
**STRENGTHENING SERVICE LEADERSHIP, ORGANIZATIONAL CULTURE,
INTERPERSONAL COMMUNICATION AND PERCEIVED
ORGANIZATIONAL SUPPORT (POS) IN AN EFFORT TO IMPROVE
ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)**

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ABSTRACT

This research examines strategies for improving Organizational Citizenship Behavior (OCB) among teachers by strengthening Servant Leadership, Organizational Culture, Interpersonal Communication, and Perceived Organizational Support (POS). The study, conducted in a private high school in Depok, Indonesia, utilizes a quantitative approach and path analysis to evaluate the direct and indirect effects of these variables on OCB. The results show that Servant Leadership, Organizational Culture, Interpersonal Communication, and POS all have direct positive and significant effects on OCB. Additionally, POS acts as an effective intervening variable, enhancing the impact of Servant Leadership, Organizational Culture, and Interpersonal Communication on OCB. The research findings suggest that fostering these factors can significantly improve OCB, which in turn enhances organizational effectiveness and the overall educational environment. The SITOREM analysis further identifies key indicators that need strengthening to optimize the strategies for increasing OCB in educational settings.

INTRODUCTION

Global changes, technological developments in various aspects including the education area demand educational outputs that are able to meet the changing times. This condition requires schools to be able to adapt to carry out learning management, including continuous innovation. Innovation in schools can only be realized if teachers as the spearhead of learning activities realize the importance of their role as educators and learning motors.

This makes teachers the most decisive component in the education system as a whole, which must receive central attention. Teachers play a major role in educational development,

especially in determining the success of students, especially in relation to the teaching and learning process, because teachers are always related to any component in the education system.

Teachers have an important role as teachers and educators in the world of Indonesian education who will shape and guide the nation's generation towards a better direction, where one of the roles of teachers, especially high school teachers, is to prepare students to enter the next level of education, namely to the college level. Where in higher education innovativeness is needed so that students are able to compete in the future. Based on the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, states that there

are a number of requirements to become a professional teaching staff, including having good communication skills, competence and professional education qualifications, having good morals, having a commitment and good work ethic towards their profession and being able to develop themselves. In this case, teachers are not only enough to do the job description, but must have extra-role behavior which is often called Organizational Citizenship Behavior (OCB). OCB can be defined as individual behavior that is free (discretionary), which is not directly and explicitly rewarded by the formal reward system, and which as a whole (aggregate) increases the efficiency and effectiveness of organizational functions.

Teachers who have OCB will be happy to help novice or unprofessional teachers in terms of the work faced daily. The assistance provided can be in the form of guidance on good learning techniques, patterns of handling guidance to students or in the form of administration in terms of quality learning preparation. From the guidance and coaching of fellow teachers from those who are experienced and have OCB will increase the quality of teachers.

SMA is an upper secondary education level that prioritizes the preparation of students to continue higher education where specialization in the form of majors starts in grade XI (eleven), namely, majors in Natural Sciences (IPA), Social Sciences (IPS), and Language. However, based on the Decree of the Minister of Education, Culture, Research and Technology Number 56 / M / 2022 concerning Guidelines for Implementing the Curriculum in the Framework of

Learning Recovery, it does not fully accommodate the interests, talents and abilities of students, as well as workload adjustments and structuring the linearity of certified teachers, so it needs to be changed. In order for students' talents, interests and abilities to develop properly, the idea of the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim, namely the new policy program from the Ministry of Education and Culture "Merdeka Belajar". In Merdeka Belajar there is no more majoring. This means that the majors of science, social studies or language are abolished. Students are allowed to choose elective group subjects when they are in grades XI and XII. The selection of subject interests can adjust the talents and interests of each student guided by the Counseling Guidance (BK) teacher. Meanwhile, teachers are given the freedom to determine the teaching tools to be used, by adjusting the learning needs and interests of the students.

