

Pengaruh Kepemimpinan Spiritual, Nilai-Nilai Kerja, Keterikatan Kerja, Dan Kepuasan Kerja Terhadap Komitmen Organisasi Dan Perilaku Kewargaan Organisasi.

The Effect Of Spiritual Leadership, Work Values, Work Engagement, And Job Satisfaction On Organizational Commitment And Organizational Citizenship Behaviour

Selvia Indrayani^{a*}, Rojuaniah^b

Master of Management Study Program, Faculty of Economics and Business,
Universitas Esa Unggul, Bekasi, Indonesia^a

Faculty of Economics and Business, Universitas Esa Unggul, Bekasi, Indonesia^b
indrayanisilvia10@student.esaunggul.ac.id^a

Abstract

This study aims to analyze the effect of Spiritual Leadership, Work Values, Work Engagement, and Job Satisfaction on Organizational Commitment and Organizational Citizenship Behaviour among public elementary school teachers in Jakarta. Using a quantitative approach, this study involved public elementary school teachers with Civil Servant and Government Employee with Work Agreement status as respondents. Data were collected through questionnaires and analyzed using structural equation modeling. The findings show that Work Values positively influence Job Satisfaction and Work Engagement, while Job Satisfaction positively influences Work Engagement. However, Work Engagement and Job Satisfaction do not directly influence Organizational Citizenship Behaviour. Spiritual Leadership positively influences Organizational Commitment but does not directly influence Organizational Citizenship Behaviour. Furthermore, Organizational Commitment positively influences Organizational Citizenship Behaviour and mediates the relationship between Spiritual Leadership and Organizational Citizenship Behaviour. These findings indicate that Organizational Commitment plays an important role in translating spiritual leadership into teachers' organizational citizenship behaviour. The study highlights the importance of strengthening organizational commitment and spiritual leadership among school principals as managerial strategies to encourage positive work behaviour and organizational citizenship among public elementary school teachers in Jakarta.

Keywords: Job Satisfaction; Organizational Citizenship Behaviour; Organizational Commitment; Spiritual Leadership; Work Engagement

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh Kepemimpinan Spiritual, Nilai-Nilai Kerja, Keterikatan Kerja, dan Kepuasan Kerja terhadap Komitmen Organisasi dan Perilaku Kewargaan Organisasi (*Organizational Citizenship Behaviour*) di kalangan guru sekolah dasar negeri di Jakarta. Dengan menggunakan pendekatan kuantitatif, penelitian ini melibatkan guru sekolah dasar negeri berstatus Pegawai Negeri Sipil (PNS) dan Pegawai Pemerintah dengan Perjanjian Kerja (PPPK) sebagai responden. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan pemodelan persamaan struktural (*structural equation modeling*). Hasil penelitian menunjukkan bahwa Nilai-Nilai Kerja berpengaruh positif terhadap Kepuasan Kerja dan Keterikatan Kerja, sedangkan Kepuasan Kerja berpengaruh positif terhadap Keterikatan Kerja. Namun, Keterikatan Kerja dan Kepuasan Kerja tidak berpengaruh secara langsung terhadap Perilaku Kewargaan Organisasi. Kepemimpinan Spiritual berpengaruh positif terhadap Komitmen Organisasi namun tidak berpengaruh secara langsung terhadap Perilaku Kewargaan Organisasi. Lebih lanjut, Komitmen Organisasi berpengaruh positif terhadap Perilaku Kewargaan Organisasi serta memediasi hubungan antara Kepemimpinan Spiritual dan Perilaku Kewargaan Organisasi. Temuan ini mengindikasikan bahwa Komitmen Organisasi memainkan peran penting dalam menerjemahkan kepemimpinan spiritual menjadi perilaku kewargaan organisasi pada diri guru. Penelitian ini menyoroti pentingnya memperkuat komitmen organisasi dan kepemimpinan spiritual di kalangan kepala sekolah sebagai strategi manajerial

untuk mendorong perilaku kerja positif dan kewargaan organisasi di antara guru sekolah dasar negeri di Jakarta.

Kata kunci: Kepuasan Kerja; Perilaku Kewargaan Organisasi; Komitmen Organisasional; Kepemimpinan Spiritual; Keterikatan Kerja

1. Introduction

The rapid development of technology has significantly transformed the education sector, particularly following the COVID-19 pandemic. Educational institutions are increasingly adopting digital platforms for teaching, administration, and teacher performance evaluation. In Indonesia, the implementation of the *Platform Merdeka Mengajar* (PMM) represents an important step in this transformation by supporting teacher professional development while integrating teacher performance assessment with the national digital system (Kemendikdasmen, 2023; Ministry of Administrative and Bureaucratic Reform Regulation No. 6 of 2022). However, technological transformation is not solely a matter of infrastructure and digital systems; it also depends on teachers' ability to adapt, collaborate, and remain committed to organizational goals (Zhao, 2020; OECD, 2023). This issue is particularly relevant in public elementary schools in Jakarta, where teachers are expected to respond to diverse educational needs that often extend beyond their formal responsibilities. Providing additional assistance to students, supporting colleagues, and participating voluntarily in school activities are examples of *organizational citizenship behavior* (OCB), which can strengthen collaboration and organizational effectiveness (Somech & Oplatka, 2015; Harding et al., 2020). Therefore, understanding the factors that encourage teachers to demonstrate such voluntary behavior has become increasingly important in the context of educational transformation.

