

IMPACT OF TRANSFORMATIONAL LEADERSHIP, JOB SATISFACTION AND ORGANIZATIONAL CULTURE TOWARD ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)

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Abstract

The purpose of this research is to know the transformational leadership description, job satisfaction, organizational culture, and OCB; the influence of transformational leadership on OCB; influence of job satisfaction on OCB; the influence of organizational culture on OCB; and the transformational leadership influence, job satisfaction, and organizational culture simultaneously toward OCB. This research used quantitative research approach type ex-post facto. The population in this study were all junior high school teachers (SMP) in Jerowarusub-district, East Lombok regency, Nusa Tenggara Barat province, Indonesia as many as 189 teachers. The sample of research is 85 teachers taken with technique purposive sampling. Data were analyzed using descriptive technique and multiple regression. The results of this study indicate that the transformational leadership is categorized as good, job satisfaction is categorized as high, organizational culture is categorized as good, and OCB is classified as high category; transformational leadership has a positive and significant impact on OCB; job satisfaction has a positive and significant effect on OCB; organizational culture has a positive

and significant effect on extra work behavior; and transformational leadership, job satisfaction, and organizational culture have a positive and significant simultaneously influence on OCB.

Keywords: Transformational Leadership, Job Satisfaction, Organizational Culture, Organizational Citizenship Behavior

INTRODUCTION

Education is a very important factor for people's lives. Therefore, efforts are needed in the implementation of education in a good, orderly, and systematic manner so that processes that occur in educational organizations such as schools can be a major contribution to improving the quality of life of the community. The importance of the school's role makes teachers an important factor in improving the quality of education.

But the quality of education in Indonesia, especially in West Nusa Tenggara (NTB) is still said to be low. Based on the Human Resource Analysis of Primary and Secondary Education in 2015/2016, the average performance of junior high school teachers in the province of Nusa Tenggara Barat is still below the national average of 75.02 from the value of 78.55. In addition, based on Education Performance Analysis of West Nusa Tenggara Province Year 2016 shows that student achievement in NTB Province is still low. Only the city of Mataram has an average UN value > 66.00, while the other 8 sub-districts / cities have an average score between 46.00-66.00.

The quality of education can be achieved effectively and efficiently if the school has teachers who work not only in accordance with their role (in-role), but rather tend to work behavior that exceeds the role (extra role). Behavior work in accordance with the duties and responsibilities referred to as in-role behavior, while the work behavior that exceeds the formal standards of work is referred to as extra-role or extra work behavior. Matters relating to extra-work behavior in management science are generally called organizational citizenship behavior (OCB).

According to Organ (2006: 31) OCB is a work behavior that exceeds the role that gives something more than the formal standard of work. The dimensions of OCB by Organ (2005) in (Lubis 2015: 31) are Altruism (help), Civic virtue (Proactive), Conscientiousness, Courtesy, and Sportsmanship (tolerance). Some examples of OCBs are expected to be performed as being active in school activities, looking for important information useful for developing schools, doing school administration at home, obeying school policies, and taking time after school hours to help students who have learning difficulties. These things can certainly help in improving the

quality of education. Therefore, to improve teacher OCB, of course must pay attention to the factors that influence it. But in reality OCB teachers have not been optimal. This is indicated by the lack of active teachers in attending school activities such as lack of participation in scout activities, some teachers are still working on school administration in schools, teachers are less initiative in contributing to school improvement, and there are still some teachers who come late to school. Therefore, OCB is important to be optimized.

Leadership of principals is a major factor in improving teacher OCB, especially the transformational leadership type. This opinion is in line with Tschannen-Moran's opinion (2003: 52) that one type of leadership capable of moving his subordinates to do work beyond his role is transformational leadership. A transformational leader type is a leader who motivates his followers to work toward a goal, not for short-term personal gain, and to achieve self-actualization and self-actualization, and not for security. By expressing his vision, transformational leaders invite his followers to work toward a goal (Ivancevich et al, 2006: 213). According to Bass and Riggio in (Hoy and Miskel, 2014: 669) the headmaster leadership indicator is called the Four I theory of idolized influence, inspirational motivation, intellectual stimulation, and individual considerations.