In order to achieve certain goals, the quality of human resources (HR), namely teachers, needs to be improved in terms of quality and OCB behavior because teachers are a determining factor in the success of education delivery. Teachers as one of the organizational resources, namely human resources, become the mainstay in achieving school goals. Teachers play a significant role in the level of achievement of school goals. Disciplined and responsible teachers are needed to carry out all their roles and responsibilities, both individually and in teams so that learning runs effectively. In addition to the main duties and functions as educators, there are basically many extra behaviors that teachers need to do so as to support the

optimality of their role. Behavior that is not listed in the employee duties and obligations document, which does not directly bring material or non-material rewards but contributes significantly to the progress of the school. In the study of organizational behavior, this is known as Organizational Citizenship Behavior (OCB). OCB is voluntary behavior outside the formal job description and does not get rewarded but overall can increase effectiveness in the organization.

Teachers who are willing to arrive earlier than the work schedule to prepare daily activity plans will make them more prepared to welcome and carry out learning activities while having more free time to anticipate the risks of obstacles in learning. Teachers who volunteer to spend more time updating learning materials by surfing for references have the potential to have richer and more up-to-date lesson plans so that contextual learning can be realized. Teachers who are happy to help new teachers with the adjustment process, helping them adapt to the school culture, helping them learn the administrative formats of the school curriculum, will make new teachers feel more quickly adjusted to their roles and duties. Teachers who volunteer to promote the school without being paid will help strengthen the school's positive image in the community and increase trust in the school. Teachers who volunteer to help colleagues who are struggling with their work, cover for colleagues who are absent or on break, help colleagues who are overloaded with work, help with other people's work when they are absent, will keep the overall task list accomplished. Teachers who exercise restraint and do not complain about limited school

facilities will support a more conducive and positive work atmosphere. Teachers who guard their actions against potential conflicts will greatly help create a more comfortable work atmosphere and support the smooth achievement of work targets.

OCB improves social interaction among organizational members, reduces disputes, and increases efficiency in doing work, hence the importance of increasing OCB in organizations. Members with high OCB will be more careful in using organizational resources, thus increasing efficiency. Members with high OCB tend to be retained by the organization because of their volunteerism and extra effort for the progress of the organization, thus helping the organization improve its stability and ability to adapt to environmental changes.

Based on the exposure of the positive impact of OCB on organizations, and especially the contribution of teacher OCB to school achievement, it is very important to increase OCB. Teachers with high OCB have the potential to contribute to improving student achievement and achieving school goals, because they utilize school resources more optimally for more productive purposes, and more eagerly participate in school activities. Teachers' extra role behaviors improve the quality of human resources in schools, thus potentially improving services to students towards the success of national education goals.

On the other hand, the facts in the field do not fully show the high level of OCB among teachers. Based on a preliminary study of 63 private high school teachers in Depok City, the following results were obtained:

1. 32% of teachers still have problems in helping colleagues, especially in volunteering to help other teachers to complete their work and introducing the school environment to new teachers.
2. 8% of teachers are still not tolerant of less-than-ideal conditions at school, as evidenced by a decrease in teaching enthusiasm when rewards are given late, and objections when using inadequate teaching facilities.
3. 34% of teachers still have problems in supporting all organizational activities more than personal activities, especially volunteerism that has not been seen in properly completing additional tasks outside of work time, and providing information on school activities at every MGMP meeting.
4. There are 38% of teachers who have problems with responsibility, as seen in their reluctance and lack of enthusiasm to take on additional tasks from the principal, and willingness to submit work reports to the principal early.
5. 19% of teachers had problems creating a peaceful work environment. Some teachers expressed reluctance to discuss with more experienced teachers in order to improve student achievement, and reluctance to admit mistakes and apologize to fellow teachers.

The results of this initial study indicate that there is still a need to increase OCB among private high school teachers in Depok City so that schools avoid a less conducive work atmosphere where teachers do not help each other, learn from each other and are willing to voluntarily maintain behaviors that have the potential to cause conflict in schools. High OCB is

needed so that teachers remain enthusiastic even though schools are not able to provide adequate infrastructure, this is necessary considering that private high schools in Depok City do not all have the ability to provide adequate facilities for teachers. Reluctance to tolerate school limitations risks reducing the quality of learning activities. Teachers who have not voluntarily taken action to create a peaceful atmosphere in the school have the potential to create a tense and less conducive work situation that will interfere with the smooth running of the task.

