behavior of individual administrative staff, but also contributes significantly to improving organizational performance. The implementation of OCB values instilled through example, continuous coaching, and collaborative culture development shows positive implications for the effectiveness of teamwork and the quality of school administrative services. In other words, OCB does not stop at the level of individual attitudes and behaviors, but transforms into a more directed and professional collective performance.

Specifically, these contributions and impacts can be identified in two main findings, namely: (1) increased cooperation and team cohesiveness, and (2) increased effectiveness and quality of administrative services. These two findings will be discussed in depth with reference to the most relevant theories and previous research. More details can be seen in the following pictures and descriptions:

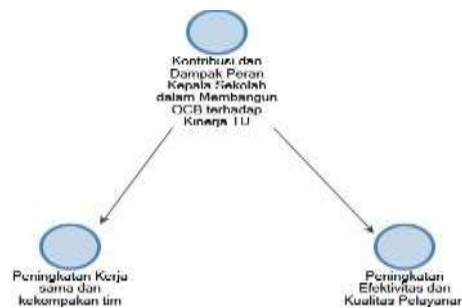


Figure 3. The Impact of the Principal's Role

Increased Cooperation and Team Cohesiveness

The first findings show that the application of OCB values built by school principals contributes to increasing cooperation and team cohesiveness in the administrative environment. This change can be seen in a more harmonious pattern of interaction between staff, increased awareness to help each other, and the creation of more effective work coordination. The values of OCB that are instilled have encouraged the formation of a more solid teamwork that is responsive to the needs of the organization. Better coordination indicates improved communication and a more structured division of tasks between team members. A positive work atmosphere has strengthened the sense of togetherness and support each other in completing tasks.

These findings are in line with the theory of Podsakoff et al. (2000) which states that OCB has a positive impact on group performance and organizational productivity. In his study, OCB behaviors such as *altruism* and *civic virtue* contributed to improved coordination and reduction of operational barriers in organizations. When staff have the awareness to help each other and communicate openly, the effectiveness of the team will increase significantly. These findings are also supported by research by Satibi (2023) which proves that OCB has a significant effect on performance, where cooperation and team cohesiveness are one of the important indicators of improving collective performance.

In addition, these findings are relevant to the concept of collaborative work culture put forward by Hoy and Miskel (2013). When the principal

succeeds in building an OCB culture, it will automatically create a work climate that encourages collaboration and synergy between staff. Research by Rokhmat et al. (2022) also found that the principal's strategy in developing OCB through a personal approach and formal-informal strategies contributes to the creation of a more harmonious working relationship between teachers and employees. Thus, the increase in cooperation and team cohesiveness found in this study is empirical evidence that OCB built by school principals is able to transform individual work patterns into more solid collective performance.

Improving the Effectiveness and Quality of Administrative Services

The second finding shows that the application of OCB values built by school principals has a significant impact on increasing work effectiveness and the quality of administrative services. These changes can be seen from faster job completion, a more structured work system, and increasingly professional administrative services. A work culture based on the spirit of responsibility and cooperation has encouraged the efficiency of administrative processes. Increased responsiveness in providing services causes the administrative needs of school residents to be met more optimally. The impact of OCB is not only on the aspect of work speed, but also on the quality of a more systematic and organized process, which allows the workflow to run smoothly, minimizes errors, and improves the standard of service professionalism.

These findings are in line with Organ's (1988) theory which states that OCB behavior, although not directly rewarded in formal systems, overall improves organizational efficiency and effectiveness. Robbins and Judge (2017) also affirm that OCB supports an effectively functioning work environment, which in turn has an impact on improving the quality of organizational output. In the context of administration, increasing the effectiveness and quality of administrative services is a direct impact of the internalization of OCB values such as conscientiousness (willingness to accept additional burdens) and civic virtue (active participation in organizational activities).

This finding is relevant to the research of Untung, Zulqarnain, and Sukarno (2022) which proves that OCB has a significant positive effect on performance. The research shows that when OCB develops, the performance of individuals and organizations will increase. Research by Pratiwi et al. (2022) Although it found that OCB is not able to mediate the influence of leadership on performance empirically, this study actually shows that with the consistency of the role of school principals in building OCB, the impact on the effectiveness and quality of service can be realized. Yurnalis' research (2019) is also relevant, as it found that the role of school principals as administrators and leaders supports staff performance, including in terms of increasing the effectiveness of administrative services.

CONCLUSION

This research shows that school principals have a strategic role in improving the performance of administrative personnel through the application of Organizational Citizenship Behavior (OCB) values. This role is realized through exemplary-based transformational leadership, continuous coaching and evaluation, and the development of a collaborative work culture. This strategy encourages the development of OCB behavior in administrative personnel which is characterized by a willingness to help colleagues (altruism),

accepting additional responsibilities (conscientiousness), and actively participating in various school activities (civic virtue). The implementation of OCB has a positive impact on increasing teamwork, work effectiveness, and the quality of school administrative services. Thus, strengthening the leadership of school principals who are oriented towards the formation of OCB culture is one of the important strategies in improving the professionalism and performance of education personnel in the school environment. Therefore, schools are advised to develop programs to develop OCB culture coaching and strengthening programs on an ongoing basis as part of the strategy to improve the quality of administrative services and the effectiveness of school organizations.

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