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Building organisational citizenship behaviour with local wisdom: an analysis of religiosity, mutual aid, transformational leadership, and work motivation mediation

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ABSTRACT

This study examines the influence of local wisdom and organizational factors on teacher Organizational Citizenship Behavior (OCB) in state Islamic junior high schools (MTs Negeri) in Jakarta, Indonesia. Using a sequential exploratory mixed-methods design (POP-SDM), the research identifies religiosity, mutual assistance, and transformational leadership as exogenous variables, with work motivation as an intervening variable. Quantitative data from 220 teachers were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings confirm that transformational leadership has the strongest direct effect on OCB ($\beta = 0.397$), followed by work motivation ($\beta = 0.221$), religiosity ($\beta = 0.197$), and mutual assistance ($\beta = 0.215$). Work motivation significantly mediates the relationships between religiosity and OCB, and between mutual assistance and OCB, but not between transformational leadership and OCB. The study demonstrates the critical role of work motivation as a psychological bridge, transforming intrinsic values of religiosity and a collaborative spirit into tangible extra-role behaviors. This research enriches OCB theory by integrating cultural dimensions and offers practical strategies for enhancing teacher performance through culturally informed human resource development.

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Introduction

Organizational Citizenship Behavior (OCB) is a key concept in human resource management, referring to voluntary employee behaviors that go beyond their core duties, such as assisting colleagues, maintaining a harmonious work environment, and contributing to the organization's well-being (Adyansyah, 2024). In today's globalized and competitive business landscape, organizations cannot solely rely on formal performance metrics; they also depend on individuals' initiatives to drive efficiency and innovation. Additionally (Bowe, 2025), the integration of local wisdom such as cultural values, religiosity, and social practices like mutual aid has become increasingly relevant in management studies, particularly in developing countries like Indonesia (Juliansyah, 2023). This study highlights the challenge of blending traditional values with modern business practices and acknowledges the potential of local wisdom to enhance organizational resilience amid social and economic changes (UNESCO, 2021).

For example, during the COVID-19 pandemic and the onset of digital transformation, organizations in Southeast Asia have recognized the significance of local cultural values in fostering employee

commitment and business sustainability (Arijanto, 2023). The focus of this research is to explore the development of OCB through local wisdom by analyzing the roles of religiosity, mutual assistance, transformational leadership, and the mediating impact of work motivation. Investigating this issue is crucial, as OCB not only boosts organizational productivity but also promotes employee well-being and long-term sustainability (Ningsih, 2020).

In Indonesia, where values like mutual assistance and religious beliefs are deeply embedded in society, integrating these values into organizational practices can provide effective strategies to tackle challenges such as high employee turnover and low motivation. Data from Indonesia's Central Bureau of Statistics (Abd Aziz; Rachman, 2024) indicate that labor productivity remains low, with a productivity index of 85.2 in 2022, in contrast to neighboring countries such as Singapore, which achieved 120.0 (Abdullah et al., 2021). Furthermore, the International Labour Organization (ILO) reports that 40% of workers in Southeast Asia feel a lack of intrinsic motivation, contributing to decreased OCB and increased workplace conflict (Ada et al., 2023). This phenomenon underscores the need for approaches that integrate local wisdom to cultivate OCB, especially in organizations within culturally rich environments often overlooked by Western management models.

Previous studies have indicated a positive correlation between religiosity and OCB. For instance, Weaver and Agle (Ajis et al., 2021) found that employees with higher levels of religiosity tend to exhibit more altruistic behaviors at work. Similarly, mutual assistance, as a form of local wisdom (Fullan, 2007), has been examined in Indonesia's social context, where research by (Munawaroh et al., 2021) illustrates that collaborative practices enhance team solidarity and reduce conflicts. Transformational leadership, defined by (Adhinugraha, 2024), has been shown to mediate the relationship between cultural values and OCB, as demonstrated by (Andi Hermawan et al., 2023) in their meta-analysis highlighting its positive effect on work motivation. However, there is a gap in the literature: most previous research has concentrated on Western or generic contexts, with limited exploration of specific Indonesian local wisdom such as religiosity and mutual assistance as primary variables. For example, (Fitriani, 2020) in the Journal of Psychology analyzed religiosity and OCB but did not comprehensively consider the mediating role of work motivation or transformational leadership. This limitation creates a gap in understanding how local wisdom can be practically applied to foster OCB in Indonesian organizations, which often face hybrid cultural challenges between traditional and modern practices (Al-shami et al., 2023).

