

Enhancing Teacher Professionalism through Organizational Citizenship Behavior (OCB): The Role of Principal Leadership in Junior High School

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Abstract

This study aims to analyze the role of school principals in developing *Organizational Citizenship Behavior* (OCB) to enhance teacher professionalism at SMP Negeri 3 Batang. A qualitative phenomenological approach was employed. Data were collected through in-depth interviews, observations, and documentation, and analyzed using triangulation techniques. The findings reveal three key aspects of the principal's role: (1) planning, by integrating OCB values into school programs; (2) implementation, through teachers' voluntary practices such as assisting colleagues, supporting school activities, and engaging beyond formal duties; and (3) monitoring, carried out via academic supervision, evaluations, and recognition of proactive teachers. The study concludes that the application of OCB significantly strengthens teacher professionalism in pedagogical, social, and professional dimensions. These findings highlight the importance of school leadership as an effective strategy for improving educational quality.

Keywords: Principal, *Organizational Citizenship Behavior* (OCB), Teacher professionalism

Abstrak

Penelitian ini bertujuan untuk menganalisis peran kepala sekolah dalam mengembangkan Organizational Citizenship Behavior (OCB) guna meningkatkan profesionalitas guru di SMP Negeri 3 Batang. Penelitian menggunakan pendekatan kualitatif dengan jenis fenomenologi. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis dengan teknik triangulasi. Hasil penelitian menunjukkan bahwa peran kepala sekolah tampak pada tiga aspek utama: (1) perencanaan, melalui integrasi nilai-nilai OCB ke dalam program kerja sekolah; (2) pelaksanaan, berupa praktik sukarela guru dalam membantu rekan sejawat, mendukung kegiatan sekolah, dan berpartisipasi di luar tugas formal; serta (3) monitoring, melalui supervisi akademik, evaluasi, dan apresiasi terhadap guru yang proaktif. Penelitian ini menegaskan bahwa penerapan OCB dapat memperkuat profesionalitas guru baik dalam aspek pedagogik, sosial, maupun profesional. Temuan ini berimplikasi pada pentingnya kepemimpinan kepala sekolah sebagai strategi efektif dalam meningkatkan mutu pendidikan.

Kata Kunci: Kepala sekolah, *Organizational Citizenship Behavior* (OCB), Profesionalitas guru.

INTRODUCTION

Education is a fundamental aspect of national development, as it improves the quality of human resources in facing global challenges. Law No. 20 of 2003 on the National Education System emphasizes that education aims to develop students' potential to become faithful, devoted, skilled, creative, independent individuals, and responsible citizens. The success of education is largely determined by the quality of the learning process in schools, where

teachers serve as the frontline and principals act as the driving force in optimizing educational resources.

However, in practice, the quality of education in Indonesia still faces numerous challenges. The 2018 PISA report placed Indonesia at the lower ranks in literacy, numeracy, and science¹. At the school level, many teachers still perform duties as mere administrative routines, are less innovative in teaching, and have yet to demonstrate a strong collaborative spirit. This phenomenon is also evident in several public junior high schools, including SMP Negeri 3 Batang, where some teachers remain passive, less optimal in collaboration, and show weak participation in school activities beyond their formal obligations.

This condition stands in contrast to the ideal demands of professional teachers as mandated by Law No. 14 of 2005 on Teachers and Lecturers, which states that teachers must possess pedagogical, social, personality, and professional competencies. Ideally, teachers should not only master subject matter and teaching methodologies but also demonstrate work ethic, loyalty, empathy, and the ability to collaborate beyond formal duties. Here, Organizational Citizenship Behavior (OCB) becomes a key concept, as OCB refers to voluntary behaviors outside formal job descriptions that positively contribute to organizational effectiveness. Teachers with high levels of OCB will actively participate, support colleagues, and foster a conducive school climate.

Principals play a strategic role in fostering OCB. Through effective leadership, particularly transformational leadership, principals are able to provide inspiration, motivation, and individualized consideration that encourage teachers to work beyond personal interests for the benefit of the school organization. This ideal condition aligns with the expectation that principals should not only function administratively but also serve as instructional leaders capable of cultivating a positive organizational culture.

