Fostering teacher organizational citizenship behavior in Indonesia: the roles of local wisdom, organizational climate, and motivated mediation

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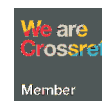### How to cite this article (APA)
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Article

Fostering teacher organizational citizenship behavior in Indonesia: the roles of local wisdom, organizational climate, and motivated mediation

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ABSTRACT

The objective of this study is to develop a constellation model illustrating the influence among variables to enhance teachers' Organizational Citizenship Behavior (OCB) by employing the POP-SDM. Mixed method is used to conduct this study. The population of the study are the vocation high school teachers in Bogor Regency. As much as 218 are chosen randomly using multistage random sampling. Interview, documentation and questionnaire are used to collect the data. Interview and documentation are used to gain qualitative data, and the rest is used to gain quantitative data. SEM PLS is used as statistical analysis to find the quantitative result. The resulting model has significant relevance, especially in understanding the dynamics of educational organizations in Indonesia. As an implication, if teachers' OCB is to be improved, it is necessary to strengthen religiosity, mutual cooperation, organizational climate and tolerance as exogenous variables with work motivation as an intervening variable. This relevance lies in several important aspects that are at the core of the inter-variable influence, namely religiosity, mutual cooperation, organizational climate, tolerance, and motivation.

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Introduction

Western models of Organizational Citizenship Behavior (OCB) may be unsuitable in a collectivist, high-context society like Indonesia because they frequently stress individualistic principles and low-context communication norms that are incompatible with Indonesian cultural traits. Western OCB models might not adequately represent Indonesia's emphasis on societal harmony, relational interdependence, and implicit communication (Postholm, M. B., 2019). Instead of only introducing these indigenous values and norms as external factors, positioning "local wisdom" as a critical cultural lens entails acknowledging them as essential to comprehending and promoting OCB among Indonesian instructors.

In Indonesia, local knowledge includes ethical standards, communal ideals, and indigenous values that have a significant impact on behavior and organizational life. Local knowledge should be accepted as a fundamental cultural lens that defines how teacher behaviors are enacted and understood inside schools (Ho, C. S. M. et al., 2021), rather than being treated as a collection of distinct elements. Teachers' organizational citizenship conduct, for example, is shaped by values like harmony, mutual respect, and loving relationships, which are frequently ingrained in local wisdom notions. These values promote group cohesion and collective well-being rather than individual achievement.

Teachers play a very strategic role in progress and improving the learning process. The role of teachers is multidimensional and graded according to educational level, namely as: educator, teacher, leader, servant, mentor, motivator, and researcher. Therefore, the behavior of Organizational Citizenship behavior (OCB) is naturally possessed by educators, especially teachers. If teachers in the organization have Organizational Citizenship behavior (OCB), the principal's efforts to direct school activities to achieve goals will certainly be easier. Ultimately, the quality of the school reaches the level as desired. The importance of teacher OCB can be seen from its impact on the school's organizational climate, learning effectiveness, and the achievement of educational goals. Podsakoff et al. (2000) stated that OCB increases organizational efficiency by facilitating coordination, reducing conflict, and strengthening solidarity. In the educational context, teachers who demonstrate OCB such as willingness to help colleagues (altruism), obedience and thoroughness (conscientiousness), maintaining a positive attitude (sportsmanship), avoiding conflict (courtesy), and participating in school activities (civic virtue) will create a more conducive learning environment. Teacher OCB is closely related to teaching innovation, a healthy school climate, and student academic achievement (Sun, W., et al. 2024). Thus, teacher OCB is social capital that supports educational success, both at the school and national levels. Based on previous research theories on OCB, it is proven that OCB will emerge if someone is accustomed to the behavior in their daily life. Characteristics of someone with high OCB include: 1) helping co-workers (Robbins & Judge, 2008; Pelin, I. I., & Osoian, C., 2021), 2) being polite (Kreitner & Kinicki, 2010), 3) being tolerant (Jason A. Colqulitt, Jeffery A. Lepine, and Michael J. Wesson, 2009), 4) working hard (Lulthans, 2011), 5) obeying the rules, 6) avoiding intellectual problems, and 7) having a positive work attitude (Soparidah et al., 2021; Hidayat & Patras, 2022).

However, the actual condition of OCB for teachers in Indonesia still faces challenges. Based on the 2024 Education Report data from the Ministry of Education, Culture, Research, and Technology, the national average for teacher participation in collective school activities is only around 64%, while teacher involvement in school decision-making is recorded at around 60%. This figure indicates that almost all teachers are not yet fully actively involved outside of their formal duties. In addition, the 2019 OECD TALIS report emphasized that teachers in Indonesia still face obstacles in the form of administrative burdens, lack of organizational support, and limited opportunities for professional development, which can involve their OCB behavior. In other words, there is still a gap.

Based on data and facts obtained through an initial survey conducted on December 2-7, 2024, of 30 private vocational high school teachers in Bogor Regency, using a behavior Rating Scale with a score of 5 as the highest and 1 as the lowest, the following findings were obtained: as much as 36% of teachers did not meet expectations for Altruism (behavior helping co-workers), which is defined as teachers being willing to help coworkers experiencing difficulties without being asked, voluntarily substituting for co-workers who are unable to attend, helping co-workers understand tasks when they are unclear, and being willing to share information to assist co-workers in their work. As much as 33% of teachers did not meet expectations for Conscientiousness (Obedience beyond minimum requirements), which is defined as completing assignments ahead of deadlines, maintaining a clean and tidy work environment even when not asked, working according to procedures even when not supervised, and arriving on time without being reminded. As much as 34% of teachers did not meet expectations for Sportsmanship (Accepting work conditions without complaining), which is defined as continuing to work enthusiastically despite facing difficulties, not complaining when given additional tasks, accepting leadership decisions with a positive attitude, and not easily blaming circumstances if work results are not optimal. As much as 37% of teachers did not meet expectations for Courtesy (Anticipating problems between co-workers), which is defined as notifying co-workers in advance of changes that impact them, maintaining a demeanor so as not to offend co-workers, striving to understand co-workers' perspectives before criticizing, and conveying suggestions appropriately to co-workers to maintain harmonious relationships. 5. 31% of teachers have not met expectations for Civic Virtue (Participating in organizational life), which is defined as teachers actively participating in school meetings, participating in after-hours activities organized by the school,

keeping up to date with current information and policies, and providing input to leaders for school improvement (Suherlan, et al., 2025).