Previous studies indicate that OCB can be influenced by both organizational and individual factors, including *job satisfaction*, *organizational commitment*, *leadership*, and personal values (Organ, 1988, 2018). *Spiritual leadership* is particularly relevant because it emphasizes meaningful vision, hope, altruistic love, and the alignment between individual values and organizational purpose, which may strengthen employees' psychological attachment and organizational commitment (Fry, 2003; Fry et al., 2005). At the individual level, *work values* may shape how teachers perceive the meaning and importance of their work, while *work engagement* reflects the extent to which they are energetically and psychologically involved in their professional roles. Previous research has demonstrated positive relationships among work values, work engagement, and job satisfaction (Meria et al., 2024), as well as between job satisfaction and OCB (Kosasih & Hasan, 2024). Nevertheless, much of the existing research has been conducted in business, manufacturing, or higher education contexts. Djaelani et al. (2020), for example, examined spiritual leadership, job satisfaction, organizational commitment, and OCB among university lecturers but did not incorporate work values and work engagement into the model. This leaves a contextual and conceptual gap concerning how leadership and individual work-related values jointly contribute to teachers' willingness to engage in voluntary behaviors within public elementary schools.

This study addresses the gap by extending the framework of Djaelani et al. (2020) through the inclusion of *work values* and *work engagement* and by applying the model to public elementary school teachers. The study is grounded primarily in the *spiritual leadership* perspective proposed by Fry (2003), which explains how

meaningful leadership and value alignment can foster positive psychological and organizational outcomes. At the same time, the inclusion of work values and work engagement recognizes that teachers' behavior is also shaped by their personal beliefs about work and their psychological connection to their professional roles. The novelty of this study therefore lies in integrating *spiritual leadership*, *work values*, *work engagement*, *job satisfaction*, and *organizational commitment* to provide a more comprehensive explanation of OCB among public elementary school teachers. Rather than viewing OCB solely as a consequence of leadership or job satisfaction, this study considers it as a behavioral outcome shaped by the interaction between the organizational environment and teachers' internal work-related experiences.

Accordingly, this study aims to examine the relationships among *spiritual leadership*, *work values*, *work engagement*, *job satisfaction*, *organizational commitment*, and *organizational citizenship behavior* among public elementary school teachers in Jakarta. The study is necessary because educational transformation requires more than teachers who can operate digital systems; it requires teachers who are engaged with their work, committed to their schools, satisfied with their professional environment, and willing to contribute beyond formal job requirements. Theoretically, this research is expected to enrich the organizational behavior literature in the education sector by integrating leadership and individual-level perspectives into the explanation of OCB. Practically, the findings may provide school leaders and education policymakers with empirical insights for developing leadership practices and working environments that strengthen teachers' engagement, commitment, and willingness to contribute voluntarily to the achievement of school goals.

HYPOTHESES DEVELOPMENT

Based on Social Exchange Theory (Blau, 1964) and the concept of spiritual leadership (Fry, 2003), this study proposes that work values, job satisfaction, spiritual leadership, and organizational commitment play important roles in shaping work engagement and Organizational Citizenship Behavior (OCB). Work values are expected to enhance job satisfaction and work engagement, while job satisfaction is expected to strengthen work engagement and OCB. Furthermore, work engagement is proposed to encourage employees to demonstrate discretionary behaviors that benefit their organizations. Spiritual leadership is expected to directly promote OCB and strengthen organizational commitment, which in turn is expected to encourage OCB. The proposed relationships provide the basis for the conceptual framework presented in Figure 1.