Although numerous studies have emphasized that OCB significantly influences teacher performance and professionalism², most of these studies are quantitative and correlational. In-depth qualitative inquiries exploring how principals plan, implement, and monitor OCB development strategies in secondary schools remain limited. Moreover, studies on OCB have been largely focused on business and industrial contexts, leaving its adaptation in primary and secondary education underexplored. This research seeks to fill that gap by providing a comprehensive account of principals' leadership practices in developing teachers' OCB at SMP Negeri 3 Batang.

Therefore, this study is significant in addressing the practical needs of schools to develop an operational model for strengthening OCB, while simultaneously contributing theoretically by enriching the literature on

¹ OECD. *PISA 2018 Results: Combined Executive Summaries*. (Paris: OECD Publishing, 2019).

² Philip M. Podsakoff, Scott B. MacKenzie, Julie Beth Paine, and Daniel G. Bachrach, "Organizational Citizenship Behaviors: A Critical Review of the Theoretical and Empirical Literature and Suggestions for Future Research," *Journal of Management* 26, no. 3 (2000): 513–563; Rini Lestari, "Pengaruh Organizational Citizenship Behavior terhadap Profesionalitas Guru," *Jurnal Pendidikan* 20, no. 3 (2019): 65–72.

educational leadership and teacher professionalism. The study focuses on three main aspects: planning, implementation, and monitoring of OCB development as strategies to enhance teacher professionalism at SMP Negeri 3 Batang.

The principal is the primary leader in the administration of education within schools. In the context of modern education, the role of the principal is not limited to administrative tasks but extends to being a transformational leader who guides, motivates, and inspires teachers to perform beyond their formal job descriptions. Robbins and Coulter assert that the managerial functions of planning, organizing, directing, and controlling remain relevant in educational leadership³. However, the effectiveness of these functions is heavily influenced by the leadership style applied. Recent studies have indicated that transformational leadership strongly influences the emergence of OCB among teachers. Through a meta-analysis, Fang and Yu found that transformational leadership contributes significantly to teachers' OCB with an almost perfect level of influence⁴. This demonstrates that principals play a vital role in creating a collaborative and dedicated work culture.

Organizational Citizenship Behavior (OCB) is defined as voluntary behavior that is not formally prescribed in organizational reward systems but substantially contributes to school effectiveness. Robbins and Judge explain that OCB often manifests in simple behaviors such as assisting colleagues, maintaining a positive work climate, or participating in school activities, yet has a significant impact on organizational productivity⁵. Niqab and Arif emphasize that in educational settings, OCB functions as a "social glue" that unites teachers in collaboration, thereby enhancing overall school performance⁶. The five core dimensions of OCB altruism, conscientiousness, sportsmanship, courtesy, and civic virtue are highly relevant to teacher professionalism, as they reflect proactive, disciplined, tolerant, communicative, and participatory behaviors within school organizations.

The emergence of OCB among teachers is influenced by both internal and external factors. On the individual level, self-efficacy and intrinsic motivation play important roles in encouraging teachers to engage in extra-role behaviors. Setyaningsih and Herfina assert that transformational leadership and teacher self-efficacy both positively influence OCB in elementary schools⁷. Similarly, Herfina, Abdullah, and Rubini found that job satisfaction, interpersonal communication, and self-efficacy are significantly correlated

³ Stephen P. Robbins and Mary Coulter, *Management*, 13th ed. (Boston: Pearson, 2016).

⁴ Rong Fang and Qian Yu, "Group-Focused Transformational Leadership and Teachers' Organizational Citizenship Behavior: A Meta-Analytic Review," *Pakistan Journal of Life and Social Sciences* 41, no. 2 (2023): 9682–9697.

⁵ Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, 17th ed. (Boston: Pearson, 2017).