Preliminary research indicates problems, namely a mismatch between expectations and reality. The survey results above indicate that teachers' Organizational Citizenship behavior (OCB) needs to be improved, thus finding optimal strategies, methods, and solutions to improve teacher OCB. Considering

that teacher OCB is key to achieving educational goals, this aspect of teacher OCB is interesting to study. State of the art of this study is indicated by the continued presence of researchers conducting research on teachers' Organizational Citizenship behavior (OCB), indicating that the theme is still worthy to study. This is indicated by several national and international journals that examine teachers' OCB. These studies confirm that teachers' Organizational Citizenship behavior (OCB) is determined not only by infrastructure readiness, but also by leadership quality, human resource involvement, collaborative capacity, and the institution's ability to manage change effectively and sustainably. The State of the Art can be described as follows:
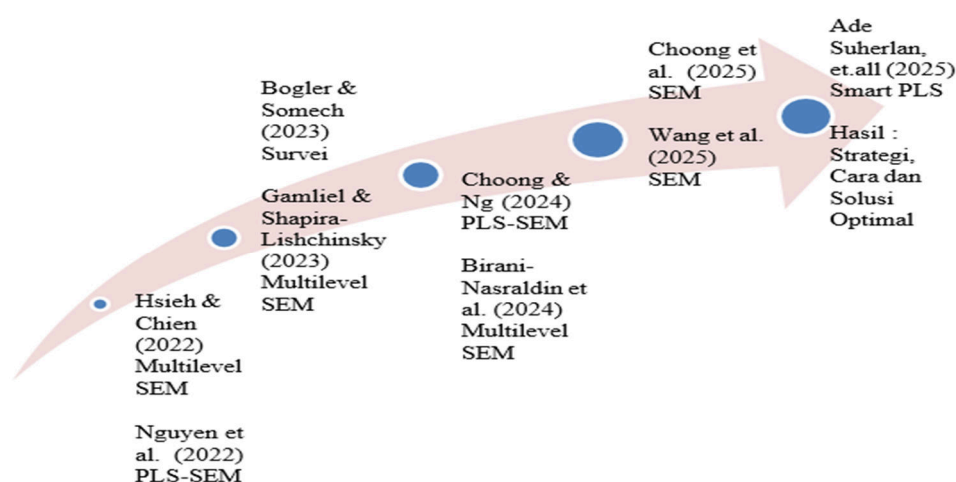

Figure 1 State of the Art

Several factors have a positive and dominant influence on teachers' Organizational Citizenship Behavior (OCB). These factors include religiosity, loyalty, mutual cooperation, mutual help, organizational climate, organizational culture, tolerance, resilience, work motivation, and work performance. Each factor contributes to encouraging teachers to act beyond their formal duties by fostering positive attitudes such as moral responsibility, commitment, collaboration, empathy, harmonious workplace relationships, openness to diversity, perseverance, motivation, and high-quality work. Strengthening these factors can effectively enhance teachers' OCB, which supports a more productive and harmonious educational environment.

To avoid overly broadening the scope of the problem and to ensure accurate data processing, the problem was limited. Using the Qualitative, all informant responses were analyzed. The variables most frequently mentioned by informants were the ones to be selected. The variables selected were religiosity, mutual cooperation, organizational climate, and tolerance as independent variables, work motivation as an intervening variable, and teachers' Organizational Citizenship behavior (OCB) as the dependent variable.

Methods

Mixed method with a sequential exploratory design is used as an approach of this study. The population of the study are the vocation high school teachers in Bogor Regency. As much as 218 are chosen randomly using multistage random sampling. The initial qualitative phase (interviews with 13 principals) informed the variable selection and model for the subsequent quantitative phase

(a survey of 218 teachers). In quantitative phase, instrument of survey with Likert Scale is constructed and tested using validity and reliability formula. the formula used in this study are Product Moment Pearson and Cronbach Alpha.

Table 1. The Result of Standardized Instrument

Variables	Total Item	Reliability Score	Conclusion
Organizational Citizenship Behavior (OCB) (Y)	**34**	0,880	*valid* & *reliable*
Religiosities (X_1)	**31**	0,846	*valid* & *reliable*
Mutual Cooperation (X_2)	**33**	0,789	*valid* & *reliable*
Organizational Climate (X_3)	**34**	0,877	*valid* & *reliable*
Tolerance (X_4)	**35**	0,925	*valid* & *reliable*
Work Motivation (X_5)	**35**	0,893	*valid* & *reliable*

SEM PLS is used as statistical analysis to find the quantitative result. This study employs the POP-SDM method, which stands for Modelling and Optimization of Management Resource Strengthening, and follows a sequential exploratory approach (Setyaningsih, et al., 2022). The process begins by defining the research theme, focusing on teachers' Organizational Citizenship Behaviour (OCB), followed by preliminary research. During this stage, a gap was identified between the actual conditions (das sein) and the ideal conditions (das sollen) regarding teachers' OCB. To gain deeper insight into the factors that positively and dominantly influence teachers' OCB, qualitative interviews were conducted with knowledgeable informants. The interview data were then analysed, reduced, and coded into variables. Based on these, a constellation model of instructor creativity was developed and validated by experts. The next phase involved a quantitative approach to test the constellation model and corresponding hypotheses using path analysis. In developing strategies to enhance teachers' OCB, priority is given to addressing indicators that are weak but have a significant impact on the teachers' OCB variable.

Results and Discussion

Result

The qualitative research was conducted from August to September 2024. Data and information were collected from 13 informants from 13 private vocational high schools (SMK) in Bogor Regency through face-to-face interviews. The informants were school principals. The purpose of this qualitative research was to obtain empirical data and information on teacher OCB at private vocational high schools (SMK) in Bogor Regency and to identify factors that have a positive and dominant influence (these factors are related to organizational behavior/management resources and local wisdom factors). The following is a list of variables included in the management resources and local wisdom groups relevant to improving teacher OCB, along with brief descriptions and references.