Various studies on OCB are still being conducted to date which shows that OCB is still a concern of both practitioners and academics. Research on 30 employees and 10 managers of women's cooperatives concluded that there is a significant positive effect of servant leadership, organizational culture and organizational commitment on OCB (Harwiki, 2015), this research examines OCB in companies.

OCB research in public schools in Pakistan concluded that if OCB is present among teachers and principals, then productivity increases, therefore professional development of school principals' capacity is needed to encourage OCB (Ghaffar, 2019). Another study of private junior high school teachers in South Bogor proved that there is a positive relationship between servant leadership, and job satisfaction with OCB, both individually and together (Wulandari et al., 2021). This study examines OCB and the independent variables of leadership and self-efficacy, except that the analysis uses correlation. On the other hand, research on employees of PT Gudang Garam in Bengkulu proves that

OCB, together with job satisfaction and affection commitment, is positively related to the tendency of employees to leave the organization. This means that strengthening OCB is needed so that employees do not easily leave the organization. (Putri & Arianto, 2022). This study examines OCB as an independent variable.

Research conducted into Kabul-based commercial bank employees concluded that when employees perceive that their contributions are valued, and the organization ensures their well-being, they offer a positive attitude towards their organization and their work role is enhanced (work attachment), leading to OCB. Limitations and recommendations for future research are also included (Shams et al., 2020). While OCB research (Syamsudin et al, 2019) shows a positive and significant relationship between transformational leadership, interpersonal communication and work motivation on teacher OCB in teachers working in Islamic junior high schools located in East Jakarta, Indonesia. The results showed that the contribution of transformational leadership was 26.8%, interpersonal communication was 40.8%, and work motivation was 12.6%, indicating that the highest individual contribution to teacher OCB was interpersonal. Based on interviews in qualitative research revealed other factors besides transformational leadership, interpersonal communication, and teacher motivation that are related to teacher OCB. These factors are organizational commitment, job satisfaction, and organizational culture.

The findings of the research conducted on lecturers at UIN Syarif Hidayatullah Jakarta, indicate: first,

there is a direct positive and significant influence of servant leadership on organizational citizenship behavior with a path coefficient of 0.332. Second, there is a direct positive influence of psychological contracts on organizational citizenship behavior with a path coefficient of 0.304. Third, there is a direct positive and significant influence of servant leadership on psychological contracts with a path coefficient of 0.290. Based on the results of this study, organizational citizenship behavior of lecturers can be improved by strengthening servant leadership, which is leadership that prioritizes the interests of lecturers (subordinates) over the interests of their own leaders. The psychological contract is intended to increase the organizational citizenship behavior of lecturers by fulfilling mutual obligations, lecturers' trust in promises and agreements with the organization (Mi'raj et al, 2019).

Based on research findings regarding OCB (Herfina et al, 2022) it is concluded that Job Satisfaction, Transformational Leadership and Interpersonal Communication have a direct and indirect positive effect on OCB as explained: 1) There is a direct positive effect of Job Satisfaction on OCB, meaning that increasing OCB is more effective directly through strengthening Job Satisfaction than through mediation of Transformational Leadership or Interpersonal communication; 2) There is a direct positive effect of Job Satisfaction on Transformational Leadership, which means that strengthening Job Satisfaction can increase the effectiveness of Transformational Leadership; 3) There is a direct positive effect of Job Satisfaction on Interpersonal Communication, which