⁶ Muhammad Niqab, and Ghulam Arif, "Organizational Citizenship Behaviour (OCB) in Educational Settings: A Narrative Review," *Academia.edu* (2022), <https://www.academia.edu/114706361>

⁷ Rina Setyaningsih and Herfina, "The Effect of Transformational Leadership and Self-Efficacy on Organizational Citizenship Behavior of Elementary School Teachers," *Journal of Education and Practice* 14, no. 5 (2023): 120–129.

with OCB⁸. This shows that teachers who believe in their capabilities, are satisfied with their jobs, and communicate effectively are more motivated to contribute voluntarily.

Beyond individual factors, teachers' OCB is also shaped by organizational conditions, particularly school culture and organizational justice. Procedural, distributive, and interactional justice serve as prerequisites for teachers to display extra-role behaviors. Choong et al. emphasize that teachers' perceptions of organizational justice affect their level of trust in leaders, which in turn acts as a crucial mediator in fostering OCB⁹. Furthermore, Nurlinawati et al. argue that a supportive school culture, combined with continuous professional development, strengthens teachers' tendency to demonstrate OCB¹⁰. Hence, a fair, open, and supportive work environment becomes an essential catalyst for nurturing voluntary teacher behaviors.

Teachers' OCB may also be influenced by principals' own behaviors. Somech and Ohayon found that principals' OCB can transfer to teachers through modeling and daily interactions¹¹. Principals who consistently demonstrate care, active participation, and loyalty to the organization encourage teachers to exhibit similar behaviors. This indicates that school leadership is not only about verbal direction but also about embodying exemplary behaviors that teachers can emulate.

Conceptually, OCB is closely related to teacher professionalism. Professionalism is not solely defined by formal competencies pedagogical, professional, social, and personal but also by voluntary behaviors that support school effectiveness. Teachers who are disciplined, supportive of colleagues, maintain harmonious relationships, remain positive under constraints, and actively engage in school life embody true professionalism. In other words, the higher the level of teachers' OCB, the stronger their professional identity, which directly impacts the improvement of educational quality.

METHOD

This study employed a qualitative approach with a phenomenological design. The qualitative approach was chosen because it focuses on in-depth

⁸ Herfina, Abdullah, and Rubini, "The Influence of Transformational Leadership, Job Satisfaction and Interpersonal Communication on Teachers' Organizational Citizenship Behavior," *International Journal of Managerial Studies and Research* 3, no. 4 (2015): 9–16

⁹ Yuen Onn Choong, Suhaida Abdul Kadir, Intan Osman, and Zaiton Osman, "The Mediating Effect of Trust on the Dimensionality of Organisational Justice and Organisational Citizenship Behaviour amongst Teachers in Malaysia," *International Journal of Academic Research in Business and Social Sciences* 8, no. 1 (2018): 570–586

¹⁰ Siti Nurlinawati, Ahmad Fauzi, Mohd Asrori, and R. N. Fitri, "Leadership Style, Job Satisfaction, Organizational Commitment, and Organizational Justice as Determinants of Teachers' Organizational Citizenship Behavior," *International Journal of Multicultural and Multireligious Understanding* 10, no. 2 (2023): 6868–6880.

¹¹ Anit Somech and Shiri Ohayon, "The 'Ripple Effect': The Transfer of Teachers' Organizational Citizenship Behavior to Team Members in Schools," *Journal of Educational Administration* 58, no. 4 (2020): 421–437.

understanding of the meaning, processes, and experiences of research subjects in the context of developing Organizational Citizenship Behavior (OCB) to enhance teacher professionalism. Qualitative research aims to understand phenomena holistically through descriptive narratives within a natural setting¹². In line with this, Creswell emphasized that qualitative research seeks to explore and understand the meaning that individuals or groups attribute to a social or human problem, enabling researchers to interpret participants' lived experiences¹³.

The type of research is phenomenology, as it aims to reveal the lived experiences of teachers and principals in developing OCB at SMP Negeri 3 Batang. Phenomenology focuses on a thorough description of "what" individuals experience and "how" they experience it¹⁴. Thus, phenomenology is considered the most appropriate approach to explore the essence of the principal's role in fostering teachers' OCB and its impact on professionalism.