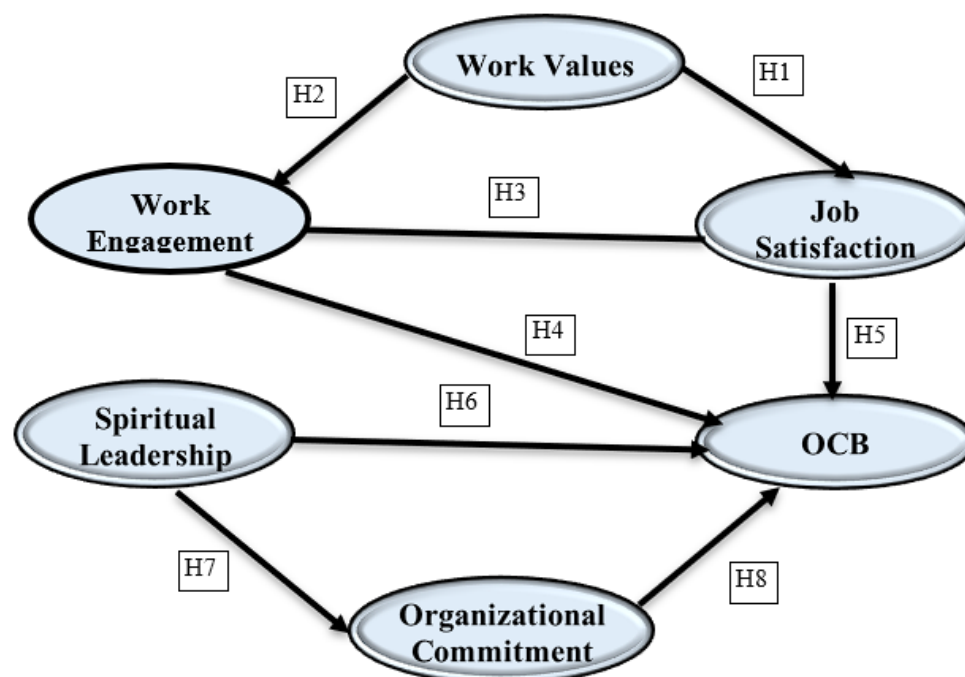


Figure 1. Conceptual Framework

Work values reflect the principles and beliefs that individuals consider important in their working lives. When employees perceive that their personal values are consistent with the values embedded in their workplace, they are more likely to experience positive attitudes toward their jobs. Previous studies have shown that work values are positively associated with job satisfaction, including among government employees and teachers (Carrier et al., 2021; Omar et al., 2025). Kozina and Pivec (2026) further found that school values were positively associated with teachers' job satisfaction. Therefore, Work Values positively affect Job Satisfaction (H1). Work values also provide employees with a sense of direction and meaning, encouraging them to invest greater psychological and emotional resources in their work. Chao and Zhang (2023) found that alignment between teachers' work values and their work environment enhanced their enthusiasm and engagement. Similar findings were reported by Meria et al. (2024) among startup employees in Jakarta and by Feng et al. (2024) among primary and secondary school teachers. Accordingly, Work Values positively affect Work Engagement (H2).

Job satisfaction represents employees' positive evaluation of their work, while work engagement reflects their energy, dedication, and involvement in performing their responsibilities. Employees who are satisfied with their work are more likely to demonstrate enthusiasm and psychological involvement. Fute et al. (2022) found that job satisfaction positively influenced work engagement among teachers in China. This relationship was also supported by Tiara and Wulan (2026) among junior high school teachers in Bekasi and Hidayat et al. (2024) among teachers in West Jakarta. Therefore, Job Satisfaction positively affects Work Engagement (H3). Work engagement can encourage employees to contribute beyond their formal job requirements. From the perspective of Social Exchange Theory, employees who experience positive psychological and organizational conditions tend to reciprocate through behaviors that benefit others and the organization (Blau, 1964). Saks (2006) identified OCB as one of the important behavioral outcomes of employee engagement. More recent evidence also indicates that highly engaged employees are more willing

to assist colleagues and undertake additional responsibilities (Ashfaq & Hamid, 2021; Hasibuan et al., 2025; Bismala et al., 2026). Thus, Work Engagement positively affects Organizational Citizenship Behavior (H4).

Job satisfaction may also encourage OCB because employees who feel satisfied with their work and organizational environment tend to develop more positive attitudes toward their colleagues and institution. Previous studies have demonstrated that job satisfaction can stimulate voluntary behaviors beyond formal job responsibilities (Hemakamura, 2020; Puspitasari & Maksum, 2025). In educational settings, Aisah et al. (2025) and Ayalew and Walia (2024) similarly found that job satisfaction was associated with teachers' willingness to provide voluntary assistance and support. Therefore, Job Satisfaction positively affects Organizational Citizenship Behavior (H5). Spiritual leadership emphasizes vision, hope/faith, and altruistic love, enabling leaders to create a sense of meaning, purpose, and belonging among employees (Fry, 2003). These values can encourage employees to voluntarily contribute beyond their formal responsibilities. Empirical studies have demonstrated a positive relationship between spiritual leadership and OCB among lecturers and teachers (Khan, 2022; Handayani & Rahmawati, 2023; Hasibuan et al., 2022). Recent findings further indicate that value-based leadership can strengthen teachers' willingness to support their organizations and colleagues (Zulaikha et al., 2025). Accordingly, Spiritual Leadership positively affects Organizational Citizenship Behavior (H6).

Spiritual leadership can also strengthen organizational commitment by developing employees' sense of calling and membership. When employees perceive their work as meaningful and feel valued within the organization, they are more likely to develop a stronger psychological attachment to it (Fry, 2003). Previous research has consistently identified a positive relationship between spiritual leadership and organizational commitment (Sapta et al., 2021; Lahmar et al., 2023). This relationship has also been observed in educational institutions, including among university staff and teachers (Uchechukwu, 2025; Abdulrahman, 2023). Therefore, Spiritual Leadership positively affects Organizational Commitment (H7). Organizational commitment reflects employees' psychological attachment and willingness to remain involved in their organization. Employees with stronger commitment are generally more willing to contribute beyond their formal responsibilities because they perceive organizational goals as important and personally meaningful. Previous studies have shown that organizational commitment significantly encourages OCB among teachers and employees (Purwanto et al., 2020; Na Nan et al., 2020; Aisah et al., 2025). Therefore, Organizational Commitment positively affects Organizational Citizenship Behavior (H8).