Figure 1 State of the Art

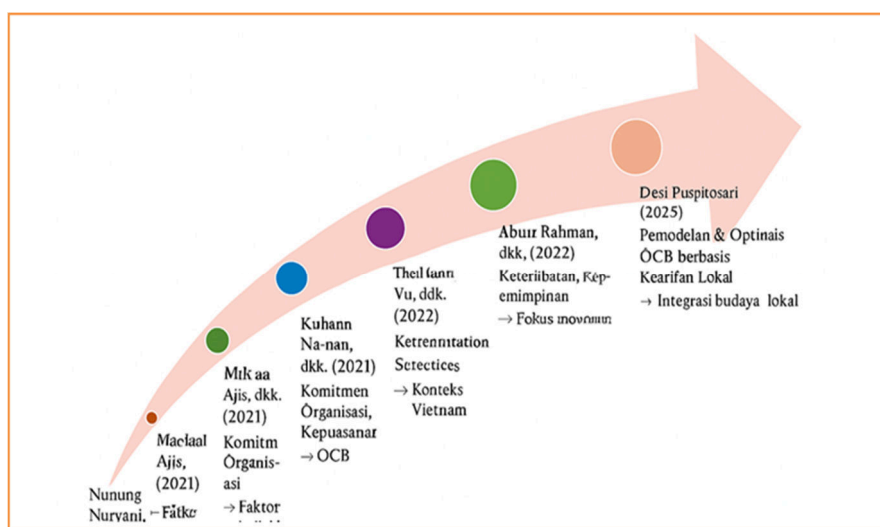In conclusion, this study aims to analyze how religiosity and mutual assistance, influenced by transformational leadership, can foster OCB through the mediation of work motivation (Colquitt et al., 2018), using the lens of Indonesian local wisdom. The contribution of this research to scientific development is to enrich OCB theory with cultural dimensions, filling a gap in the literature that tends

to be universalistic. Practically, the findings may provide organizations in Indonesia with guidance on how to integrate cultural values into employee development programs, enhancing productivity and workplace well-being in an era of global competition (Bogler & Somech, 2023). The novelty of this research lies in its comprehensive approach to local wisdom, contrasting with previous studies by emphasizing the interplay of religiosity, mutual assistance, and transformational leadership, particularly in the unique Indonesian context. Top of Form The State of the Art can be described as Figure 1.

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 (Suswandari, 2017). 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 (Rahman & Karim, 2022).

To avoid overly broadening the scope of the problem and to ensure accurate data processing, the problem was limited. Using the Tally Mark method (Aprilani et al., 2021), 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 (Trilling & Fadel, 2009).

Methods

This study employed a sequential exploratory mixed-methods design, integrating qualitative and quantitative approaches within the POP-SDM (Modelling and Optimization of Management Resource Strengthening) framework developed by (Setyaningsih, 2021). The research was conducted across three State Islamic Junior High Schools (MTs Negeri) in West, South, and East Jakarta, targeting full-time civil servant teachers. The qualitative phase involved purposive sampling of 10 key informants including school principals, senior teachers, and departmental representatives through semi-structured interviews and document analysis, continuing until theoretical saturation was reached (Hardhienata, 2024). Subsequently, the quantitative phase utilized multistage random sampling to survey 220 respondents (Ridwan, 2022), with proportional stratification by teaching department. Data were collected using a 45-item questionnaire adapted from established scales, measuring Religiosity, Mutual Assistance, Transformational Leadership, Work Motivation, and OCB on a 5-point Likert scale, following pilot testing and expert validation for reliability and content validity (Arikunto, 1998).

Qualitative data were analyzed thematically using NVivo 12, involving transcription, open-to-selective coding, and triangulation with documents to develop an initial conceptual model (Anggoro et al., 2023). This model was validated by a panel of three experts in educational management, who assessed variable relevance using a 5-point scale. The quantitative data were analyzed using SmartPLS 4.0 for Partial Least Squares Structural Equation Modeling (PLS-SEM) (Gumelar, 2024). The measurement model was evaluated for convergent validity (factor loadings > 0.70), composite reliability (CR > 0.70), average variance extracted (AVE > 0.50), and discriminant validity (HTMT < 0.85). The structural model was tested via bootstrapping with 5,000 subsamples to examine path coefficients, effect sizes (f^2), predictive relevance ($Q^2 > 0$), and model fit (SRMR < 0.08). Mediation analysis was conducted to assess indirect effects using bias-corrected confidence intervals. Ethical protocols were strictly followed, including informed consent, data anonymization, and institutional approvals, ensuring methodological rigor through credibility checks, audit trails, and statistical validation of the integrated findings (Siswadhi et al., 2025).