Table 2. List of Variables Included in the Group of Management Resources and Local Wisdom that are Relevant to Increasing Teacher OCB

No	Variables of Local Wisdom	Description	References
1	Religiosity	The level of teachers' spiritual beliefs and practices that influence attitudes and behavior at work	Geertz, C. (1976). *The Religion of Java*. Chicago: University of Chicago Press; Koentjaraningrat, R. (2009). *Introduction to Anthropology*.Jakarta: Rineka Cipta; Pargament, K. I. (1997). *The Psychology of Religion and Coping*. New York: Guilford.

| No	Variables of Local Wisdom	Description	References
2	Mutual cooperation	The values of togetherness and mutual assistance in the school community	Koentjaraningrat, R. (2009). *Introduction to Anthropology*. Jakarta: Rineka Cipta; Geertz, C. (1960). *The Religion of Java*. Chicago: University of Chicago Press; Suprapto, T. (2018). *Local Wisdom and Character Development*. Journal of Character Education, 8(2), 89 102.
3	Deliberation for Consensus	The tradition of making joint decisions through dialogue that respects all parties	Lubis, A. (2018). *Deliberation and Democracy in Education. Journal of Character Education*, 8(1), 45 56; Supriyadi, E. (2015). *Democracy and Deliberation Education*. Jakarta: Rajawali Pers; Koentjaraningrat, R. (2007). *Humans and Culture in Indonesia*. Jakarta: Djambatan.
4	Tolerance	Attitude of respecting differences in background and opinion in the school environment	Geertz, C. (1976). *The Religion of Java*; Haryanto, S. (2014). *Honesty from a Character Education Perspective. Journal of Character Education*, 4(3), 321 332; Tilaar, H. A. R. (2004). *Multiculturalism: Global Challenges of the Future*. Jakarta: Grasindo.
5	Organizational Climate	Teachers' perceptions of a work environment that supports collaboration, communication, and innovation	Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. Pearson; Schermerhorn, J. R., et al. (2014). *Organizational Behavior*. Wiley; Yukl, G. (2013). *Leadership in Organizations*. Pearson.
6	Work motivation	Teachers' internal drive to achieve optimal performance	Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory*. American Psychologist, 55(1), 68 78; Latham, G. P., & Pinder, C. C. (2005). *Work motivation theory and research*. Annual Review of Psychology, 56, 485 516; Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. Pearson.
7	Social Concern	Attention and assistance to fellow teachers and students in need	Tilaar, H. A. R. (2004). *Multiculturalism*; Suprapto, T. (2018). *Local Wisdom and Character Development*; Putnam, R. D. (2000). *Bowling Alone*. New York: Simon & Schuster.
8	Politeness	Ethics of interaction between teachers, students, and the school community	Suseno, F. M. (1991). *Etika Jawa*; Magnis- Suseno, F. (1997). *Etika Jawa*; Koentjaraningrat, R. (2009). *Introduction to Anthropology*. Jakarta: Rineka Cipta.
9	The Value of Honesty	Trust built through integrity and openness	Haryanto, S. (2014). *Honesty in the Perspective of Character Education*; Lickona, T. (1991). *Educating for Character*. New York: Bantam; Suprapto, T. (2018). *Local Wisdom and Character Development*.

No	Variables of Local Wisdom	Description	References
10	Tribute to Senior Master	An attitude of respect and appreciation for the experience of teachers who have served longer	Dharma, S. (2019). *The Influence of Local Values on Teacher Performance*; Koentjaraningrat, R. (2007). *Humans and Culture in Indonesia*; Geertz, C. (1976). *The Religion of Java*.
11	Spirit of Togetherness	Building harmonious social relationships in the school environment	Suyatno. (2019). *Local Culture-Based Values and Character Education*; Koentjaraningrat, R. (2009). *Introduction to Anthropology*; Tilaar, H. A. R. (2004). *Multikulturalisme*.
12	Community Service	Willingness to contribute to the progress of the school and the surrounding community	Suprapto, T. (2018). *Local Wisdom and Character Development*; Putnam, R. D. (2000). *Bowling Alone*; Tilaar, H. A. R. (2004). *Multiculturalism*.
13	Discipline	Compliance with rules that originate from local cultural values	Koentjaraningrat, R. (2007). *Humans and Culture in Indonesia*; Suprapto, T. (2018). *Humans and Culture in Indonesia*; Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*.
14	Manners	Manners in speaking and acting according to local norms	Magnis-Suseno, F. (1997). *Javanese Ethics*; Suseno, F. M. (1991). *Javanese Ethics*; Koentjaraningrat, R. (2009). *Introduction to Anthropology*.
15	Environmental Concern	Awareness of maintaining cleanliness and sustainability of the school environment	Tilaar, H. A. R. (2004). *Multiculturalism*; Suprapto, T. (2018). *Local Wisdom and Character Development*; Putnam, R. D. (2000). *Bowling Alone*.
16	Creativity	Teachers' ability to generate ideas, methods and learning innovations	Amabile, T. M. (1996). *Creativity in Context*; Robinson, K. (2011). *Out of Our Minds: Learning to be Creative*; Torrance, E. P. (1974). *Torrance Tests of Creative Thinking*.
17	Teamwork	The ability of teachers to work together in a team to achieve school goals	Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*; Katzenbach, J. R., & Smith, D. K. (1993). *The Wisdom of Teams*; Yukl, G. (2013). *Leadership in Organizations*.

In qualitative research, the researcher acts as the main tool, and the people who provide information are called informants. According to Sugiyono, a good researcher should have broad knowledge about the theory and the social context studied. This helps them ask open questions and analyse the data carefully. Qualitative research aims to discover new theories based on what is found in the field.

Interviews in qualitative research should be conducted naturally, without influencing the informants' answers. This type of research is focused on building or developing theories, in this case about organizational citizenship behaviour (OCB). The number of informants is not fixed; the researcher continues interviewing until the answers become repetitive or saturated. In this study, saturation was reached after interviewing the 13th informant.

Following this, the researcher analyses the data by reducing it, coding it, analysing it, and then having experts assess the developed model. After conducting interviews with the principals of private vocational schools in Bogor Regency, five dominant variables were identified that were suspected of having a positive influence on teachers' organizational citizenship behaviour (OCB). These variables were religiosity, mutual cooperation, organizational climate, tolerance, and work motivation.