Effective principal leadership will certainly be followed by teacher job satisfaction. According to Robbins & Judge (2009: 107) job satisfaction is a positive feeling about one's work which is the result of evaluation of its characteristics. When the teacher feels satisfaction with the work he is doing, then the teacher will work optimally in completing the work, even doing some things that may be out of duty. The things that are done outside of their responsibilities indirectly have a positive impact in improving the quality of education. The factors that affect job satisfaction according to Robbins and Judge (2008: 107) are: the job itself, Supervision, salary/wage, promotion, and relationships with colleagues

Job satisfaction can not be separated with school organizational culture. Culture or organizational culture is something typical that every organization has. According to Ivancevich (2006: 44) organizational culture is what employees perceived and the way perception creates a pattern of beliefs, values, and expectations. Because organizational culture involves shared expectations, values, and attitudes, it affects individuals, groups, and organizational processes. The characteristics of culture according to Robbins and Judge (2008: 256) is Innovation and risk taking, Attention to detail, Orientation of results, Orientation of people, team orientation, aggressiveness, and steadiness.

Based on the background of the problem, this study aims to understand how the transformational leadership of the principal, teacher work satisfaction, organizational culture, and organizational citizenship behavior of teachers as well as the influence of transformational

leadership of principals, teacher work satisfaction, and organizational culture to organizational citizenship behavior of teachers either partial or simultaneous.

METHODOLOGY

The research approach used in this study is a quantitative approach with ex-post facto type. The population in this study were all junior high school teachers in Jerowaru sub-district, East Lombok Regency, West Nusa Tenggara Province totaling 15 schools with a total of 189 teachers with a sample of 78 teachers. The sampling technique used is purposive sampling technique. Instrument in this study is in the form of a questionnaire with 5 (five) alternative answers based on a Likert scale that has met the validity and reliability test. Questionnaire in this study was designed by the researcher based on the indicators of each variable. Indicators of transformational leadership refer to the four theory of Bass and Riggio. As for the indicators of job satisfaction and indicators of organizational culture in this study refer to the theory of Robbins and Judge. While the teacher OCB indicator in this study refers to the organ theory. Data analysis used in this research is descriptive analysis and regression analysis, both simple regression and multiple regression analysis. Descriptive analysis is used to describe transformational leadership, job satisfaction, organizational culture, and OCB. While regression analysis is used to determine whether there is an influence of independent variables on the dependent variable. To find out the effect, first tested assumptions such as normality test, autocorrelation test, homogeneity test, and multicollinearity test. Then test the hypothesis using a multiple linear regression test or t test to determine the partial effect between transformational leadership (X_1), job satisfaction (X_2), and organizational culture (X_3) as independent variables on organizational citizenship behavior (Y) as variables bound. In addition to the t test, an F test was also conducted to determine the simultaneous impact of transformational leadership (X_1), job satisfaction (X_2), and organizational culture (X_3) on organizational citizenship behavior (Y).

ANALYSIS AND RESULTS

Based on the characteristics of respondents can be seen that in this study male respondents amounted to 40 people and female respondents amounted to 38 people. There are 27 civil servant teachers and 51 non-permanent teachers (GTT). Teachers with civil servant status from the rank of IIC to IVA. The difference in status would have an impact on wages/salaries received. Wage / salary differences can affect job satisfaction. Teachers are divided into 4 (four) groups, teachers who teach less than 5 years as many as 23 people, teachers who teach for 5-10 years as many as 29 people, teachers who teach between 11-15 years as many as 22 people, and teachers who teaching over 15 years as many as 4 people. The difference in

teaching duration shows the distribution of teachers from new teachers to senior teachers, who already have experience in teaching. Almost all teachers are bachelor (Strata 1). It shows that the requirement to be a teacher has been fulfilled. According Mangkunagera (2004: 120) that the level of education can affect a person's job satisfaction.

The other characteristics of respondents in this study is that the respondent is a teacher who teaches on different subjects. The number of teachers who taught natural science (IPA) as many as 9 people, social science (IPS) as many as 10 people, English as many as 9 people, Indonesian as many as 8 people, Mathematics as many as 13 people, Islamic education teachers (PAI) A total of 6 people, 5 civic education teachers (PKn), 5 (five) teachers of health education and health (Penjaskes), 6 (six) arts and culture teachers (SBD), and information and communication technology (ICT) as many as 4 people, and teachers counseling guidance (BK) as many as 3 people. Differences of respondents based on subjects taught by those related to job satisfaction, because one indicator of job satisfaction is the level of difficulty of each job.