means that strengthening Job Satisfaction can increase the effectiveness of Interpersonal Communication; 4) There is a direct positive effect of Transformational Leadership on OCB, which means that strengthening Transformational Leadership has a weak impact on increasing OCB; 5) There is a direct positive effect of Interpersonal Communication on OCB, which means that strengthening Interpersonal Communication can increase OCB; 5) There is a positive indirect effect of Job Satisfaction on OCB through the mediation of Transformational Leadership, but the strength of the effect through this mediation is lower than the direct effect of Transformational Leadership on OCB. This means that Transformational Leadership does not function effectively as an "intervening variable" mediating the effect of Job Satisfaction on OCB. Improving OCB is more effectively done directly through strengthening Job Satisfaction; 6) There is a positive indirect effect of Job Satisfaction on OCB through Interpersonal Communication, but the strength of this mediation effect is lower than the direct effect of Interpersonal Communication on OCB. This means that Interpersonal Communication does not function effectively as an "intervening variable" mediating the effect of Job Satisfaction on OCB. Increasing OCB is more effectively done directly through strengthening Job Satisfaction.

The results of the study (Aswin and Rahyuda, 2017) found that Perceived Organizational Support has a significant positive effect on Organizational Citizenship Behavior at the Bali Province Industry and Trade Office. This shows that the more

employees are supported by the agency, the higher the level of OCB carried out by employees at the agency. Perceived Organizational Support has a significant positive effect on Job Satisfaction at the Bali Province Industry and Trade Office. This shows that the higher the level of perceived organizational support, the higher the job satisfaction felt by employees at the agency. Job Satisfaction has a significant positive effect on Organizational Citizenship Behavior at the Bali Province Industry and Trade Office. This shows that the higher the level of job satisfaction, the higher the level of OCB carried out by employees at the agency. Job Satisfaction has a significant positive effect as a variable that can mediate Perceived Organizational Support on Organizational Citizenship Behavior at the Department of Industry and Trade of Bali Province. This shows that job satisfaction is able to mediate POS on OCB at the agency.

Research on OCB in private SMK employees shows that organizational culture, organizational justice, and organizational commitment have a positive and significant effect on OCB both partially and simultaneously. This positive and significant influence means that if organizational culture, organizational justice, and organizational commitment run well or increase, employee OCB will also be good or increase and vice versa. These results will be useful for school management to foster employee OCB through a school culture that provides space for employees to take initiative, be creative, and take risks in their work to be able to develop new ideas or new strategies that lead to a sense of responsibility for the sustainability of

school life and improving the quality of employment.

The opportunity for novelty from this research is from the unit of analysis, namely private high school teachers in Depok. In addition, the study of Perceived Organization Support variables with the indicators proposed in this study is expected to provide new input for future research. Another opportunity for renewal is to use path analysis and SITOREM Analysis.

Based on the previous explanation, it can be assumed that OCB in teachers is an important part of providing quality education. Factors that influence OCB need to be sought and then analyzed so that improvements and improvements can be made. Thus, indicators of each variable will be found to be improved so that they have an impact on increasing OCB. Researchers suspect that the variables that may have an influence on OCB are servant leadership, organizational culture, interpersonal communication, and Perceived Organizational Support (POS).

METHOD

This research uses a quantitative approach with a survey design that provides quantitative (numerical) descriptions of trends, behaviors, and opinions of small groups or samples from a population. Before research is conducted, it is necessary to develop a plan or proposal by outlining the involvement of elements of philosophy, research design and specific methods (Creswell & Creswell, 2018). Quantitative research uses a positivist perspective by involving various theories, collecting data that supports or refutes the theory and then developing a new synthesis conceptually and applying the research operationally.

The quantitative approach is applied in inferential research, namely in order to test hypotheses about the influence between variables. For this reason, it is necessary to determine a research design or theoretical model that describes the constellation between the independent variables and the dependent variable. Meanwhile, the method chosen in this research is the survey type. The survey method is an example of non-experimental research in which no manipulation of independent variables is carried out as a condition that has been formed and is not the result of a special treatment (Johnson & Christensen, 2014). Meanwhile, this research design is organized as follows:

1. This research consists of quantitative survey research to prove the research hypothesis.
2. Verify quantitative research results through SITOREM Analysis.