2. Method

This study employed a quantitative approach using a survey method to examine the relationships among spiritual leadership, work values, work engagement, job satisfaction, organizational commitment, and organizational citizenship behavior. Primary data were collected through an online questionnaire distributed using Google Forms. All questionnaire items were measured using a five-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. The study population consisted of teachers working at public elementary schools in Jakarta. The sampling technique used was purposive sampling, with the respondents selected based on specific criteria,

namely public elementary school teachers holding the status of State Civil Apparatus (ASN) or Government Employees with Work Agreements (PPPK). Based on these criteria, 162 teachers participated as the main respondents. The minimum sample size was determined by referring to the guideline proposed by Hair et al. (2021), which recommends a sample size of five to ten times the number of indicators for studies employing Partial Least Squares Structural Equation Modeling (PLS-SEM).

Before the main survey was conducted, a pre-test was administered to 30 respondents with characteristics similar to those of the target population. This preliminary test followed the recommendation of Hair et al. (2019) and was conducted to assess the readability and clarity of the questionnaire items, as well as to obtain an initial assessment of the validity and reliability of the measurement instruments. Construct validity at this stage was examined through factor analysis, including Exploratory Factor Analysis (EFA) and the assessment of outer loadings or cross-loadings. Following Hair et al. (2019), an indicator was considered acceptable when its factor loading reached at least 0.50. Initial reliability was assessed using Cronbach's Alpha and Composite Reliability, with a value above 0.70 considered indicative of adequate reliability. The results of the pre-test were used as a basis for refining the questionnaire and, where necessary, removing indicators that did not meet the required criteria before the final questionnaire was distributed to the main sample.

The research instrument consisted of 30 statements covering six research constructs. Spiritual leadership was measured using five items adapted from Fry (2003), covering vision clarity, concern for teachers, appreciation and compassion, the development of optimism, and support for teacher development. Work values were measured using five items adapted from Super (1970) and Twenge et al. (2010), including challenging work, opportunities for development, enjoyment of work, job security, and freedom in decision-making. Work engagement was measured using five items adapted from Schaufeli et al. (2004), covering energy and enthusiasm, enthusiasm toward work, professional pride, involvement in work, and deep involvement. Job satisfaction was assessed using five items adapted from Spector (1997) and Locke (1976), covering satisfaction with job tasks, colleagues, salary, career development, and leadership. Organizational commitment was measured using five items adapted from Meyer and Allen (1991), including pride in the school, concern for the school, consideration of remaining with the organization, a sense of obligation to contribute, and consideration of the benefits of staying. Finally, organizational citizenship behavior was measured using five items adapted from Organ (1988), covering helping colleagues, compliance without supervision, constructive attitudes, voluntary participation, and providing ideas for school improvement. All measurement items were adapted from instruments that had been used and validated in previous studies.

Data analysis was conducted using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) approach with SmartPLS software. The analysis involved the evaluation of both the measurement model (outer model) and the structural model (inner model), following the procedures recommended by Hair et al. (2021). The measurement model was assessed to determine whether the indicators adequately represented their respective latent constructs. Convergent validity was evaluated based on outer loading and Average Variance Extracted (AVE), with outer loading values above 0.708 and AVE values above 0.50 considered acceptable. Internal consistency reliability was assessed using Cronbach's Alpha and Composite Reliability,

with values above 0.70 indicating satisfactory reliability. Discriminant validity was examined using the Fornell-Larcker criterion and the Heterotrait-Monotrait (HTMT) ratio, with an HTMT value below 0.90 indicating adequate discriminant validity (Hair et al., 2021; Hair et al., 2022). The structural model was subsequently evaluated using the Variance Inflation Factor (VIF), coefficient of determination (R^2), and effect size (f^2). VIF was used to assess potential collinearity among predictor constructs, R^2 was used to determine the proportion of variance in endogenous constructs explained by the model, and f^2 was used to assess the contribution of each predictor construct to the endogenous constructs (Hair et al., 2022).

3. Results And Discussion

Results

The study involved 162 teachers from public elementary schools in Jakarta who met the predetermined inclusion criteria, namely teachers with ASN or PPPK status. The questionnaire was designed to measure six main constructs: spiritual leadership, work values, work engagement, job satisfaction, organizational commitment, and organizational citizenship behavior. The demographic characteristics of the respondents are presented in Table 1.

Table 1. Demographic Characteristics of Respondents

Demographic Characteristics	Category	Frequency (n)	Percentage (%)
Gender	Male	46	28.4
	Female	116	71.6
Total		162	100.0
Teacher Certification	Certified	162	100.0
	Not Certified	0	0.0
Total		162	100.0

The demographic results indicate that the majority of respondents were female teachers, accounting for 116 respondents (71.6%), while male teachers accounted for 46 respondents (28.4%). This composition reflects the relatively strong representation of women in elementary education, where teaching frequently involves intensive interaction, communication, and support for children in their early stages of development. In addition, all 162 respondents (100%) had obtained government-recognized teacher certification. This indicates that the respondents had met the required professional standards and possessed formal recognition of their qualifications as educators. The combination of professional certification and the characteristics of the teaching workforce provides an important context for understanding the subsequent findings related to job satisfaction, work engagement, organizational commitment, and organizational citizenship behavior.