Description of the transformational leadership variable of the principal shows that the average total score is 78, so it falls into either category. The differences in perceptions of transformational leadership of principals between male and female teachers indicate that male teachers perceive well the principal's leadership, while female teachers perceive very well principal leadership Total average score for job satisfaction variable is 79 which fall into the high category. Job satisfaction descriptions show that male teachers are satisfied with their work, while female teachers feel very satisfied with the work they do. The organizational culture variable shows an average total score of 80. It shows that organizational culture is in good category. The description of organizational culture shows that male teachers perceive organizational culture well, while female teachers perceive their school organization culture very well. As for the OCB variable itself has a total average score of 80 so that included in the category is very high. Female and male teachers show OCBs in the high category.

The principal indicator of transformational leadership with the highest average score is the indicator of the idolized influence with an average of 82.7. While the transformational leadership indicator with the lowest assessment is an indicator of individual consideration with an average value of 75.1. The highest indicator of job satisfaction is the indicator of a coworker with an average score of 83.6. While the indicator of job satisfaction with the lowest average of wage / salary indicator with an average of 72.1. The organizational culture indicator that has the highest average score is the team orientation indicator with an average of 83.1. While the indicator that has the lowest indicator value is the indicator attention to detail with an average value of 76.9. The OCB indicator that has the highest average score is the indicator

conscientiousness with an average score of 84.9. While the OCB indicator with the lowest average value is the indicator civic virtue (proactive) with an average of 77.8.

Before performing hypothesis testing, first classic assumption test is performed. From the test results obtained that 1) normal distributed data, indicated by the points on the p-plots drawn straight line, 2) no multicollinearity properties, shown with VIF value less than 10, and the value tolerance greater than 0.1 . 3) homogeneous variety, this is evidenced by spreading points on the X and Y axis and does not form a particular pattern, and 4) there is no autocorrelation property, indicated by Durbin Watson value of 1.68. Thus the regression model is suitable for use in the study.

Table 1: The Influence of Transformational Leadership, Job Satisfaction, and Organizational Culture Partially to OCB.

Variable Free	t / F _{table}	t/ F _{arithmetic}	Sig.	The constant regression (a)	The regression coefficient (b)	R ²
Transformational Leadership	1,992	7,790	0.000	32,041	0,629	0,444
Job Satisfaction	1,992	5,971	0.000	27,123	0,689	0,319
Organization Culture	1,992	4,672	0.000	30,518	0,634	0,223

Dependent variable: OCB

Based on the research results generated that transformational leadership influential and significant to OCB teachers. This is evidenced by the value of $t_{arithmetic}$ of 7,790 is greater than the value of t_{table} of 1.992 with a significant value smaller than the 0.05 significance level of 0.000. Then Job satisfaction also has a positive and significant effect on OCB teachers. The results of the analysis show that the value of $t_{arithmetic}$ greater than the value of t_{table} that is 1.992 < 5.971 with a significant value smaller than 0.05 ie 0.000. The results of the analysis of the influence of organizational culture on OCB shows that there is an influence of organizational culture on OCB teachers. This is evidenced by the value of $t_{arithmetic}$ greater than the value of t_{table} that is 1.992 < 4.672 with a significant value smaller than 0.05 which is 0.000.

The value of regression coefficient b head transformational leadership variable of 0.629, and the constant (intercept) a of 32,041. Thus, the form of the transformational leadership regression equation (X_1) to the teacher OCB is $\hat{Y} = 32.041 + 0.629X_1$. That is, the change of one unit of perception on transformational leadership variables followed by teacher OCB change of 0.629 units in the same direction with the intercept of 32,041. As for the influence of transformational leadership on OCB teacher of Rvalue² of 0.444. This means that the