The study was conducted at SMP Negeri 3 Batang, located at Jl. Kimangunsarkoro No. 4, Dracik Kemang, Proyonangan Selatan, Batang District. The location was selected purposively, considering the relevance of the phenomena being studied¹⁵. SMP Negeri 3 Batang was chosen because it demonstrates active principal leadership and teacher diversity that foster the emergence of OCB practices. Diversity within the organization serves as a condition that encourages voluntary behaviors such as cooperation and assistance beyond formal duties, thereby enhancing organizational effectiveness¹⁶. The research was carried out during the 2023/2024 academic year.

The qualitative phenomenological design covered several stages: pre-field preparation, fieldwork, data analysis, and report writing¹⁷. In the pre-field stage, the researcher prepared permits, interview guides, and strategies for approaching participants¹⁸. Fieldwork was carried out using triangulation of methods, including in-depth interviews, participatory observation, and document analysis to ensure data validity¹⁹.

In qualitative research, the main instrument is the researcher, who acts as planner, data collector, analyst, and reporter²⁰. To support this role, additional instruments were used, including interview guides, observation

¹² Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Cetakan ke-38 (Bandung: PT Remaja Rosdakarya, 2021).

¹³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Thousand Oaks, CA: SAGE Publications, 2018).

¹⁴ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018).

¹⁵ Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2019).

¹⁶ Dennis W. Organ, *Organizational Citizenship Behavior: Recent Trends and Developments* (New York: Routledge, 2018).

¹⁷ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Cetakan ke-38 (Bandung: PT Remaja Rosdakarya, 2021).

¹⁸ Michael Quinn Patton, *Qualitative Research and Evaluation Methods*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2015).

¹⁹ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2014).

²⁰ Syaodih Nasution, *Metode Penelitian Naturalistik Kualitatif* (Bandung: Tarsito, 2017).

guides, and document checklists. The interview guide was designed to explore teachers' and principals' experiences regarding leadership roles in OCB development²¹. Observations were employed to examine teachers' social interactions in school²², while documentation was used to obtain secondary data such as school work programs and supervision reports²³.

The validity of instruments was maintained through data triangulation²⁴ and member checking by confirming interview results with participants²⁵. This was done to ensure that the research findings aligned with the realities experienced by informants.

Data were collected through observation, in-depth interviews, and documentation. Observations recorded teachers' and principals' daily behaviors, such as collaboration, discipline, and social engagement²⁶. In-depth interviews were conducted in a semi-structured manner to elicit direct experiences from teachers and principals²⁷. Documentation was employed to complement primary data, such as school vision and mission statements, meeting minutes, and activity reports²⁸.

The trustworthiness of the data was tested using four criteria: credibility, transferability, dependability, and confirmability. Credibility was ensured through prolonged engagement, persistent observation, triangulation of sources and techniques, and member checks²⁹. Transferability was achieved by providing detailed and contextual descriptions so that findings could be understood and applied in other settings. Dependability was tested through an audit of the research process by supervisors, while confirmability was assured by examining the alignment between collected data and the research process³⁰.

RESULT AND DISCUSSION

This study employed data triangulation to ensure the validity of information regarding the planning, implementation, and monitoring of Organizational Citizenship Behavior (OCB) in order to enhance teacher professionalism at SMP Negeri 3 Batang. Triangulation was carried out by

²¹ Kristin G. Esterberg, *Qualitative Methods in Social Research*, 2nd ed. (New York: McGraw-Hill, 2017).

²² James P. Spradley, *Participant Observation* (Long Grove, IL: Waveland Press, 2016).

²³ Burhan Bungin, *Metodologi Penelitian Kualitatif* (Jakarta: Raja Grafindo Persada, 2015).

²⁴ Norman K. Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods* (New York: Routledge, 2017).

²⁵ Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Newbury Park, CA: SAGE Publications, 2018).

²⁶ Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2019).

²⁷ Steinar Kvale, *Doing Interviews*, 2nd ed. (London: SAGE Publications, 2015).

²⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2018).

²⁹ Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2019).