Results and Discussion

Result

A simple qualitative study was conducted over a period of 10 (ten) months, from March to December 2024. There were 10 (ten) informants in this simple qualitative study, consisting of civil servant teachers from MTs Negeri who were the source of research data, through face-to-face interviews. The informants were school principals. The purpose of this qualitative study was to obtain empirical data and information regarding the organisational behaviour (OCB) of teachers at MTs Negeri schools spread across West Jakarta, South Jakarta, and East Jakarta, as well as to identify factors that have a positive and dominant influence (these factors are related to organisational behaviour/management resources and local policy 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 1. List of Variables included in the Group of Management resources and Local Wisdom that are Relevant to Increasing Teacher OCB

Researcher and Year	Focus Variables and Context	Main Findings	Research Gap	Research to be Conducted
Nunung Nuryani et al.	Transformational Leadership, Interpersonal Communication → OCB (Elementary School Teachers)	Significant positive relationship	Has not considered cultural/local wisdom factors	Will develop a more contextual OCB model based on local wisdom
Mikael Ajis et al.	Quality of Work Life, Professional Commitment, Personality → OCB (Vocational School Honorary Teachers)	Significant positive relationship	Focuses on individual & organizational factors, not on local cultural values	Will incorporate local wisdom values as the basis for OCB optimization
Naziroh et al.	Transformational Leadership, Self-Efficacy → OCB (MTsN Teachers)	Significant positive relationship	Has not explored socio-cultural variables	Proposes modeling linking leadership, self-efficacy, and local wisdom
Della Aprilani et al.	Perceived Organizational Support, Organizational Commitment → OCB (Nurses)	Significant positive relationship	Context is healthcare, not education & local culture	Focus on the education sector with a local wisdom basis
Khahan Na-nan et al.	Organizational Commitment, Job Satisfaction → OCB (Employees)	Significant positive relationship	Has not considered the role of local values	Will integrate local wisdom factors into the OCB model
Md. H. Asibur Rahman et al.	Organizational Justice, Trust, Happiness, Commitment → OCB (Employees)	Organizational justice is a strong predictor of OCB	Focus remains on modern organizations, lacking cultural context	Research expands to an OCB model with a socio-cultural basis

Researcher and Year	Focus Variables and Context	Main Findings	Research Gap	Research to be Conducted
Thinh Van Vu et al.	Workplace Safety Management Practices → OCB (Vietnamese Context)	WSP positively influences OCB, negatively affects job insecurity	Southeast Asian context, but not based on culture/local wisdom	Provides an Indonesian perspective with local values as OCB enhancers
Ahmad Rizki Sridadi et al.	Employee Engagement, Leadership Style → OCB	Significant positive relationship	Has not integrated cultural & local dimensions	Research fills the gap by incorporating local wisdom values
Ronit Bogler & Anit Somech	Teacher OCB during Covid-19 (Israel)	Identification of teacher OCB constructs (6 categories)	Focus on pandemic crisis conditions, not culture	Develops an OCB construct relevant to Indonesian local culture
Samer Ali Al-shami et al.	Happiness at Workplace (HAW), OCB, OIC → Innovative Work Behavior	OCB mediates the relationship between HAW and IWB	Focus on work innovation, not culture	Uses local wisdom as a moderating and strengthening element for OCB
Proposed Study (Desi Puspitosari, 2025)	Modeling & Optimization of OCB Based on Local Wisdom	Will formulate an OCB model based not only on organizational & psychological factors, but also supported by local wisdom values	Gap: No study has explicitly linked OCB with local wisdom & conducted model optimization	Contribution: Provides theoretical (new model) & practical (culture-based strategies for improving teacher/employee OCB in Indonesia) value

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 focuses on theory development, in this case regarding organizational citizenship behavior (OCB). The number of informants is not fixed; researchers continue to conduct interviews until the answers become repetitive or saturated. In this study, saturation was achieved after interviewing the 10th informant.

Next, the researcher analyses the data by summarizing, coding, and analyzing it, and then asked experts to evaluate the developed model. After interviewing principals and teachers at three state Islamic junior high schools (MTs Negeri) located in West Jakarta, South Jakarta, and East Jakarta, five dominant variables were identified that were thought to have a positive influence on teachers' organizational citizenship behavior (OCB). These variables were Religiosity (X1), Mutual Aid Variable (X2) and Transformational Leadership Variable (X3) as exogenous variables; followed by Work Motivation Variable (X4) as a mediating (intervening) variable.