RESULT

Hypothesis Testing

After analyzing the structural model, the results of the resulting calculations are used in hypothesis testing so that further direct and indirect effects of each variable are known. The proposed hypothesis is then given a conclusion by calculating the path coefficient score and significance in each path conducted by the research. The results of this action on all hypotheses proposed can be interpreted as follows.

1) First Hypothesis Testing

Hypothesis testing is carried out through testing the direct effect of Servant Leadership (X1) on OCB (Y). To test that Servant Leadership (X1) has a direct positive and significant effect on OCB (Y), the first statistical hypothesis tested is as follows.

H0: $\beta y1 \leq 0$

H1: $\beta y1 > 0$

To test the hypothesis that there is a direct influence between the Serving Leadership variable (X1) and OCB (Y), a significant test of the path coefficient is needed, namely by using the t test. The test criterion is if $t_{count} > t_{table}$. From the calculation results obtained the path coefficient value with $\beta y1 = 0.400$. The results of testing the meaning of the coefficient obtained t_{count} of 5.059 and t_{table} (dk = 131, with $\alpha = 0.05$) of 1.978 and t_{table} (dk = 131, with $\alpha = 0.01$) of 2.614.

Based on the calculation results as shown in the table above, it is obtained $t_{count} > t_{table}$, then H0 is rejected and H1 is accepted. Thus it can be concluded that Servant Leadership (X1) has a direct positive and significant effect on OCB (Y).

2) Second Hypothesis Testing

Hypothesis testing is carried out through testing the direct effect of Organizational Culture (X2) on OCB (Y). To test that Organizational Culture (X2) has a direct positive and significant effect on OCB (Y), the first statistical hypothesis tested is as follows.

H0: $\beta y2 \leq 0$

H1: $\beta y2 > 0$

To test the hypothesis that there is a direct influence between the Organizational Culture variable (X2) and OCB (Y), a significant test of the path coefficient is needed, namely by using the t test. The test criterion is if $t_{count} > t_{table}$. From the calculation results, the path coefficient value is obtained with $\beta y2 = 0.597$. The results of testing the meaning of the coefficient obtained t_{count} of 6.668 and t_{table}

(dk = 131, with $\alpha = 0.05$) of 1.978 and t_{table} (dk = 131, with $\alpha = 0.01$) of 2.614.

Based on the calculation results as shown in the table above, it is obtained $t_{count} > t_{table}$, then H0 is rejected and H1 is accepted. Thus it can be concluded that Organizational Culture (X2) has a direct positive and significant effect on OCB (Y).

3) Third Hypothesis Testing

Hypothesis testing is carried out through testing the direct effect of Interpersonal Communication (X3) on OCB (Y). To test that Interpersonal Communication (X3) has a direct positive and significant effect on OCB (Y), the first statistical hypothesis tested is as follows.

H0: $\beta y3 \leq 0$

H1: $\beta y3 > 0$

To test the hypothesis that there is a direct influence between the Interpersonal Communication variable (X3) and OCB (Y), a significant test of the path coefficient is needed, namely using the t test. The test criterion is if $t_{count} > t_{table}$. From the calculation results obtained the path coefficient value with $\beta y3 = 0.472$. The results of testing the significance of the coefficient obtained t_{count} of 6.057 and t_{table} (dk = 131, with $\alpha = 0.05$) of 1.978 and t_{table} (dk = 131, with $\alpha = 0.01$) of 2.614. The results of the analysis and direct effect test can be seen in table 4.42.

Based on the calculation results as shown in the table above, it is obtained $t_{count} > t_{table}$, then H0 is rejected and H1 is accepted. Thus it can be concluded that Interpersonal Communication (X3) has a direct

positive and significant effect on OCB (Y).

4) Testing the Fourth Hypothesis

Hypothesis testing is carried out through testing the direct effect of POS (X4) on OCB (Y). To test that POS (X4) has a direct positive and significant effect on OCB (Y), the first statistical hypothesis tested is as follows.