Based on the analysis data, it is known that the dominant variables influencing the teacher's organizational citizenship behavior (OCB) are religiosity (53.85%), mutual cooperation (46.18%), organizational climate (53.85%), tolerance (53.85%) and work motivation (46.15%). Furthermore, the model of the influence of the variables religiosity, mutual cooperation, organizational climate, tolerance and work motivation on the teacher's organizational citizenship behavior (OCB) variable can be presented in Figure 2.
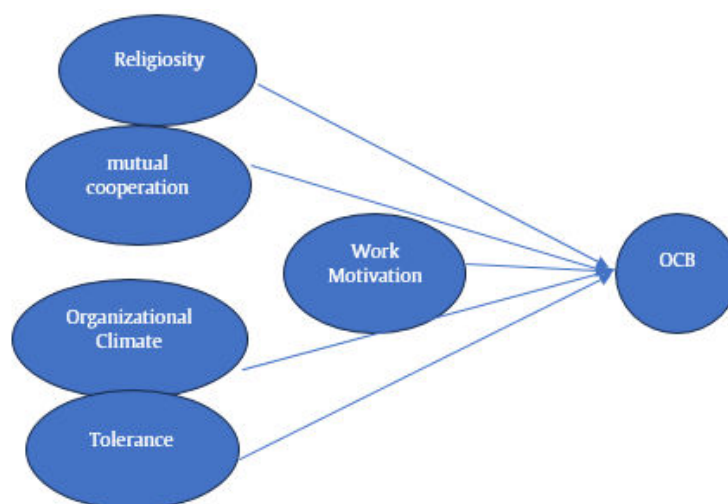
Figure 2 The Most Dominant Variables Influencing Teachers' Organizational Citizenship behavior (OCB)

The following are the results of expert assessments regarding the instructor creativity constellation model that was built.

Table 3. 1st Expert Assessment of the Teacher Organizational Citizenship behavior (OCB) Constellation Model

Variables that influence	Influenced variables		Criterion				
			IR	LR	QR	R	SR
Religiosity	Teachers	OCB	-	-	-		-
Mutual Cooperation	Teachers	OCB	-	-	-		-
Organizational Climate	Teachers	OCB	-	-	-	-	
Tolerance	Teachers	OCB	-	-	-	-	
Work Motivation	Teachers	OCB	-	-	-		-
Religiosity	Work Motivation		-	-	-		-
Mutual Cooperation	Work Motivation		-	-	-		-
Organizational Climate	Work Motivation		-	-	-		-
Tolerance	Work Motivation		-	-	-	-	-

In this study, the triangulation process was done through expert judgment to verify the constructed constellation model. The experts chosen had educational qualifications of at least a doctoral level and experience in educational management and research, including instructor creativity. Experts assessed the relevance of the relationships between variables in five categories: irrelevant, less relevant, moderately relevant, relevant, and highly relevant. Based on their

evaluations, experts gave three types of recommendations: to proceed without changes, to proceed with revisions, or to repeat the qualitative research to find more relevant variables. The study presents the assessments of three experts regarding the instructor creativity constellation model developed.

Table 4. 2nd Expert Assessment of the Teacher Organizational Citizenship behavior (OCB) Constellation Model

Variables that influence	Influenced variables		Criterion				
			IR	LR	QR	R	SR
Religiosity	Teachers	OCB	-	-	-		-
mutual cooperation	Teachers	OCB	-	-	-		-
Organizational Climate	Teachers	OCB	-	-	-	-	
Tolerance	Teachers	OCB	-	-	-		-
Work motivation	Teachers	OCB	-	-	-		-
Religiosity	Work Motivation		-	-	-		-
mutual cooperation	Work Motivation		-	-	-		-
Organizational Climate	Work Motivation		-	-	-		-
Tolerance	Work Motivation		-	-	-		-

Based on the expert assessment above, it can be concluded that the evaluated research model or framework is considered valid and relevant enough to proceed without any revisions. This means the experts agreed that the relationships between variables identified in the study are appropriate and credible, allowing the researcher to continue to the next phase of the research confidently. Such a continuation without revision reflects a positive appraisal by qualified experts, indicating the quality and rigor of the research design and findings at this stage. The next step of this study is quantitative analysis, and the constellation of this study is as Figure 3.
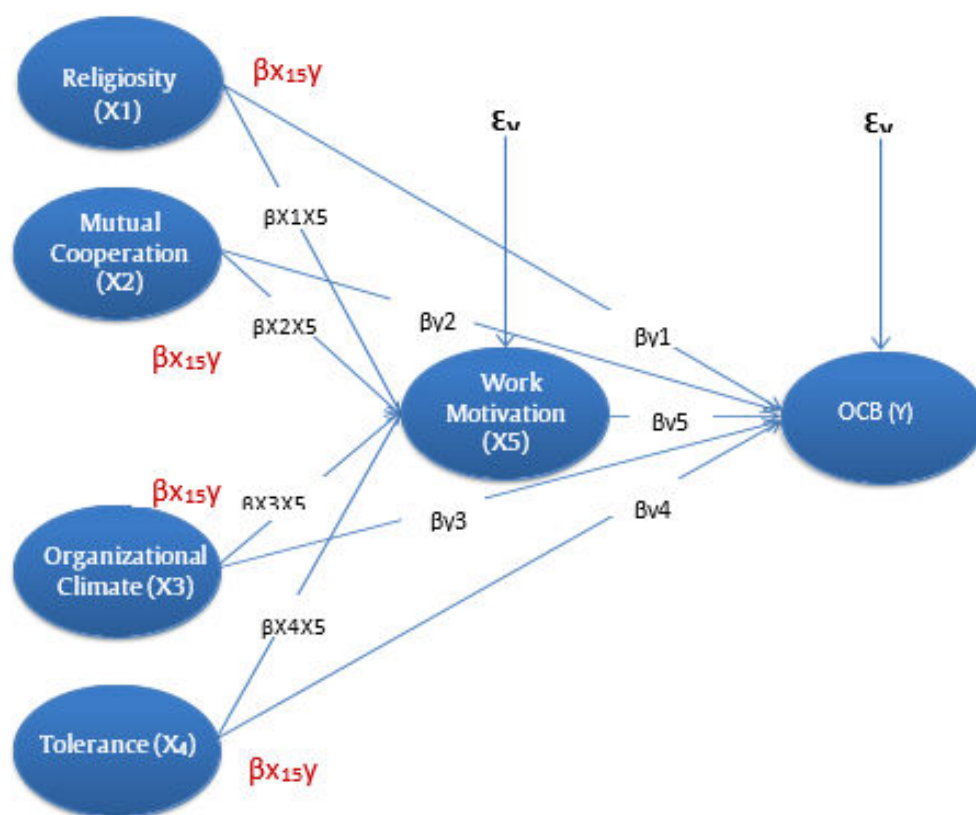
Figure 3 Constellation of Quantitative Phase