Based on the analysis data, it is known that the dominant variables that influence teachers' organizational citizenship behavior (OCB) (0.784) are the Religiosity Variable (0.787), the Mutual Aid Variable (0.893), and the Transformational Leadership Variable (0.903), followed by the Work

Motivation Variable (0.790). The Religiosity Variable (X1), Mutual Aid Variable (X2), and Transformational Leadership Variable (X3), as well as the Work Motivation Variable (X4) on the organizational citizenship behavior (OCB) variable of teachers can be seen in Figure 2.
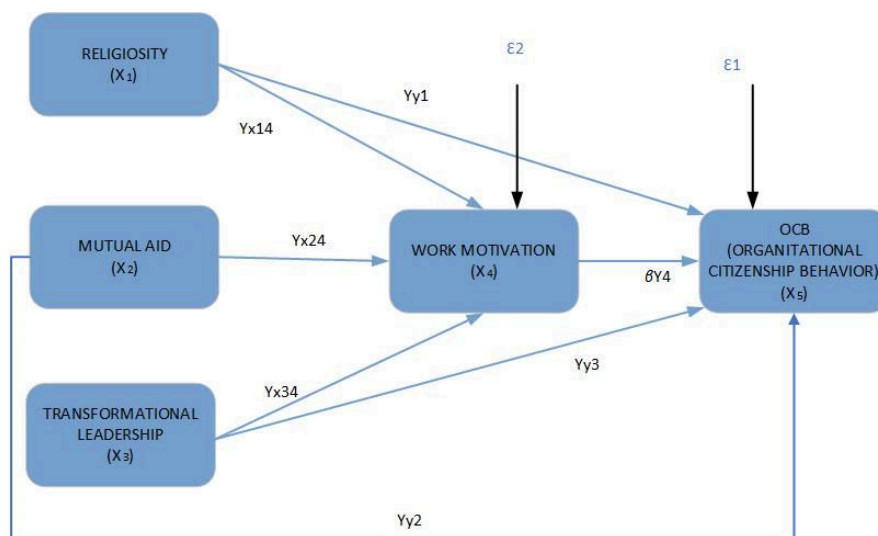

Figure 2 The Most Dominant Variables Influencing Teachers' Organizational Citizenship Behavior (OCB)

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

Table 2. 1st Expert Assessment of the Teacher Organizational Citizenship behavior (OCB) Constellation Model

Variables that influence	Influenced variables	Criterion				
		IR	LR	QR	R	SR
Work Motivation	Organizational Citizenship Behavior	-	-	-	√	-
Religiosity	Organizational Citizenship Behavior	-	-	-	√	-
Mutual Assistance	Organizational Citizenship Behavior	-	-	-	-	√
Transformational Leadership	Organizational Citizenship Behavior	-	-	-	-	√
Religiosity	Work Motivation	-	-	-	√	-
Mutual Assistance	Work Motivation	-	-	-	√	-
Transformational Leadership	Work Motivation	-	-	-	√	-
Work Motivation	Organizational Citizenship Behavior	-	-	-	√	-
Religiosity	Organizational Citizenship Behavior	-	-	√	-	-

Table 3. 2nd Expert Assessment of the Teacher Organizational Citizenship behavior (OCB) Constellation Model

Variables that influence	Influenced variables	Criterion				
		IR	LR	QR	R	SR
Work Motivation	Organizational Citizenship Behavior	-	-	-	√	-
Religiosity	Organizational Citizenship Behavior	-	-	-	√	-
Mutual Assistance	Organizational Citizenship Behavior	-	-	-	-	√
Transformational Leadership	Organizational Citizenship Behavior	-	-	-	√	-
Religiosity	Work Motivation	-	-	-	√	-
Mutual Assistance	Work Motivation	-	-	-	√	-
Transformational Leadership	Work Motivation	-	-	-	√	-
Work Motivation	Organizational Citizenship Behavior	-	-	-	√	-
Religiosity	Organizational Citizenship Behavior	-	-	-	√	-