H0: $\beta_{y4} \leq 0$

H1: $\beta_{y4} > 0$

To test the hypothesis that there is a direct influence between the POS variable (X4) and OCB (Y), a significant test of the path coefficient is needed, namely by using the t test. The test criterion is if $t_{count} > t_{table}$. From the calculation results, the path coefficient value is obtained with $\beta_{y4} = 0.457$. The results of testing the meaning of the coefficient obtained t_{count} of 5.050 and t table (dk = 131, with $\alpha = 0.05$) of 1.978 and t table (dk = 131, with $\alpha = 0.01$) of 2.614.

Based on the calculation results as shown in the table above, it is obtained $t_{count} > t_{table}$, then H0 is rejected and H1 is accepted. Thus it can be concluded that POS (X4) has a direct positive and significant effect on OCB (Y).

5) Fifth Hypothesis Testing

Hypothesis testing is carried out through testing the direct effect of Servant Leadership (X1) on POS (X4). To test that Servant Leadership (X1) has a direct positive and significant effect on POS (X4), the first statistical hypothesis tested is as follows.

H0: $\beta_{41} \leq 0$

H1: $\beta_{41} > 0$

From the calculation results obtained the path coefficient value with $\beta_{41} = 0.279$. The results of testing the meaning of the coefficient obtained t_{count} of 3.147 and t table (dk = 131, with $\alpha = 0.05$) of 1.978 and t table (dk = 131, with $\alpha = 0.01$) of 2.614. The results of the analysis and direct effect test can be seen in the following table.

Based on the calculation results as shown in the table above, it is obtained $t_{count} > t_{table}$, then H0 is rejected and H1 is accepted. Thus it can be concluded that Servant Leadership (X1) has a direct positive and significant effect on POS (X4).

6) Sixth Hypothesis Testing

Hypothesis testing is carried out through testing the direct effect of Organizational Culture (X2) on POS (X4). To test that Organizational Culture (X2) has a direct positive and significant effect on POS (X4), the first statistical hypothesis tested is as follows.

H0: $\beta_{42} \leq 0$

H1: $\beta_{42} > 0$

From the calculation results obtained the path coefficient value with $\beta_{41} = 0.502$. The results of testing the meaning of the coefficient obtained t_{count} of 6.764 and t table (dk = 131, with $\alpha = 0.05$) of 1.978 and t table (dk = 131, with $\alpha = 0.01$) of 2.614.

Based on the calculation results as shown in the table above, it is obtained that $t_{count} > t_{table}$, then H0 is rejected and H1 is accepted. Thus it can be concluded that Organizational Culture (X2) has a direct positive and significant effect on POS (X4).

7) Seventh Hypothesis Testing

Hypothesis testing is carried out through testing the direct effect of Interpersonal Communication (X3) on POS (X4). To test that Interpersonal Communication (X3) has a direct positive and significant effect on POS (X4), the first statistical hypothesis tested is as follows.

H0: $\beta_{43} \leq 0$

H1: $\beta_{43} > 0$

From the calculation results obtained the path coefficient value with $\beta_{41} = 0.287$. The results of testing the meaning of the coefficient obtained tcount of 3.641 and t table (dk = 131, with $\alpha = 0.05$) of 1.978 and t table (dk = 131, with $\alpha = 0.01$) of 2.614.

Based on the calculation results as shown in the table above, it is obtained that tcount > ttable, then H0 is rejected and H1 is accepted. Thus it can be concluded that Interpersonal Communication (X3) has a direct positive and significant effect on POS (X4).

8) Eighth Hypothesis Testing

Hypothesis testing is carried out through testing the indirect effect of Servant Leadership (X1) on OCB (Y) through POS (X4). The statistical hypothesis tested is as follows.

H0: $\beta_{y41} \leq 0$ H1: $\beta_{y41} > 0$

From the calculation results, the Z statistic value is 3.471, then the test results obtained Z statistic $3.471 > 1.96$. Thus, it can be concluded that POS functions effectively as an intervening variable on the indirect effect of Servant Leadership on OCB.