The instrument was initially tested on 30 respondents using the Pearson Product Moment correlation to assess whether each item adequately measured its respective construct. With an r -table value of 0.361 at a 5% significance level ($df = 28$), all items demonstrated correlation values above the required threshold. The correlation coefficients ranged from 0.787–0.925 for *Spiritual Leadership*, 0.790–0.862 for *Work Values*, 0.862–0.907 for *Work Engagement*, 0.738–0.842 for *Job Satisfaction*, 0.651–0.832 for *Organizational Commitment*, and 0.755–0.928 for *Organizational Citizenship*

Behavior. These results indicate that all questionnaire items were valid and could be retained for the main data collection.

The measurement model was subsequently evaluated using PLS-SEM through convergent validity, discriminant validity, and internal consistency reliability. The AVE values ranged from 0.631 to 0.658, exceeding the recommended minimum of 0.50 and confirming adequate convergent validity. Discriminant validity was also established, with HTMT values ranging from 0.355 to 0.701, all below the 0.90 threshold (Hair et al., 2022). In terms of reliability, Cronbach's alpha values ranged from 0.854 to 0.870, while composite reliability ranged from 0.895 to 0.906, indicating satisfactory internal consistency across all constructs. The reliability assessment also showed no excessive values above 0.95, suggesting that the indicators were sufficiently distinct and did not exhibit problematic redundancy. At the indicator level, all *outer loading* values ranged from 0.777 to 0.843, exceeding the recommended threshold of 0.708 (Hair et al., 2022). The highest loading was observed for OCB4 (0.843), while the lowest values were found for JS2 and OC3 (0.777). Overall, the measurement results demonstrate that all indicators met the required validity and reliability criteria. Therefore, no indicators needed to be removed, and the measurement model was considered adequate for further structural model analysis.

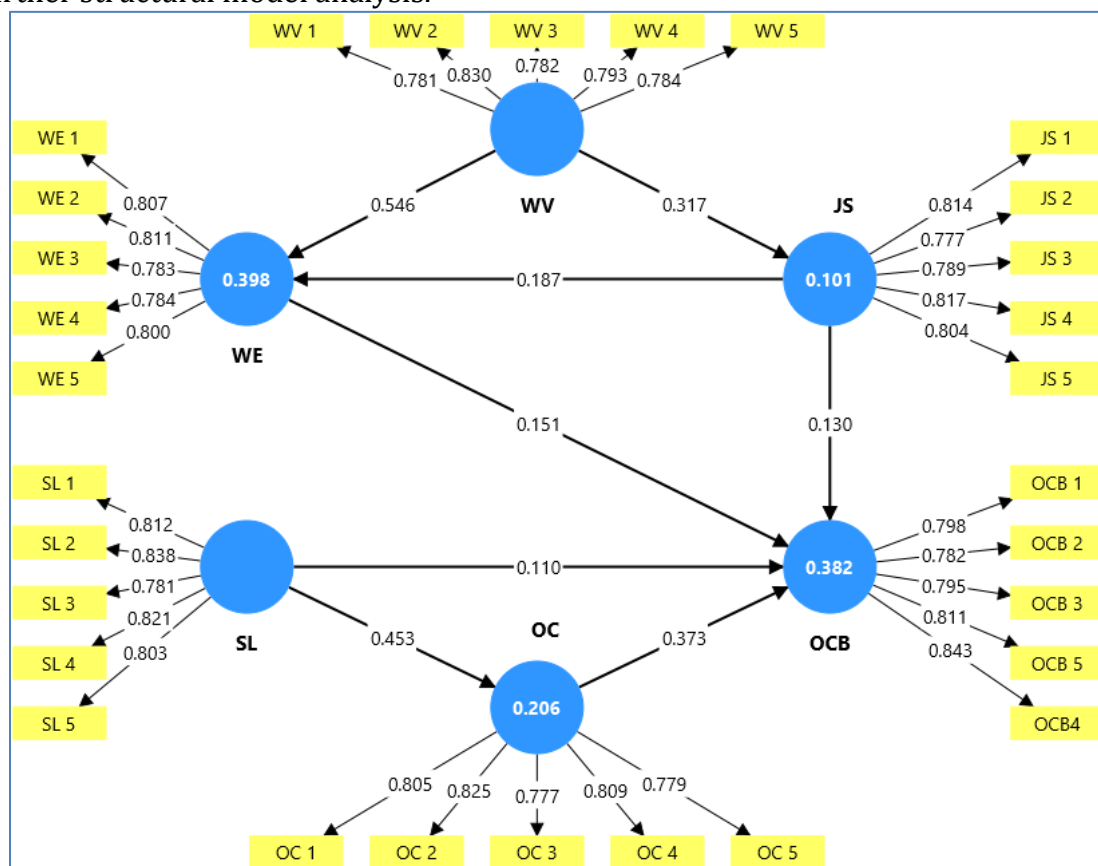


Figure 2. Loading Factor Results

The coefficient of determination (R^2) indicates the proportion of variance in an endogenous construct that can be explained by its predictor constructs. Based on the analysis, Job Satisfaction obtained an R^2 value of 0.101, indicating that Work Values explained 10.1% of its variance. Organizational Commitment had an R^2 value of 0.206, meaning that Spiritual Leadership explained 20.6% of its variance. Work Engagement recorded an R^2 value of 0.398, showing that Work Values and Job Satisfaction jointly