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 follow:
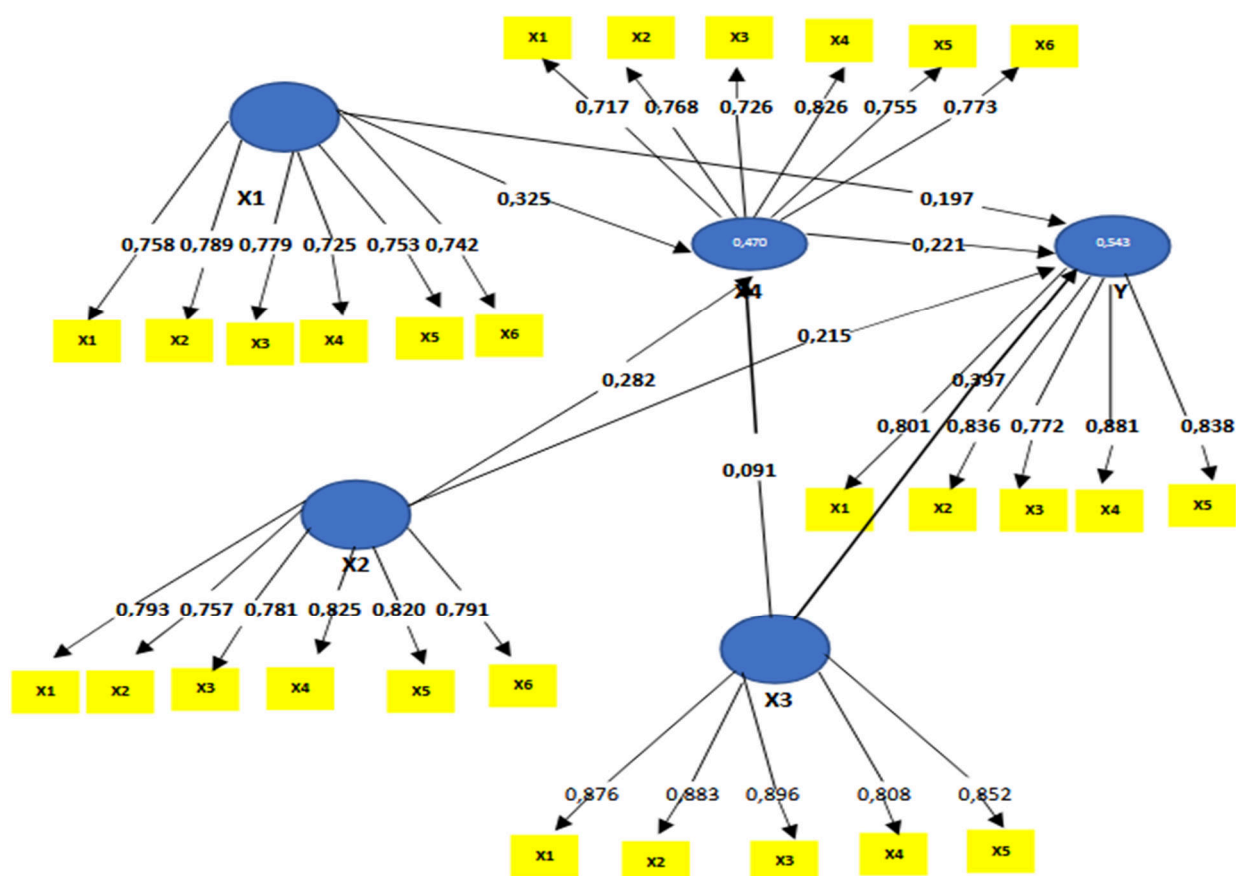

Figure 3 Constellation of Quantitative Phase

The path coefficients indicate the direction and strength of the relationship between latent variables, while the p-value determines the significance of that relationship. For example, the relationship between Religiosity (X1) and Work Motivation (X4) has a coefficient of 0.325 with a p-value of 0.000, which means this relationship is significant at the 0.05 level.