9) Ninth Hypothesis Testing

Hypothesis testing is carried out through testing the indirect effect of

Organizational Culture (X2) on OCB (Y) through POS (X4). The statistical hypothesis tested is as follows.

H0: $\beta_{y42} \leq 0$

H1: $\beta_{y42} > 0$

From the calculation results obtained Z statistic value 3,405, then the test results obtained Z statistic $3,405 > 1.96$. Thus, it can be concluded that POS functions effectively as an intervening variable on the indirect effect of Organizational Culture on OCB.

10) Tenth Hypothesis Testing

Hypothesis testing is carried out through testing the indirect effect of Interpersonal Communication (X3) on OCB (Y) through POS (X4). The statistical hypothesis tested is as follows.

H0: $\beta_{y43} \leq 0$

H1: $\beta_{y43} > 0$

From the calculation results obtained Z statistic value 3,184, then the test results obtained Z statistic $3,184 > 1.96$. Thus, it can be concluded that POS functions effectively as an intervening variable on the indirect effect of Interpersonal Communication on OCB.

SITOREM Analysis

To see how much the strength of the relationship between the independent variable and the dependent variable and to get the optimal solution of this study can be seen in the research and statistical constellation figure based on the Scientific Introduction Theory for Operations Research in the field of Education Management or known as SITOREM (Hardhienata, 2017: 1-6) as shown in the following figure:

Table 1 Sitorem Analysis Results

OCB

Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. Assistance to coworkers to perform more optimally	1 st Efforts to create a conducive work environment	4,35
2. Tolerance of less than ideal circumstances	2 nd Tolerance of less than ideal circumstances	4,33
3. Active participation in organizational activities	3 rd Responsibility for achieving maximum work results	4,27
4. Responsibility for achieving maximum work results	4 th Active participation in organizational activities	3,70
5. Efforts to create a conducive work environment	5 th Help to colleagues to perform more optimally	3,40
6. Organization promotion	6 th Organization promotion	3,75
Servant Leadership ($\beta=0.400$) Rank IV		
Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. Awards to members	1 st Awards to members	4,20
2. Authenticity of thoughts and actions	2 nd Service development and collaboration	4,11
3. Sharing leadership	3 rd Authenticity of thoughts and actions	4,09
4. Development of members' independence	4 th Development of members' self-reliance	3,73
5. Service development and collaboration	5 th Share leadership	4,21
Organizational Culture ($\beta=0.597$) Rank I		
Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. Artifacts	1 st Shared values	4,31
2. Shared values	2 nd Agreed norms	4,25
3. Agreed norms	3 rd Artifacts	4,25
4. Basic assumptions	4 th Basic assumptions	3,98
Interpersonal Communication ($\beta=0.472$) Rank II		
Initial Indicators	Indicator After Expert Assessment	Indicator Value
1. Openness	1 st Openness	4,25
2. Empathy	2 nd Empathy	4,19
3. Confirmation feedback	3 rd Confirmation feedback	4,15
4. Equality	4 th Politeness	4,31
5. Providing support	5 th Provision of support	3,56
6. Politeness	6 th Equality	3,67
POS ($\beta=0.457$) Rank III		
Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. Organizational appreciation of member contributions	1 st Organizational appreciation of member contributions	4,17
2. Organizational	2 nd Organization's concern for	3,77

concern for member welfare	members' welfare	
3. Organizational support for members' social-emotional needs	3 rd Organizational support for members' social- emotional needs	4,12
SITOREM ANALYSIS RESULTS		
Priority order of indicators to be strengthened		Indicator retained/developed
Assistance to coworkers to perform more optimally		Tolerance of less than ideal circumstances
Active participation in organizational activities		Responsibility for achieving maximum work results
Organization Promotion		Efforts to create a conducive work environment
Development of members' independence		Awards to members
Basic assumptions		Authenticity of thoughts and actions
Equality		Sharing leadership
Providing support		Service development and collaboration
Organizational concern for member welfare		Artifacts
		Shared Values
		Agreed norms
		Openness
		Empathy
		Confirmation feedback
		Politeness
		Organizational appreciation of member contributions
		Organizational support for members' social-emotional needs