transformational leadership has an influence of 44.4% on OCB teachers. While the regression coefficient b the variable of job satisfaction of 0.689 and the constant (intercept) a of 27.123. Thus, the effect of teacher work satisfaction (X_2) on teacher OCB (Y) can be formulated with equation $\hat{Y} = 27,123 + 0,689 X_2$. This means that the change of one unit of perception on the variable of teacher work satisfaction followed by teacher OCB change of 0.689 units with an intercept of 27.123. The great influence of teacher work satisfaction on OCB teachers amounted to 0.319. This means that job satisfaction of teachers has an influence of 31.9% of teachers OCB. In addition, the regression coefficient b of organizational culture variables is 0.634, and the constants (intercept) a of 30,518. Thus the form of influence between organizational culture (X_3) and OCB teacher (Y) is shown by the equation $\hat{Y} = 30,518 + 0,634X_3$. The equation means that the change of one unit of perception on the culture variables of the organization followed by the teacher OCB change of 0.634 units with an intercept of 30.518. As for the influence of organizational culture variables (X_3) of the OCB (Y) of 0.223 means that 22.3% of organizational culture influence OCB teachers.

Table 2: The Influence of Transformational Leadership, Job Satisfaction, and Organizational Culture Simultaneously to OCB.

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	3071.592	3	1023.864	29.998	.000 ^a

Based on Table 2 above, $F_{\text{value}_{\text{calculated}}}$ of 29.998 is greater than F_{table} 2.73. Thus, it can be concluded that there is a positive influence of transformational leadership, job satisfaction, and organizational culture simultaneously to OCB teachers. Significant value was obtained at 0.000 smaller than 0.05 (Sig. <0.05) which means that there is a significant influence between transformational leadership, job satisfaction, and organizational culture simultaneously towards OCB teacher.

Table 3. Multiple Regression Analysis Result Influence X_1 , X_2 , and X_3 to Y .

Model	Coefficient			Sig.
	B	Std. Error	$t_{\text{arithmetic}}$	
Constant (a)	1677	9.564		
Transformational Leadership (b1)	.443	.086	5.128	.000
Teacher Job Satisfaction (b2)	.327	.113	2.897	.005
Cultural Organization(b3)	.241	.118	2.035	.045

Based on Table 3, the coefficient of direction regression b_1 equal to 0.443, direction regression b_2 equal to 0.327, and direction regression b_3 equal to 0,241 and constant (intercept) a equal to 1,677. Thus, the effect of transformational leadership (X_1), job satisfaction (X_2), and organizational culture (X_3) simultaneously to OCB teacher (Y) defined by the equation $y = 1.677 + 0.443X_1 + 0.327X_2 + 0,241X_3$. This means that: 1) The change in the perception of one unit of transformational leadership (X_1), by a factor of job satisfaction and organizational culture are considered constant, it will be followed by changes in teacher OCB (Y) of 0.443 units at the intercept of 1.677. 2) Changes in the unit on job satisfaction (x_2) and the factor of transformational leadership and organizational culture are considered constant, it will be followed by changes in teacher OCB (Y) 0.327 at intercept of 1.677. 3) Changes in the organizational culture of the unit (X_3) and factors of transformational leadership and job satisfaction is considered constant, it will be followed by changes in teacher OCB (Y) of 0.241 at the intercept of 1.677. The major influence of transformational leadership, job satisfaction, and organizational culture simultaneously to OCB teachers are obtained based on the value of R^2 . The value of R^2 is obtained of 0.549. This means that the transformational leadership, job satisfaction, and organizational culture together account for 54.9% of the teacher's OCB, while the rest is influenced by other factors.

DISCUSSION

1. The Influence of Transformational Leadership to OCB Junior High School Teachers in Jerowaru Sub-district

Transformational leadership carried out by the principal in SMP Jerowaru sub-district is categorized as good. But the leadership of the principal when viewed based on the perceptions of male teachers and female teachers has a difference. Most female teachers categorize transformational leadership in very good categories, while most male teachers categorize transformational leadership in good category. Good and effective transformational leadership is capable of influencing teachers to work maximally even working beyond what is expected. Based on the results of the research, the transformational leadership in SMP Jerowaru sub-district has a positive and significant influence on OCB teachers. The influence of transformational leadership to the teacher OCB is of course due to the principal in SMP Jerowaru sub-district has done well to implement transformational leadership indicators. The findings of this study are in line with the results of research conducted by Putranti and Kurniady (2013), Rahmi (2013), Rafizi (2013), Nasra and Heilbrun (2014), Ali et al (2015), and Nadeak (2016), concluding principal leadership, especially transformational leadership, has a positive and significant influence on OCB.