Path Significance Analysis is used to test whether there is an influence of exogenous variables on endogenous variables. The testing criteria state that if the T-statistics value ≥ T-table (1.96) or the P-Value value < significant alpha 5% or 0.05, then it is stated that there is a significant influence of exogenous variables on endogenous variables. The results of the significance and model tests can be seen in the following figures and tables.
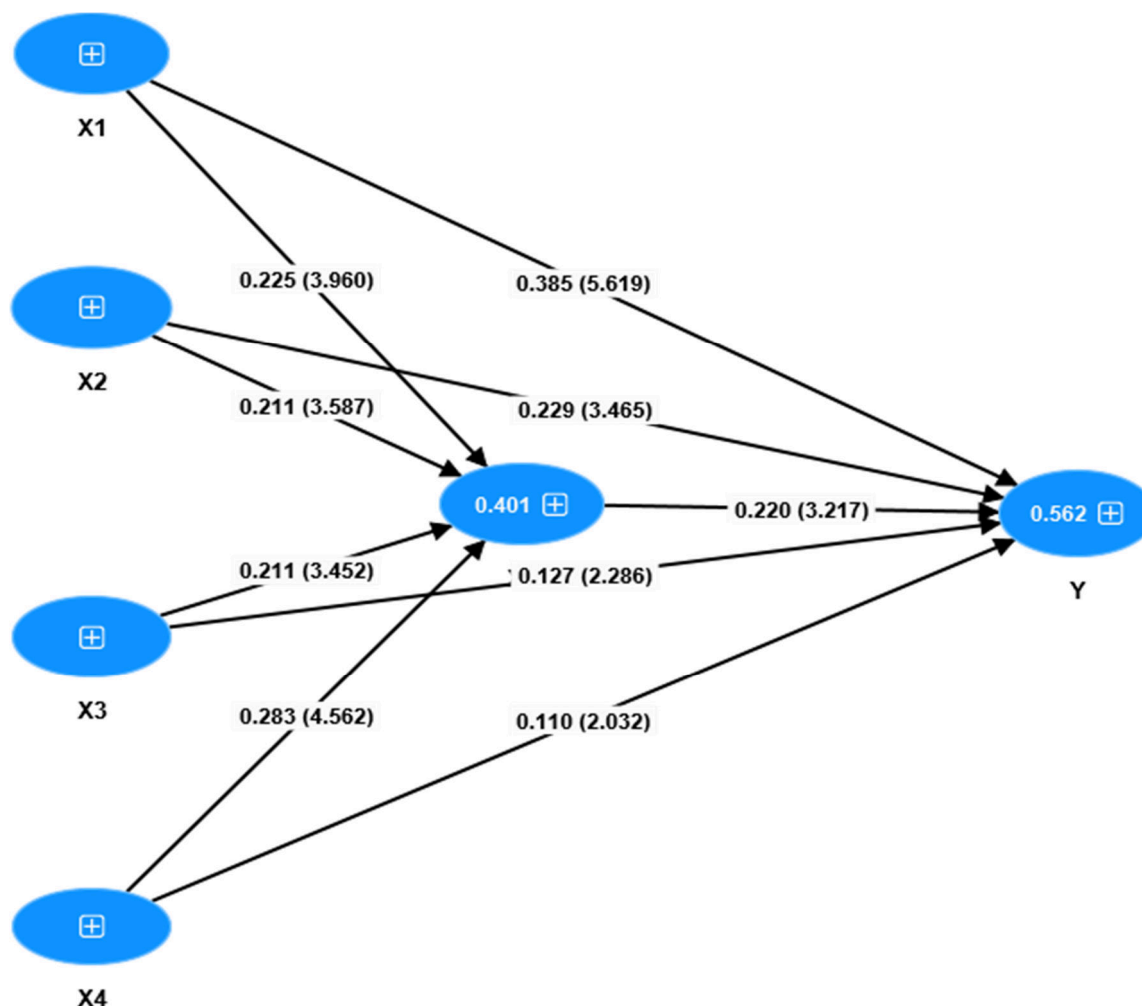
Figure 4 Statistics and Path Coefficient ( ) in the Teacher OCB Model

The figure shows a path model depicting the relationship between variables X1, X2, X3, and X4 on the mediating variable and the dependent variable Y. The following is a narrative related to the figure: The model shows that variables X1, X2, X3, and X4 each have a direct positive effect on the mediating variable (marked by the middle blue circle with a value of 0.401). The path coefficient and t-statistic values (in parentheses) indicate the strength and significance of the relationship. For example, X1 has a mediating effect with a coefficient of 0.225 and a t-statistic of 3.960, indicating a significant effect.

Furthermore, the mediating variable (value of 0.401) also has a significant positive effect on the final variable Y with a coefficient of 0.220 and a t-statistic of 3.217. Furthermore, variables X1, X2, X3, and X4 also have a direct positive influence on the dependent variable Y with varying path coefficients. For example, X1 has an influence of 0.385 (t = 5.619), X2 0.229 (t = 3.465), X3 0.127 (t = 2.286), and X4 0.110 (t = 2.032). The dependent variable Y has a value of 0.562, indicating that it is the combined effect of variable X and the mediating variable. Overall, this model illustrates that variables X1 through X4 influence variable Y both directly and through the mediating variable, and all these influences have a fairly strong level of statistical significance, as seen from the t-statistic values for each path.

Table 5. Direct Hypothesis Testing Results

Influence	Coefficient	T Statistics (|O/STDEV|)	P Values
Religiosity (X1) → Work Motivation (X5)	0.225	3.960	0.000
Religiosity (X1) → Teachers OCB (Y)	0.385	5.619	0.000
Mutual cooperation (X2) → Work Motivation (X5)	0.211	3.587	0.000
Mutual cooperation (X2) → Teachers OCB (Y)	0.229	3.465	0.001
Organizational Climate (X3) → Work Motivation (X5)	0.211	3.452	0.001
Organizational Climate (X3) → Teachers OCB (Y)	0.127	2.286	0.022
Tollerance (X4) → Work Motivation (X5)	0.283	4.562	0.000
Tollerance (X4) → Teachers OCB (Y)	0.110	2.032	0.042
Work Motivation (X5) → Teachers OCB (Y)	0.220	3.217	0.001

The analysis of the impact of Religiosity (X1) on Work Motivation (X5) resulted in a T-statistic of 3.960 and a p-value of 0.000. The T-statistic is greater than 1.96, and the p-value is less than 0.05, indicating a statistically significant relationship between Religiosity (X1) and Work Motivation (X5). The positive coefficient of 0.225 suggests that as Religiosity (X1) increases, Work Motivation (X5) also tends to increase. Therefore, the hypothesis is supported.