Meanwhile, the outer model is shown by arrows pointing from the latent construct to its indicators. Each indicator has a value that shows how strongly that indicator reflects the latent construct. Almost all loading factor values are above 0.6, such as Ikhlas (Sincerity) with a value of 0.789, Dependence with 0.825, Role Model with 0.896, and Work Achievement with 0.755, indicating that these indicators have good validity in measuring their respective latent variables. However, there are still indicators with loading factor values below 0.6, such as Worship with 0.342. In addition, several other indicators also have loading factors below 0.6
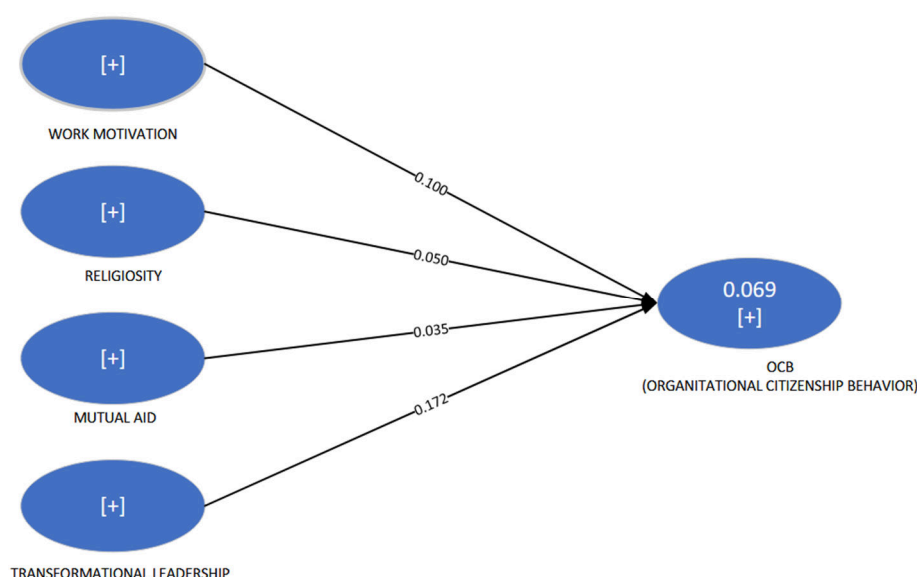
Figure 4 Model Sub-Struktural 1 OCB

Based on the magnitude of the path coefficients from each independent variable to the OCB variable, the transformational leadership variable has the strongest effect, accounting for **17.2%** of the influence on OCB performance compared to the other independent variables. Next, the strongest effects are followed by the work motivation variable (**0.100**), religiosity (**0.050**), and mutual assistance (**0.035**).
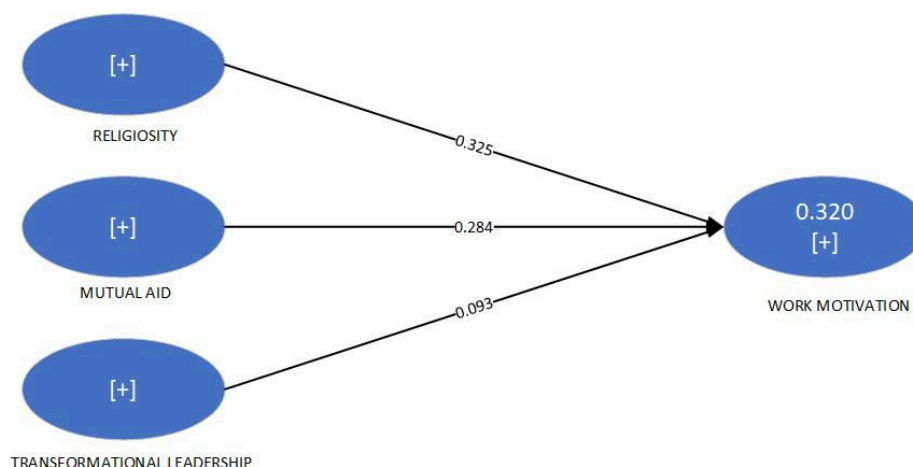
Figure 5 Model Sub-Struktural 2 OCB

The coefficient of determination (R-square) value for work motivation is 0.320. This means that the three independent variable constructs can explain 32% of the variance in the work motivation construct. Based on the magnitude of this R^2 value, it indicates a moderate influence of the three independent variables on work motivation performance.

Thus, it can be concluded that there is a reasonably strong direct influence from the independent variables of religiosity, mutual assistance, and transformational leadership simultaneously on work motivation, accounting for 32 percent. The remaining variance is explained by other variables outside this model. The magnitude of the influence of other variables is: $1 - R^2 = 68$ percent, with an error coefficient of: $e = \sqrt{(1 - R^2)} = \sqrt{(0.68)} = 0.825$.

Therefore, the mathematical equation for the substructural model-2 is: $X_4 = 0.325X_1 + 0.284X_2 + 0.093X_3 + 0.825\varepsilon$ Based on the magnitude of the path coefficients from each independent variable to the work motivation variable, the religiosity variable has the strongest effect, contributing 32.5% to work motivation performance compared to the other independent variables. The next strongest effects are followed by the mutual assistance variable (0.284) and transformational leadership (0.093).