The transformational leadership of the principal will be effective if the principal is able to implement the leadership indicators appropriately. Leadership indicators in this study are 1) the influence of being idolized, 2) inspirational motivation, 3) intellectual stimulation, and 4) individual considerations. The results of the teacher's assessment of transformational leadership of the principal in SMP Jerowaru sub-district indicate that the indicator that has been done very well by the principal is an indicator of "influence that is idolized". This means that the principal at SMP Jerowaru sub-district has been very good at fostering trust and respect for the teachers, providing standards to teachers in work, convincing teachers to solve important issues, demonstrating high ethical and moral standards, sharing risks with teachers in achieve goals, prioritize the interests of teachers, and be able to utilize the power to move teachers in achieving school vision and mission.

The average value of three other transformational headmaster leadership indicators has not been maximized. It means that the indicators have been implemented well but not yet done maximally by the head of junior school of Jerowaru Sub-district. These indicators are like inspirational motivation, intellectual stimulation and individual consideration indicators. Indicator of individual consideration is the indicator with the lowest average value compared with the average of other indicators. This suggests that principals have not been effective in paying particular attention to the achievements and needs of individual teachers, helping teachers to develop toward higher potential, creating new learning opportunities in a supportive climate, providing recognition and acceptance of differences in individual needs and values each teacher, using two-way communication with the teacher and listening to the subordinates actively and effectively.

The low teacher's assessment of individual indicators of consideration is supported by observations and interviews with teachers who argue that some principals have less attention to teachers, especially in private schools. This is because there is a principal of private junior high school is a teacher who status as civil servants in other schools, so that the impact on the lack of effective attention of principals to subordinates such as less give special attention to the achievements and needs of each teacher, less give recognition, acceptance of differences and needs the individual values of each teacher, and the lack of effective two-way communication between teacher and principal.

2. The Effect of Job Satisfaction on OCB of Junior High School Teachers in Jerowaru sub-district

Based on the result of the research, teacher's job satisfaction has positive and significant effect to OCB teachers. This research is supported by research result of Putranti and Kurniady (2013), Rahmi (2013), Rafizi (2013), Nadeak (2016), and Rahmawati (2017) which conclude that job

satisfaction has positive and significant effect on extra teacher work behavior. Robbins (2007: 103) states that someone with a high level of satisfaction shows a positive attitude towards the job, otherwise someone who is not satisfied with his work will show a negative attitude towards his work. When the teacher feels satisfaction with the work done, then the teacher will work optimally in completing his work, even doing some things outside his duties that indirectly have a positive impact in achieving school goals. Therefore it can be concluded that the increase of teacher OCB can be improved by increasing teacher's job satisfaction.

Job satisfaction of junior high school teachers in Jerowaru sub-district classified satisfied category. However, the teacher's job satisfaction when viewed from the gender of the respondent has differences. Female teachers are more satisfied with their work than male teachers. This proves that the teacher's job satisfaction differs between the teachers you and others. This is in line with the opinion of Hamidi (2016: 16) that job satisfaction relates to the feelings of someone who is fun and unpleasant, because the feeling is perceived by someone as an individual so the job satisfaction can be different from others. In addition, Susilowati (2009: 3) states that, job satisfaction is basically an individual thing, each individual will have a different level of satisfaction with the value system that applies to him.

Differences in job satisfaction of teachers is certainly because the indicators of job satisfaction has not been met with the maximum. The indicators used to measure job satisfaction in this study are 1) the job itself, 2) supervisor / supervise, 3) salary / wage, 4) promotion, and 5) co-workers. The indicator of job satisfaction that has a very satisfactory average grade is the job indicator itself and the indicator of a co-worker. It shows that the job indicator itself has been met with the maximum. As for some examples such as the expertise of the teacher in accordance with the field of study being taught, the level of difficulty of work in accordance with the ability of teachers, and teachers feel the skills needed in doing a job. In addition, indicators of colleagues have also felt satisfied by teachers, such as teacher relationships with leaders and relationships with teachers colleagues, support and attention of leaders and colleagues have felt very satisfactory by teachers.