The analysis of how religiosity (X1) affects teacher organizational citizenship behavior (OCB) (Y) showed a T-statistic of 5.619 and a p-value of 0.000. These results show that the T-statistic is higher than 1.96 and the p-value is less than 0.05, which means religiosity (X1) has a significant effect on teacher OCB (Y). The coefficient from the analysis is positive, at 0.385. This suggests that as religiosity (X1) increases, teacher OCB (Y) also tends to increase. Based on this, the hypothesis is supported. The analysis of the effect of mutual cooperation (X2) on Work Motivation (X5) resulted in a T-statistic of 3.587 and a p-value of 0.000. These values indicate that the T-statistic is greater than 1.96 and the p-value is less than 0.05. This confirms that mutual cooperation (X2) has a statistically significant impact on Work Motivation (X5). The positive coefficient of 0.211 suggests that as mutual cooperation improves, Work Motivation tends to increase as well. Consequently, the hypothesis is supported. The analysis of how mutual cooperation (X2) affects Teacher OCB (Y) showed a T-statistic of 3.465 and a p-value of 0.001.

Since the T-statistic is greater than 1.96 and the p-value is less than 0.05, this suggests there is a significant relationship between mutual cooperation (X2) and Teacher OCB (Y). The positive coefficient of 0.229 indicates that as mutual cooperation (X2) improves, Teacher OCB (Y) also tends to increase. Therefore, the hypothesis is supported. The analysis of how Organizational Climate (X3) affects Work Motivation (X5) showed a T-statistic of 3.452 and a p-value of 0.001. These results show that the T-statistic is greater than 1.96 and the p-value is less than 0.05. This means there is a significant relationship between Organizational Climate (X3) and Work Motivation (X5). The coefficient from the analysis is positive, at 0.211, which suggests that an improved Organizational Climate (X3) is associated with higher Work Motivation (X5). Based on this, the hypothesis is supported. The analysis of how Organizational Climate (X3) affects Teacher OCB (Y) showed a T-statistic of 2.286 and a p-value of 0.022. Since the T-statistic is greater than 1.96 and the p-value is less than 0.05, it shows that Organizational Climate (X3) has a significant effect on Teacher OCB (Y). The coefficient obtained was positive, at 0.127, which suggests that an improved Organizational Climate (X3) is associated with higher levels of Teacher OCB (Y). Based on these findings, the hypothesis is supported.

The analysis of how Tolerance (X4) affects Work Motivation (X5) showed a T-statistic of 4.562 and a p-value of 0.000. These results show that the T-statistic is greater than 1.96 and the p-value is less than 0.05, which means there is a significant relationship between Tolerance (X4) and Work Motivation (X5). The coefficient from the analysis was positive, at 0.283, indicating that higher levels of Tolerance (X4) are associated with increased Work Motivation (X5). Based on this, the hypothesis is supported. The analysis of how Tolerance (X4) affects Teachers' Organizational Citizenship behavior

(OCB) showed a T-statistic of 2.032 and a p-value of 0.042. Since the T-statistic is greater than 1.96 and the p-value is less than 0.05, this suggests that Tolerance (X4) has a statistically significant impact on Teachers' OCB (Y). The coefficient for Tolerance (X4) is positive, at 0.110, meaning that higher levels of Tolerance are generally linked to higher levels of Teachers' OCB. Based on these findings, the hypothesis is supported. The analysis of the effect of Work Motivation (X5) on Teachers' Organizational Citizenship behavior (Y) resulted in a T-statistic of 3.217 and a p-value of 0.001. The findings indicated that the T-statistic is greater than 1.96 and the p-value is less than 0.05. This suggests that Work Motivation (X5) has a statistically significant impact on Teachers' OCB (Y). The positive coefficient of 0.220 indicates that as Work Motivation (X5) increases, Teachers' OCB (Y) is also likely to increase. Therefore, the hypothesis is supported.

Next phase is PLS prediction. PLS Predict is a stage in model validation that assesses how well the proposed PLS model has strong predictive ability. The effectiveness of the model is evaluated by comparing the PLS algorithm with the results from a linear model (LM), using the criteria of Root Mean Square Error (RMSE), Mean Absolute Error (MAE), and Q2_predict. The table below shows the RMSE, MAE, and Q2_predict values for both the PLS model and the linear model (LM).

Table 6. Predictive Model PLS and LM on Endogenous Variable Indicators

Indicators	Q²predict	PLS–SEM_RMSE	PLS–SEM_MAE	LM_RMSE	LM_MAE
X5.1	0.273	0.857	0.683	0.912	0.735
X5.2	0.311	0.833	0.649	0.900	0.697
X5.3	0.208	0.894	0.703	0.967	0.771
X5.4	0.220	0.887	0.691	0.987	0.762
X5.5	0.269	0.859	0.669	0.919	0.699
X5.6	0.227	0.883	0.697	0.927	0.733
Y.1	0.233	0.880	0.663	0.888	0.671
Y.2	0.192	0.902	0.702	0.918	0.706
Y.3	0.483	0.723	0.551	0.485	0.302
Y.4	0.220	0.887	0.685	0.902	0.704
Y.5	0.302	0.839	0.657	0.870	0.669

Based on the table above, it is clear that the RMSE and MAE values in the PLS model are generally lower compared to those in the LM model. For example, the lowest RMSE in the PLS model is 10, whereas the RMSE in the LM model is only 1. Similarly, the MAE in the PLS model is mostly lower, with a value of 10, while the MAE in the LM model is just 1. Additionally, the Q2 predict value in the PLS model is positive, indicating that it exceeds zero. Based on these observations, it can be concluded that the PLS model has strong predictive power. This suggests that the PLS model is not only a valid structural representation but also offers better predictive performance, which enhances the reliability of the model when applied in real-world situations.