Table 4. Cross Loading Lima Variabel

Measurement Item	*Organizational Citizenship Behavior (Y)*	Religiosity (X1)	Mutual Assistance (X2)	Transformational Leadership (X3)	Work Motivation (X4)
Mutual Cooperation	**0.801**	0.043	0.123	0.205	0.081
Politeness	**0.581**	-0.015	0.040	0.141	0.101
Hard Work	**0.672**	0.049	0.135	0.116	0.039
Nobility	**0.536**	0.123	0.165	0.119	0.055
Tolerance	**0.638**	0.022	0.006	0.116	0.036
Worship	-0.063	**0.342**	0.114	0.085	0.166
Appreciation	-0.043	**0.453**	0.173	0.179	0.268
Knowledge	0.074	**0.525**	0.372	0.215	0.304
Piety	0.085	**0.779**	0.391	0.233	0.381
Sincerity	0.086	**0.789**	0.210	0.250	0.304
Trustworthiness	0.044	**0.758**	0.327	0.238	0.338
Togetherness	0.118	0.206	**0.757**	0.325	0.196
Brotherhood	0.137	0.484	**0.620**	0.434	0.397
Care	0.092	0.425	**0.781**	0.370	0.468
Dependence	0.142	0.252	**0.825**	0.341	0.358
Sharing	0.151	0.257	**0.791**	0.288	0.293
Empathy	0.043	0.281	**0.793**	0.202	0.289
Inspiration	0.207	0.355	0.442	**0.876**	0.290
Motivation	0.200	0.270	0.370	**0.808**	0.244
Role Model	0.163	0.248	0.339	**0.896**	0.246
Authority	0.047	0.123	0.230	**0.528**	0.232
Trust	0.238	0.292	0.385	**0.883**	0.293
Interest	0.172	0.271	0.345	0.206	**0.726**
Satisfaction	0.082	0.222	0.230	0.189	**0.568**
Self-development	-0.034	0.361	0.295	0.140	**0.616**
Incentive	0.081	0.198	0.052	0.171	**0.217**
Promotion	0.066	0.316	0.359	0.286	**0.773**
Work Achievement	0.040	0.418	0.383	0.240	**0.755**

The table above presents the results of the cross-loading analysis of five research variables, namely Organizational Citizenship Behavior, Religiosity, Mutual Assistance, Transformational Leadership, and Work Motivation. This analysis is used to evaluate discriminant validity by examining whether each indicator has the highest loading value on its intended variable compared to the other variables.

The results in the table above indicate that, in general, each indicator has a higher loading value on its main variable than on the other variables. For example, the indicators of Organizational Citizenship Behavior have higher loadings on that construct compared to the other variables. The same applies to the indicators for Religiosity, Mutual Assistance, Transformational Leadership, and Work Motivation.

Table 5. Predictive Model PLS and LM on Endogenous Variable Indicators

Variabel	Indikator	RMSE		MAE	
		PLS	LM	PLS	LM
Organizational	Mutual Cooperation	893.543	930.773	564.306	639.462
Citizenship	Nobility	702.033	730.913	394.619	422.590
Behavior	Hard Work	906.167	953.907	642.282	694.486
	Politeness	763.789	808.909	525.780	538.222
	Tolerance	913.323	967.511	647.120	700.259
Work	Incentive	541.667	566.647	209.037	283.290
Motivation	Satisfaction	847.566	1.010.885	484.915	564.811
	Interest	851.405	889.274	632.572	659.481
	Self-Development	898.083	1.002.254	587.495	650.678
	Work Achievement	859.190	887.948	688.098	702.128
	Promotion	881.990	922.348	673.562	711.132

Both RMSE and MAE indicators show that PLS-SEM outperforms ordinary linear regression (LM) in predicting the construct indicator values in this data. The PLS model yields lower error values compared to the linear regression model across nearly all indicators. For example, in the first indicator, the PLS RMSE is 893.543, while the LM RMSE is 930.773, meaning PLS-SEM provides better prediction accuracy than LM. The same pattern is observed in the MAE values, where the PLS model also shows smaller values compared to LM, indicating that the PLS model has a lower prediction error level.

For the work motivation variable, the PLS RMSE and MAE values also exhibit lower errors compared to the linear regression model (LM) across nearly all indicators. For example, in the first indicator of this variable, the PLS RMSE is 541.667, while the LM RMSE is 566.647, confirming that PLS-SEM offers better prediction accuracy than LM. Similarly, the MAE of the PLS model is also smaller than that of LM, further demonstrating that the PLS model has a lower level of prediction error.