explained 39.8% of its variance. Meanwhile, Organizational Citizenship Behavior (OCB) had an R^2 value of 0.382, indicating that Job Satisfaction, Organizational Commitment, Spiritual Leadership, and Work Engagement collectively explained 38.2% of its variance. Among the endogenous constructs, the model provided the highest explanatory power for Work Engagement, followed by OCB, Organizational Commitment, and Job Satisfaction.

Hypothesis testing was conducted using the bootstrapping procedure in PLS-SEM. A hypothesis was considered supported when the p-value was below 0.05 and the t-statistic exceeded 1.96, corresponding to a 95% confidence level. The results of the hypothesis testing are presented in Table 2.

Table 2. Hypothesis Testing Results

Hypothesis	Relationship	Path Coefficient (β)	t-Statistic	p-Value	Decision
H1	Work Values $\rightarrow$ Job Satisfaction	0.317	3.275	0.001	Supported
H2	Work Values $\rightarrow$ Work Engagement	0.546	7.664	<0.001	Supported
H3	Job Satisfaction $\rightarrow$ Work Engagement	0.187	2.312	0.021	Supported
H4	Work Engagement $\rightarrow$ Organizational Citizenship Behavior	0.151	1.651	0.099	Not Supported
H5	Job Satisfaction $\rightarrow$ Organizational Citizenship Behavior	0.130	1.281	0.200	Not Supported
H6	Spiritual Leadership $\rightarrow$ Organizational Citizenship Behavior	0.110	0.983	0.326	Not Supported
H7	Spiritual Leadership $\rightarrow$ Organizational Commitment	0.453	7.004	<0.001	Supported
H8	Organizational Commitment $\rightarrow$ Organizational Citizenship Behavior	0.373	3.159	0.002	Supported

The hypothesis testing results show that Work Values had a positive and significant effect on both Job Satisfaction ($\beta = 0.317$, $p = 0.001$) and Work Engagement ($\beta = 0.546$, $p < 0.001$). Job Satisfaction also had a positive and significant effect on Work Engagement ($\beta = 0.187$, $p = 0.021$). In contrast, Work Engagement, Job Satisfaction, and Spiritual Leadership did not have statistically significant direct effects on OCB, with p-values of 0.099, 0.200, and 0.326, respectively. Spiritual Leadership had a positive and significant effect on Organizational Commitment ($\beta = 0.453$, $p < 0.001$), while Organizational Commitment positively influenced OCB ($\beta = 0.373$, $p = 0.002$). Overall, the findings indicate that Work Values play an important role in strengthening Job Satisfaction and Work Engagement, while Organizational Commitment appears to be the construct most directly associated with the emergence of OCB in the proposed model.

Discussion

The findings indicate that work values play an important role in shaping both job satisfaction and work engagement among teachers. Teachers who view teaching as a form of service and social contribution are more likely to experience greater satisfaction when their personal values are aligned with those of the school. Such value congruence can create a more harmonious work environment, strengthen psychological comfort, and encourage teachers to remain motivated in carrying out their responsibilities (Brown et al., 2005; Locke, 1976). Similarly, strong and meaningful work values can encourage greater energy, dedication, and involvement in

daily teaching activities (Schaufeli et al., 2002; Rich et al., 2010). These findings suggest that teachers are more engaged when the values they hold personally are reflected in the work environment and organizational context.

The results also show that job satisfaction contributes to work engagement, indicating that teachers who feel satisfied with their working conditions, compensation, leadership, and relationships with colleagues tend to invest greater emotional and physical energy in their work. A positive and supportive work environment can provide teachers with a sense of security and comfort, allowing them to devote greater attention and effort to school activities (Al-dalahmeh et al., 2020). However, neither work engagement nor job satisfaction was found to directly increase organizational citizenship behavior (OCB). This suggests that being engaged and satisfied does not necessarily encourage teachers to perform voluntary activities beyond their formal duties. For ASN and PPPK teachers, high engagement may remain primarily directed toward fulfilling core responsibilities, while the emergence of extra-role behavior may require stronger organizational or relational factors (Mehrali et al., 2025; Ennida & Allouan, 2023).

A different pattern was found for spiritual leadership and organizational commitment. Spiritual leadership did not directly increase OCB, but it significantly strengthened organizational commitment. Leadership based on integrity, shared vision, care, and meaningful work appears to foster a stronger sense of *calling* and *membership* among teachers, gradually building their emotional attachment to the school (Lahmar et al., 2023). Thus, the influence of spiritual leadership on OCB may not occur immediately but may develop through teachers' commitment to the organization. This finding is consistent with the view that spiritual leadership can create a deeper sense of meaning and belonging before such values are translated into voluntary workplace behavior.