Discussion

The positive influence between the independent and dependent variables, when viewed from the results of the path analysis, indicates a functional influence, where teacher OCB (Y) is formed as a result of the functioning of religiosity (X1), mutual cooperation (X2), organizational climate (X3), tolerance (X4), and work motivation (X5). The discussion of the research results can be described as follows:

The results of the first hypothesis test reveal a significant positive influence of religiosity on teacher Organizational Citizenship behavior (OCB), with a T-statistic of 5.619 and a p-value of 0.000, surpassing accepted significance thresholds (T > 1.96, p < 0.05). The positive coefficient of 0.385 suggests that greater religiosity enhances teacher OCB. Religiosity encompasses personal beliefs, practices, and the internalization of religious values, shaping attitudes, behaviors, and social interactions. Pohan (2017) highlights that religious individuals uphold moral and ethical principles, fostering integrity, discipline, and responsibility. In vocational high school contexts, heightened religiosity is associated with increased engagement in fulfilling responsibilities, compliance with

regulations, and proactive colleague support, core elements of OCB. Empirical research substantiates this, with Arifin and Santoso (2020) reporting a significant positive effect of religiosity on OCB (β = 0.42, p < 0.01), while Arifianto, et al., (2020) & Setiawan, et al. (2021) similarly found that religious teachers demonstrate greater initiative, voluntary assistance, and active participation. The coherence of these findings affirms religiosity as a crucial determinant in enhancing teacher OCB. The religiosity becomes stronger in influencing teacher Organizational Citizenship Behavior (OCB) is that religiosity involves deeply internalized personal beliefs and practices that shape moral and ethical principles such as integrity, discipline, and responsibility. These religious values cultivate attitudes that encourage teachers to actively fulfill their responsibilities, comply with rules, and voluntarily support colleagues, which are core elements of OCB. Spiritual motivation derived from religiosity boosts teachers' intrinsic drive to engage beyond formal duties, reinforcing positive social behaviors in the workplace.

The results of the second hypothesis test demonstrate a significant positive effect of mutual cooperation on teacher Organizational Citizenship behavior (OCB). The analysis showed a T-statistic of 3.465 with a p-value of 0.001, indicating statistical significance (T > 1.96, p < 0.05). The positive coefficient of 0.229 suggests that enhanced mutual cooperation tends to increase teacher OCB. Mutual cooperation is a socio-cultural construct emphasizing collective collaboration, reciprocal assistance, and shared responsibility toward common goals, deeply rooted in Indonesian values of solidarity and communal unity (Koentjaraningrat, 2009). Teachers who internalize mutual cooperation actively assist colleagues, share knowledge, and participate beyond formal duties. In vocational high school settings, mutual cooperation fosters OCB, as teachers who embrace this value cultivate collaborative and supportive work environments (Akinyemi, et al., 2019). Empirical studies corroborate these findings that found a significant positive effect of mutual cooperation on teacher OCB (Yusnita, et al., 2021; Lestari, Hardienata & Sunaryo, 2024). This consistent outcomes across various contexts substantiate the hypothesis that mutual cooperation is a key determinant in enhancing teacher Organizational Citizenship behavior. It lies in mutual cooperation being a deeply rooted socio-cultural value in Indonesia that emphasizes collective collaboration, reciprocal assistance, and shared responsibility toward common goals. This cultural foundation cultivates behaviors where teachers actively assist colleagues, share knowledge, and participate beyond formal job duties, fostering a collaborative and supportive work environment.

The findings of the third hypothesis test show that organizational climate has a significant positive effect on teacher Organizational Citizenship behavior (OCB). The analysis produced a T-statistic of 2.286 with a p-value of 0.022, indicating the effect is statistically significant. A positive coefficient of 0.127 suggests that an improved organizational climate is associated with increased teacher OCB. Organizational climate refers to the shared perceptions of the work environment, including norms, values, and social interactions within an organization. Schneider, et al. (2013) demonstrates that organizational climate influences motivation, job satisfaction, and behaviors that go beyond formal job duties, such as OCB. James and James (1989) also emphasized that a positive climate fosters collaboration, participation, and commitment to organizational goals. For vocational high school teachers, a supportive organizational climate encourages engagement in extra-role activities and collegial support, enhancing overall school effectiveness. Empirical studies conducted by Sun, et al. (2024) consistently confirm that positive organizational climates significantly increase teacher OCB.

The results of the fourth hypothesis test show a significant positive relationship between tolerance and teacher Organizational Citizenship behavior (OCB). The effect of tolerance on OCB was supported by a T-statistic of 2.032 and a p-value of 0.042, indicating significance. The positive coefficient of 0.110 suggests that increasing tolerance among teachers promotes voluntary and supportive behaviors. Tolerance refers to respecting differences in beliefs, thoughts, cultures, or professional practices, which creates an inclusive and harmonious work environment. It plays a key role in building social relationships and preventing conflict, thereby enabling effective collaboration among colleagues. Teachers with a tolerant attitude tend to help their peers, accept differing opinions, and engage actively in school activities. Empirical studies support this relationship, showing that teacher

tolerance significantly increases OCB. These consistent findings highlight tolerance as an important factor in fostering teachers' extra-role behaviors that contribute positively to educational settings.

The findings of the fifth hypothesis test reveal a significant positive effect of work motivation on teacher Organizational Citizenship behavior (OCB). The analysis produced a T-statistic of 3.217 and a p-value of 0.001, confirming statistical significance. The positive coefficient of 0.220 indicates that higher work motivation is associated with increased teacher OCB. Work motivation involves intrinsic and extrinsic factors that drive individuals to exceed their formal duties. According to Robbins & Judge (2019) & Ryan & Deci (2000), that higher intrinsic motivation fosters proactive and prosocial behaviors. In vocational high schools, motivated teachers tend to participate actively in school activities, assist colleagues, and take initiative.

The results of the sixth hypothesis test show a significant positive effect of religiosity on work motivation. The analysis revealed a T-statistic of 3.960 and a p-value of 0.000, confirming strong statistical significance. The positive coefficient of 0.225 suggests that higher religiosity is linked to increased work motivation. Religiosity involves beliefs, practices, and the internalization of religious values that shape behavior and decision-making. Pohan (2017) highlights how religiosity includes moral and ethical principles that foster discipline and commitment. Religiosity as a deep source of intrinsic motivation, supporting personal and professional dedication (Zaharudin, et al. 2024). In vocational high school teachers, higher religiosity enhances both intrinsic and extrinsic motivation, leading to better job performance and active participation in school activities (Santoso, et al. 2024).

The seventh hypothesis test found a significant positive relationship between mutual cooperation and work motivation, with a T-statistic of 3.587 and a p-value of 0.000, showing strong significance. Mutual cooperation is a socio-cultural value emphasizing teamwork, mutual support, and shared responsibility to achieve common goals. Koentjaraningrat (2009) describes it as a social culture that promotes solidarity and commitment within groups. Hidayat (2018) notes that teachers embodying mutual cooperation are more motivated to engage in school activities, support peers, and contribute to organizational goals. For vocational high school teachers, mutual cooperation enhances work motivation by encouraging collaboration and recognizing colleagues' contributions, leading to greater enthusiasm and innovation.