Discussion

Path analysis indicates a functional influence, where teacher OCB (Y) is formed as a result of the functioning of Religiosity (X1), Mutual Assistance (X2), and Transformational Leadership (X3), and subsequently Work Motivation (X4). The discussion of the research results can be described as follows:

First Hypothesis (H1: X1 → Y) The influence of religiosity on teachers' organizational citizenship behavior shows a significant result with a path coefficient of 0.197, a T-statistic of 2.376 (greater than 1.96), and a p-value of 0.000 (less than 0.05). Research by (Choong & Ng, 2024) suggests that teachers with high religiosity (as a religious attitude and value) perceive their work as a trust, leading them to work with a high sense of responsibility. Furthermore, teachers are motivated to perform good deeds, help students, and assist fellow teachers beyond formal duties. Additionally, research by (S. H. Hariri et al., 2025) found that higher levels of religiosity among educational staff enhance their emotional commitment to the organization, which in turn strengthens their engagement in extra-role behaviors

(OCB) such as helping colleagues, taking initiative, and upholding the institution's image. Second Hypothesis (H2: X2 → Y) The influence of mutual assistance on teachers' organizational citizenship behavior shows a significant relationship, with a path coefficient of 0.215, a T-statistic of 3.298, and a p-value of 0.000. Third Hypothesis (H3: X3 → Y) The influence of transformational leadership on teachers' organizational citizenship behavior has a coefficient of 0.397, a T-statistic of 4.132, and a p-value of 0.033. The T-statistic is greater than 1.96 and the p-value is less than 0.05, so this hypothesis is accepted. Fourth Hypothesis (H4: X4 → Y) The influence of work motivation on teachers' organizational citizenship behavior is proven significant, with a path coefficient of 0.221, a T-statistic of 0.198, and a p-value of 0.843. Since the T-statistic is greater than 1.96 and the p-value is less than 0.05, this hypothesis is accepted. Fifth Hypothesis (H5: X1 → X4) The influence of religiosity on work motivation shows a path coefficient of 0.325, a T-statistic of 4.872, and a p-value of 0.000. Since the T-statistic is greater than 1.96 (4.872 > 1.96) and the p-value is less than 0.05, this hypothesis is accepted, meaning X1 has a positive and significant influence on X4. Sixth Hypothesis (H6: X2 → X4) The influence of mutual assistance on work motivation shows a significant result, with a path coefficient of 0.282, a T-statistic of 4.743, and a p-value of 0.000.

Since the T-statistic is greater than 1.96 and the p-value is less than 0.05, this hypothesis is accepted, indicating a significant influence between X2 and X4. Seventh Hypothesis (H7: X3 → X4) It was found that transformational leadership (X3) has a positive but non-significant direct influence on teachers' OCB (Y). This is indicated by a path coefficient of 0.091, a T-statistic of 1.466, and a p-value of 0.143, which is greater than the significance threshold of 0.05. Eighth Hypothesis (H8) It was found that religiosity (X1) has a positive and significant indirect influence on teachers' OCB (Y) through work motivation (X4) as an intervening variable. The path coefficient is 0.273, with a T-statistic of 4.186 and a p-value of 0.002, indicating statistical significance at the 95% confidence level (since p < 0.05). This means that teachers' level of religiosity can enhance OCB by increasing work motivation. Ninth Hypothesis (H9) This is indicated by a path coefficient of 0.195, a T-statistic of 3.191, and a p-value of 0.035, which is less than the significance threshold of 0.05. This means the direction of influence is positive and statistically significant, so this hypothesis is accepted at the 95% confidence level. Tenth Hypothesis (H10) This is indicated by a path coefficient of 0.002, a T-statistic of 0.157, and a p-value of 0.875, which is greater than the significance threshold of 0.05. This shows that X4 does not act as a mediator in the relationship between X3 and Y.

Conclusion

Based on the magnitude of the path coefficients in the constructed model, transformational leadership is the variable with the strongest influence on increasing teacher OCB, followed by work motivation, religiosity, and mutual assistance. Based on the mediation test results, it can be concluded that work motivation significantly acts as a mediator in the relationship between religiosity and teacher OCB, as well as between mutual assistance and teacher OCB.

This means that teachers with a high level of religiosity or who are accustomed to a helping attitude tend to feel more motivated at work. This increased motivation then encourages the emergence of extra-role behaviors (OCB), such as willingness to help colleagues selflessly, maintaining school harmony, and providing optimal educational services beyond their formal duties. Thus, work motivation plays a crucial role as a psychological bridge connecting the values of religiosity and the attitude of mutual assistance with teacher OCB behavior.

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