Finally, organizational commitment emerged as an important determinant of OCB. Teachers who feel that they are genuinely part of their organization are more willing to contribute beyond their formal responsibilities for the benefit of the school. Strong organizational commitment can encourage teachers to help colleagues, comply with school regulations without close supervision, participate voluntarily in organizational activities, and provide constructive suggestions for school improvement. This finding is consistent with Musringudin et al. (2021), who found a positive relationship between organizational commitment and OCB among teachers in senior high schools in Jakarta. Overall, the findings suggest that OCB is more strongly associated with a sense of belonging and commitment to the organization than with job satisfaction or work engagement alone.

4. Conclusion

This study concludes that teachers' work attitudes are influenced by two main pathways: job-oriented and organization-oriented. In the job-oriented pathway, work values enhance job satisfaction and engagement, showing that teachers who find meaning in their work are more likely to be committed and involved. The organization-oriented pathway highlights that spiritual leadership fosters organizational commitment, which in turn drives organizational citizenship behaviors. This suggests that teachers' attachment to their organization is crucial for supporting school effectiveness. However, there are limitations to consider. The cross-sectional design restricts the analysis of changes over time, and the reliance on self-

reported data can affect accuracy. Additionally, the findings are based on a narrow sample of ASN and PPPK teachers in Jakarta, limiting generalizability.

From a managerial perspective, strengthening organizational commitment should be a priority for school management. Principals should encourage meaningful leadership, promote a shared vision, and support teachers' development. Creating a positive work environment can foster commitment and motivate teachers to contribute beyond their formal duties. Theoretical contributions include clarifying how work-related and organization-related factors affect teachers' behavior. The study reveals that positive work experiences don't guarantee organizational citizenship behavior, highlighting the importance of organizational commitment. Some proposed relationships were unsupported, suggesting the processes behind these behaviors are more complex. Future research should take a longitudinal approach, broaden the settings, and include additional factors like perceived organizational support and work-life balance for a deeper understanding of what motivates teachers to engage in discretionary behaviors.

References

- Aisah, T. N., Widhiandono, H., Kharismasyah, A. Y., & Zamakhsyari, L. (2025). The influence of organizational commitment and organizational support on organizational citizenship behavior mediated by job satisfaction. *Asian Journal of Management Analytics*, 4(3), 245–258. <https://doi.org/10.55927/ajma.v4i3.14943>
- Al-dalahmeh, M., Masa'deh, R., Abu Khalaf, R. K., & Obeidat, B. Y. (2020). The effect of employee engagement on organizational performance via the mediating role of job satisfaction: The case of IT employees in Jordan. *Modern Applied Science*, 14(6), 17–31. <https://doi.org/10.5539/mas.v14n6p17>
- Ashfaq, B., & Hamid, A. (2021). Person-organization fit and organization citizenship behavior: Modeling the work engagement as a mediator. *Asia-Pacific Journal of Business Administration*, 13(1), 19–39. <https://doi.org/10.1108/APJBA-12-2019-0255>
- Ayalew, B. M., & Walia, N. (2024). Does job satisfaction mediate the nexus between perceived organizational justice and organizational citizenship behavior? Empirical evidence from Ethiopian public higher education institutions. *Cogent Business & Management*, 11(1), Article 2297801. <https://doi.org/10.1080/23311975.2023.2297801>
- Bismala, L., Hafsa, H., Handayani, S., & Indari, A. (2024). Workplace spirituality and organizational citizenship behavior (OCB): Employee engagement mediation. *Jurnal Pendidikan Progresif*, 14(1), 263–278. <https://doi.org/10.23960/jpp.v14.i1.202420>
- Carrier, B. M., Ratelle, C. F., & Le Corff, Y. (2022). Work values and job satisfaction: The mediating role of basic psychological needs at work. *Journal of Career Development*, 49(6), 1390–1403. <https://doi.org/10.1177/08948453211013326>
- Djaelani, A. K., Sanusi, A., & Trianmanto, B. (2020). Spiritual leadership, job satisfaction, and its effect on organizational commitment and organizational citizenship behavior. *Management Science Letters*, 10(16), 3907–3914. <https://doi.org/10.5267/j.msl.2020.7.020>