Other indicators of job satisfaction can be said to be not satisfactorily felt by the teacher. Indicators such as supervision / supervisor, promotion, and salary / wages. The assessment is in line with observations and interviews that principals, especially private school principals, have not been effective in carrying out their leadership, such as lacking technical support and supportive behavior for teachers. The indicator with the lowest average value is the wage / salary indicator. This shows that the indicator of job satisfaction salary / wage has not provided maximum satisfaction for teachers. The low average score is certainly due to the fact that most of the respondents are teachers with non-permanent teacher status (GTT). Teachers with the

status of GTT would get a different compensation from teachers with civil servant status. This is in line with research conducted by Siregar (2011) which states that the financial compensation system has a positive effect on teacher work satisfaction, which means that high financial compensation system resulted in increased job satisfaction. In addition, penelitin Firmansyah (2008) also concluded that compensation has a significant effect on teacher job satisfaction.

3. The Effect of Organizational Culture on OCB Junior High School Teachers in Jerowaru Sub-district

Based on the results of research, the SMP organization culture in Jerowaru Sub-district belongs to the Good category. The different perceptions of male teachers and female teachers about the organizational culture of SMP in Sub-district Jerowaru have differences. Most of the male teachers perceive the organizational culture of SMP in Jerowaru Sub-district belonging to Good category. While most of the female teachers who concluded the culture of SMP organization in Jerowaru Sub-district in good category and very good category have the same percentage.

In creating a good organizational culture, it must be noted the characteristics that support the creation of a strong organizational culture. The indicators used as the basis for the assessment of organizational culture in this study are 1) innovation and risk taking, 2) attention to things, 3) results orientation, 4) people orientation, 5) team orientation, 6) aggressiveness, and 7) stability. The results showed that the indicators of organizational culture that has been done very well is the indicator of team orientation and indicators of innovation and risk taking. This shows that in conducting day-to-day activities of the team's orientation culture such as the formation of a work team, and the division of tasks in the workgroups is done very well by the teachers at the school. In addition, other organizational cultural indicators of innovation and risk-taking such as incentives for teachers to be innovative and planting to teachers in taking risks have been done very well. This is in accordance with the results of interviews conducted with the principal in SMP Jerowaru Sub-district said that the culture of mutual help between teachers is very good. The indicator of organizational culture with the lowest average value is an indicator of attention to detail. These indicators have not been implemented maximally by schools. A few things related to the attention to detail indicators such as the lack of schools in encouraging teachers to complete the work accurately and accurately, and not maximize the school in encouraging teachers to analyze the details. When the organizational cultural indicators are implemented with the maximum it will be able to improve teacher OCB.

The results showed that organizational culture had a positive and significant effect on OCB of junior high school teachers in Jerowaru Sub-district. The contribution of the influence of organizational culture to the extra work attitude of teachers is 22.3%. This means the better the organizational culture that is applied to the higher the teacher OCB teacher. The results of this

study supported by research conducted by Nadeak (2016) which proves that organizational culture has a significant effect on OCB teachers. This research is also supported by the theory of Luthans (2006: 243) which states that organizational culture as something complex that includes shared norms and work values that can change the behavior of members of the organization. If the organizational culture is good, it will be able to change the teacher's behavior to show the OCB. A strong organizational culture will encourage teachers to best serve their schools and work beyond expectations even if they are not rewarded.

4. Influence Transformational Leadership, Job Satisfaction, and Organizational Culture to OCB Junior High School Teachers in Jerowaru Sub-district

Organizational citizenship behavior teachers in Sub-district Jerowaru classified high category. The results also show that there is no difference between OCB male teachers and female teachers. This is in line with the results of research conducted by Sari (2017) and Rahman (2014) stating that there is no difference OCB in terms of teacher gender. The results of this study shows that the transformational leadership of the principal, job satisfaction, and organizational culture together have a positive and significant influence on OCB junior high school teachers in Jerowaru Sub-district. The existence of positive and significant influence shows that the transformational leadership of the principal, job satisfaction, and organizational culture in this research has been well implemented by the principal and teachers so as to grow OCB junior high school teachers in Jerowaru Sub-district. In addition, these three factors are a very important and dominant factor in growing OCB teachers. The results of this study are consistent with the underlying theories as well as previous findings of research conducted by Putranti and Kurniady (2013), Rahmi (2013), and Rafizi (2013) which concluded that transformational leadership and job satisfaction have a significant effect simultaneously on OCB. Other studies in line with this study were also conducted by Nadeak (2016) which concluded that organizational culture, leadership, and job satisfaction had a significant effect on OCB.