CONCLUSIONS

Based on the results of the study, it has been found that the strategy to improve OCB is through strengthening Servant Leadership, Organizational Culture, Interpersonal Communication, and POS. While the way to strengthen each of these variables is to identify which indicators need to be maintained and improved. The following is the conclusion of this research:

1. There is a direct and significant effect of Servant Leadership on OCB with a

path coefficient value $\beta_1 = 0.400$, $p(\text{sig}) < 0.05 = 0.000 < 0.05$. This means that strong Servant Leadership can increase OCB, so that the stronger the Servant Leadership that is applied, the stronger the OCB.

2. There is a direct and significant effect of Organizational Culture on OCB with a path coefficient value $\beta_2 = 0.597$, $p(\text{sig}) < 0.05 = 0.005 < 0.05$. This means that a strong

- Organizational Culture can increase OCB, so that the stronger the Organizational Culture that is applied, the stronger the OCB.
3. There is a direct and significant effect of Interpersonal Communication on OCB with a path coefficient value $\beta_3 = 0.472$, $p(\text{sig}) < 0.05 = 0.000 < 0.05$. means that strong Interpersonal Communication can increase OCB, so that the stronger the Interpersonal Communication that is applied, the stronger the OCB.
 4. There is a direct and significant effect of POS on OCB with a path coefficient value $\beta_4 = 0.457$, $p(\text{sig}) < 0.05 = 0.006 < 0.05$. This means that a strong POS can increase OCB, so that the stronger the POS that is applied, the stronger the OCB.
 5. There is a direct and significant effect of Servant Leadership on POS with a path coefficient value $\beta_{41} = 0.279$, $p(\text{sig}) < 0.05 = 0.000 < 0.05$. means that strong Servant Leadership can increase POS, so that the stronger the Servant Leadership that is applied, the stronger the POS.
 6. There is a direct and significant effect of Organizational Culture on POS with a path coefficient value $\beta_{42} = 0.502$, $p(\text{sig}) < 0.05 = 0.000 < 0.05$. This means that a strong Organizational Culture can increase POS, so that the stronger the Organizational Culture that is implemented, the stronger the POS.
 7. There is a direct and significant effect of Interpersonal Communication on POS with a path coefficient value $\beta_{43} = 0.287$, $p(\text{sig}) < 0.05 = 0.005 < 0.05$. This means that strong Interpersonal Communication can increase POS, so that the stronger the Interpersonal Communication that is applied, the stronger the POS.
 8. POS functions effectively as an intervening variable on the indirect effect of Servant Leadership on OCB. This is evidenced by the value of $Z_{\text{count}} > Z_{\text{tabel}} (3.471 > 1.96)$ with a path coefficient value $\beta_{y41} = 0.128$.
 9. POS functions effectively as an intervening variable on the indirect effect of Organizational Culture on OCB. This is evidenced by the value of $Z_{\text{count}} < Z_{\text{tabel}} (3,405 > 1.96)$ with a path coefficient value $\beta_{y42} = 0.229$.
 10. POS functions effectively as an intervening variable on the indirect effect of Interpersonal Communication on OCB. This is evidenced by the value of $Z_{\text{count}} > Z_{\text{tabel}} (3.184 > 1.96)$ with the path coefficient value $\beta_{y43} = 0.131$.

Based on the results of the SITOREM analysis, the optimization results in an effort to increase OCB are as follows:

1. Prioritization of Indicator Handling:

- a. Help to colleagues to perform more optimally
- b. Active participation in organizational activities
- c. Organization promotion
- d. Development of members' self-reliance
- e. Basic assumptions
- f. Equality
- g. Providing support
- h. Organization's concern for members' welfare

2. Indicators Maintained or Developed:

- a. Tolerance of less than ideal circumstances

q.

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