- Ennida, K., & Allouani, S. A. (2023). Job satisfaction and organizational commitment of teacher-researchers through organizational citizenship behavior: A literature review. *Open Journal of Social Sciences*, 11(3), 164–184. <https://doi.org/10.4236/jss.2023.113011>
- Feng, G., Shi, K., Huang, Q., & Ma, J. (2024). The impact of work values on the professional development of primary and secondary school teachers: A moderated mediation model. *PLOS ONE*, 19(11), e0310078. <https://doi.org/10.1371/journal.pone.0310078>
- Fry, L. W. (2003). Toward a theory of spiritual leadership. *The Leadership Quarterly*, 14(6), 693–727. <https://doi.org/10.1016/j.leaqua.2003.09.001>
- Fry, L. W., Vitucci, S., & Cedillo, M. (2005). Spiritual leadership and army transformation: Theory, measurement, and establishing a baseline. *The Leadership Quarterly*, 16(5), 835–862.
- Fute, M., Oubibi, B., Sun, B., Zhou, Y., & Xiao, W. (2022). Work values predict job satisfaction among Chinese teachers during COVID-19: The mediation role of work engagement. *Sustainability*, 14(3), 1353. <https://doi.org/10.3390/su14031353>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Handayani, S., & Rahmawati, D. (2023). Pengaruh kepemimpinan spiritual terhadap organizational citizenship behavior (OCB) dengan kepuasan kerja sebagai variabel intervening. *Jurnal Ilmiah Manajemen dan Bisnis*, 24(1), 75–89.
- Harding, D., Kadiyono, A. L., & Talitha, R. (2020). Organizational citizenship behavior untuk mewujudkan pendidikan berkualitas di sekolah. *Jurnal Psikologi Sains dan Profesi*, 4(1), 65–72. <https://doi.org/10.24198/jpsp.v4i1.26467>
- Hasibuan, J. S., Jufrizen, J., & Farisi, S. (2025). Work-life balance dan kepuasan kerja terhadap organizational citizenship behavior: Peran mediasi work engagement. *Jurnal Ilmiah Manajemen dan Bisnis*, 26(1), 38–56.
- Hasibuan, J. S., & Wahyuni, S. F. (2022). Spiritual leadership dan emotional intelligence terhadap organizational citizenship behavior: Peran mediasi workplace spirituality dan job satisfaction. *Jurnal Ilmiah Manajemen dan Bisnis*, 23(1), 93–108.
- Khan, N. U., Ahmad, B., & Khan, S. (2022). Shifting the lens to spiritual leadership: Assessing its impact on teachers' organizational citizenship behavior in educational institutions. *Journal of Management and Spirituality*, 19(3), 284–301. <https://doi.org/10.1080/14766086.2022.2043921>
- Kozina, A., & Pivec, T. (2026). Positive teacher development model: Pathways to teachers' job satisfaction and burnout. *Teaching and Teacher Education*, 175, Article 105475. <https://doi.org/10.1016/j.tate.2026.105475>
- Lahmar, H., Chaouki, F., & Rodhain, F. (2023). Spiritual leadership and organizational commitment: A 21-year systematic literature review. *Journal of Human Values*. <https://doi.org/10.1177/09716858231154401>
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1349). Rand McNally.
- Mehrali, K., Mohsenpour, M., & Abdollahi, A. (2025). The mediating role of academic engagement in the relationship between academic hope and academic

- adjustment of undergraduate students: The role of gender as a moderator. *Brain and Behavior*. <https://doi.org/10.1002/brb3.70220>
- Meria, L., Hidayat, S., Santiago, N. D., Saukani, & Khotimah, S. H. (2024). Blending work values, engagement, and satisfaction to drive OCB in technopreneurial startups. *APTISI Transactions on Technopreneurship*, 6(3), 324–338. <https://doi.org/10.34306/att.v6i3.449>
- Musringudin, Dinihari, Y., & Afriantoni. (2021). Job satisfaction, organizational commitment and organizational citizenship behavior of high school principals. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 3030–3039. <https://doi.org/10.35445/alishlah.v13i3.1371>
- Na-Nan, K., Kanthong, S., Joungrakul, J., & Smith, I. D. (2020). Mediating effects of job satisfaction and organizational commitment between problems with performance appraisal and organizational citizenship behavior. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(3), 64. <https://doi.org/10.3390/joitmc6030064>
- Omar, M., Irbad, M. D., & Jalil, M. A. (2025). Work values and job satisfaction towards psychological well-being among secondary school teachers. *AJR Abstracts*, 7(4), 62–63.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books.
- Organ, D. W. (2018). Organizational citizenship behavior: Recent trends and developments. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 295–306. <https://doi.org/10.1146/annurev-orgpsych-032117-104536>
- Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3), 617–635. <https://doi.org/10.5465/amj.2010.51468988>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600–619.
- Sapta, I. K. S., Rustiarini, N. W., Kusuma, I. G. A. E. T., & Astakoni, I. M. P. (2021). Spiritual leadership and organizational commitment: The mediation role of workplace spirituality. *Cogent Business & Management*, Article 1966865. <https://doi.org/10.1080/23311975.2021.1966865>
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315. <https://doi.org/10.1002/job.248>
- Somech, A., & Oplatka, I. (2015). *Organizational citizenship behavior in schools: Examining the impact and opportunities within educational systems*. Routledge.
- Tiara, R., & Wulan. (2024). The effect of work environment on work engagement mediated by job satisfaction: A study of junior high school teachers in Bekasi. *Jurnal Pustaka Cendekia Hukum dan Ilmu Sosial*, 2(3), 523–535.
- Uchechukwu, O. G. (2025). Assessment of the effects of spiritual leadership on organizational citizenship behaviour and organizational commitment. *Human Resource and Leadership Journal*, 10(3), 1–30. <https://doi.org/10.47941/hrlj.2772>
- Zhao, Y. (2020). COVID-19 as a catalyst for educational change. *Prospects*, 49(1), 29–33. <https://doi.org/10.1007/s11125-020-09477-y>