The results of the eighth hypothesis test show a significant positive effect of organizational climate on work motivation. The analysis produced a T-statistic of 3.452 and a p-value of 0.001, indicating statistical significance. The positive coefficient of 0.211 suggests that a better organizational climate is linked to higher work motivation. Organizational climate refers to the shared perceptions of the work environment, including norms, values, and social interactions among members. Schneider, et al. (2013) highlight its influence on motivation, job satisfaction, and engagement. Supportive climates encourage collaboration, participation, and commitment to goals.

The findings of the ninth hypothesis test reveal a significant positive effect of tolerance on work motivation. The analysis showed a T-statistic of 4.562 with a p-value of 0.000, confirming the effect is statistically significant. The positive coefficient of 0.283 indicates that increased tolerance is associated with higher work motivation. Tolerance is an attitude of respecting diversity in beliefs, thoughts, cultures, or professional practices, which creates an inclusive workplace. It fosters better social relationships and helps prevent conflict, allowing members to collaborate effectively. Teachers who exhibit tolerance tend to be more dedicated, accept differences, and actively participate in their duties and school activities.

The results of the tenth hypothesis test reveal a significant positive indirect effect of religiosity on teacher Organizational Citizenship behavior (OCB), mediated by work motivation. Analysis showed religiosity strongly influences work motivation, which in turn leads to increased OCB, with a T-statistic of 2.706 and a p-value of 0.007, confirming the mediation. Religiosity involves internalizing moral and ethical principles that foster intrinsic motivation, as described by Pohan (2017) and aligned with Deci and Ryan's Self-Determination Theory. Motivated teachers with strong religiosity actively engage in tasks beyond formal duties, such as helping colleagues and participating in school activities.

Additionally, work motivation is the key mechanism through which religiosity enhances OCB. Encouraging religiosity through educational programs can thus promote positive behaviors benefitting the school community.

The analysis of the eleventh hypothesis indicates that mutual cooperation has a significant positive indirect effect on teacher Organizational Citizenship behavior (OCB), mediated by work motivation. The effect of mutual cooperation on OCB through work motivation produced a T-statistic of 2.372 and a p-value of 0.018, which are both statistically significant. Mutual cooperation is an attitude characterized by cooperation, mutual help, and shared responsibility to achieve common goals. It fosters solidarity and concern within groups, supporting active participation and collaboration (Koentjaraningrat, K., 2009). Educators who embody this value tend to be highly motivated, show willingness to help colleagues, and engage actively in school activities. Additionally, mutual cooperation significantly boosts work motivation and, in turn, increases OCB. These findings highlight the importance of fostering mutual cooperation in educational settings to enhance teachers' pro-social behaviors and contribute to a positive school climate.

The results of the twelfth hypothesis test demonstrate a statistically significant positive indirect effect of organizational climate on teacher Organizational Citizenship Behaviour (OCB), mediated through work motivation. The analysis yielded a T-statistic of 2.208 and a p-value of 0.027, confirming that work motivation significantly mediates the relationship between organizational climate and teacher OCB. According to SITOREM analysis, teacher OCB could be enhanced by improving weaker indicators including voluntary helping behaviour (Altruism), conflict avoidance and maintaining good relationships (Courtesy), as well as sustaining a positive attitude despite difficulties (Sportsmanship). Other indicators such as adherence to work rules (Conscientiousness) and active participation in organizational activities (Civic Virtue) should be maintained and further strengthened.

Organizational climate represents the collective perception of members regarding workplace norms, values, practices, and social interactions. Foundational studies conducted by Schneider, et al. (2013) and James and James (1989) emphasize that a positive organizational climate enhances motivation, job satisfaction, and engagement, all of which contribute to fostering OCB. In vocational high school settings, a healthy organizational climate is believed to elevate work motivation, thereby encouraging extra-role behaviours such as OCB. Additionally, organizational climate significantly influences both teacher motivation and OCB. School leadership can leverage these findings by fostering a supportive climate characterized by open communication, recognition of achievements, autonomy, and collaborative opportunities that ultimately drive teachers' motivation and promote Organizational Citizenship Behaviour, contributing to overall school success (Rahim, A. R. et al. 2025).

The thirteenth hypothesis test results reveal a significant positive indirect effect of tolerance on teacher Organizational Citizenship behavior (OCB), mediated by work motivation. The analysis returned a T-statistic of 2.685 and a p-value of 0.007, affirming that work motivation mediates the relationship between tolerance and teacher OCB. Tolerance involves respecting differences in beliefs, cultures, and practices, fostering harmony and inclusivity in the work environment. Allport (1954) emphasized its role in building positive social relationships and reducing conflict, which supports better collaboration. Tolerant teachers display higher motivation, take initiatives to support colleagues, and actively engage in school activities, leading to enhanced OCB.

This study employed path analysis using Smart PLS version 4.0 in accordance with established research protocols. However, limitations remain, such as the complexity of the phenomena studied, the broad scope of variables, and limited supporting references, which constrained comprehensive exploration of the natural research context. Furthermore, other variables such as transformational leadership, professional competence, emotional intelligence, cost management, and ICT literacy also affect teacher OCB but were beyond this study's scope. Despite these constraints, the findings offer valuable insights and a foundation for future research integrating multidisciplinary perspectives to more comprehensively understand factors influencing teacher OCB.

Conclusion

The variables of religiosity, mutual cooperation, organizational climate, tolerance, and work motivation directly and significantly positively influence the Organizational Citizenship behavior (OCB) of vocational high school teachers. The better each of these variables is, the higher the teacher's OCB behavior. Furthermore, religiosity, mutual cooperation, organizational climate, and tolerance also significantly positively influence teacher work motivation. Work motivation, as a mediator, significantly mediated the positive influence of these variables on teacher OCB. This means that work motivation is an important mechanism linking personal values and the work environment with extracurricular behaviors demonstrated by teachers. These findings are supported by various local and international empirical studies that consistently demonstrate that religious values, a culture of mutual cooperation, a positive organizational climate, and tolerance can increase work motivation, ultimately optimizing teacher OCB behavior, thus contributing to the success and harmony of the school environment. School leaders are advised to utilize these findings to improve teachers' OCB by strengthening the values of religiosity, mutual cooperation, a positive organizational climate, tolerance, and increasing teachers' work motivation in order to strengthen their commitment and active participation in school activities.

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