OCB indicator teacher used in this study is altruism (helping a co-worker's behavior), civic virtue (proactive behavior), conscientiousness (obedience behavior), courtesy (politeness behavior), and sportsmanship (behavioral tolerance). The OCB indicator with the highest average score is the indicator conscientiousness (obedience behavior). The indicator means that it has been done very well by the teacher. The examples of behaviors conscientiousness that have been implemented very well by teachers such as obeying school rules, not leaving school during school hours, and on time in attending school activities. The lowest average OCB indicator is the indicator civic virtue (proactive behavior). This means that the indicator has not been shown optimally by the teacher. As for the example of proactive behavior that has not

been maximal like the teacher has not been maximal in following the changes and developments in the school, the teacher is not maximal in giving the initiative for recommendation of improvement to the school, and the teacher has not maximally participate in maintaining the resources owned by the school. This is in accordance with the results of interviews with junior high school principals in Jerowaru Sub-district stating that there are still some teachers who do not keep well the belongings of the school, there are even teachers who bring home the goods belonging to the school.

These OCB indicators necessarily need to be optimized by taking into account the factors that can improve the OCB itself. Based on the results of the research, transformational leadership of the principal, teacher work satisfaction, and organizational culture partially and simultaneously influence the OCB of junior high school teachers in Jerowaru Sub-district. However, when viewed from the contribution given is believed there are other factors that affect the OCB junior high school teachers in Sub-district Jerowaru. The three independent variables in this study contributed 54.9% to teacher OCB. This means that 45.1% of OCB teachers are influenced by other factors. The factors that can influence the extra work behavior of the teacher according to Organ and Sloat in Lubis (2015: 32) are cultural and organizational climate factors, personality, mood, organizational support, the quality of subordinate-subordinate interaction, employment and gender. In addition, according to Luthans (2006: 654) OCB has a very clear relationship with motivation, job satisfaction, and organizational commitment. When these factors are met, the teacher's OCB will run optimally.

CONCLUSIONS AND SUGGESTIONS

Based on the results obtained in this study, the conclusions can be drawn. 1) The headmaster's transformational leadership in SMP Sub-district Jerowaru is classified as good, teacher's job satisfaction in SMP Sub-district Jerowaru is high, the organizational culture in SMP Sub-district Jerowaru is categorized good, and OCB junior high school teachers in Jerowaru Sub-district are high. 2) Transformational leadership of principals has a positive and significant effect on OCB junior high school teachers in Sub-district Jerowaru by 44.4%. 3) Job satisfaction has positive and significant effect on OCB of junior high school teachers in Sub-district Jerowaru by 31,9%. 4) Organizational culture has a positive and significant effect on OCB of junior high school teachers in Sub-district Jerowaru by 22.3%. 5) Transformational leadership of principals, job satisfaction, and organizational culture simultaneously have a positive and significant effect on OCB of junior high school teachers in Sub-district Jerowaru by 54.9%.

Based on the research results, the researcher's suggestion is 1) the principal should streamline the aspects of his / her leadership, improve the teacher's job satisfaction indicator that has not maximized and maintain good organizational culture so as to improve teacher's OCB; 2) all stakeholders need to maintain good school organizational culture which can increase teacher OCB, 3) teachers need to be encouraged to increase high OCB in order to support the effectiveness of achieving educational goals in schools. Therefore, factors that can improve OCB should receive attention such as principal leadership, job satisfaction, and organizational culture, and 4) the results of this study can be used as a reference for researchers in the study of transformational leadership of principals, job satisfaction, culture organization, and extra work behavior of teachers with regard to other variables such as moderator variables, control variables and dependent variables that have not been done in this study.

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