³⁰ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2014).

combining the results of interviews, observations, and documentation, thus producing a more comprehensive and valid picture.

Planning OCB for Enhancing Teacher Professionalism

Based on interview results, the planning of OCB at SMP Negeri 3 Batang was conducted in a structured manner through annual work meetings, teacher competency mapping, and teacher forums. The principal emphasized the importance of values such as cooperation, care, sportsmanship, organizational involvement, and maintaining harmony. The vice principal for curriculum added that planning was directed at strengthening teachers' pedagogical and social competencies. A senior teacher explained that in internal MGMP forums, teachers were encouraged to share teaching strategies and mentor new colleagues.

Observation findings indicated that the principal actively participated in planning meetings, not only stressing academic targets but also encouraging teachers to be proactive, take initiative, and collaborate. Teachers were observed supporting one another, providing feedback on teaching materials, and contributing to joint school activities. Teacher involvement in literacy programs, character education, and extracurricular activities reflected voluntary participation.

School documents such as the School Work Plan (RKS), Annual Work Plan (RKT), meeting minutes, and supervision reports confirmed that school programs had incorporated OCB values. Programs to strengthen discipline, enhance teamwork, and foster the school environment demonstrated the integration of OCB in strategic planning. Other records also showed the habituation of teachers to actively engage in non-formal school activities.

Implementing OCB for Enhancing Teacher Professionalism

Teachers stated that the implementation of OCB was evident in their daily activities, such as assisting colleagues, mentoring students in extracurricular activities, and participating in school committees. The principal noted that such practices had become a shared culture within the school.

Observation results demonstrated that teachers voluntarily shared teaching materials, supported school activities, and continued performing duties despite limited facilities. Teachers were punctual, participated in meetings, and initiated additional classes for students experiencing difficulties. They maintained positive relationships with colleagues and were actively involved in school programs.

Documentation further highlighted teachers' participation in various school activities. Attendance lists, program reports, and meeting minutes confirmed that teachers engaged in tasks beyond their formal obligations. Photographs of activities illustrated teachers' active involvement in competitions, training programs, and social activities within the school.

Monitoring OCB for Enhancing Teacher Professionalism

Interviews with the principal and teachers revealed that OCB monitoring was carried out through academic supervision, program evaluations, and informal coaching. The principal provided recognition to teachers who demonstrated initiative and collaboration, while also encouraging participation through meetings and monthly evaluations.

Observation results showed that the principal was directly involved in monitoring teachers during lessons, meetings, and non-academic activities. Active teachers were publicly appreciated, while less active teachers received personalized approaches. Monitoring was conducted in a participatory rather than purely administrative manner.

School documents such as supervision reports, evaluation meeting minutes, and performance records demonstrated the existence of a structured monitoring system. Records included teacher discipline, participation in school programs, and recognition for outstanding teachers.

The study found that the planning, implementation, and monitoring of OCB at SMP Negeri 3 Batang had been carried out systematically. Planning was evident in school programs that integrated OCB values. Implementation was observed in teachers' daily practices, which demonstrated cooperation, care, discipline, and voluntary participation. Monitoring was conducted both formally and informally by the principal through supervision, program evaluations, and recognition. Overall, the application of OCB was proven to strengthen teacher professionalism in pedagogical, social, and professional aspects.

The findings indicate that the principal plays a central role in developing teachers' OCB at SMP Negeri 3 Batang through three aspects: planning, implementation, and monitoring. These results affirm that visionary leadership is capable of building a voluntary work culture that contributes to teacher professionalism.

The planning of OCB in this school is conducted in a structured manner through annual work meetings, internal MGMP forums, and the preparation of annual work programs. Teachers are actively involved in formulating quality improvement agendas, both through lesson study and literacy programs. This shows that the principal has placed OCB as an integral part of the strategy for teacher professional development. Robbins and Coulter emphasized that managerial planning functions should be directed toward creating systematic collaboration³¹, while Robbins and Judge added that extra-role behaviors emerge more strongly when organizations provide inclusive spaces for participation³². Thus, teachers' involvement in planning forums is not merely a formality but serves as a platform to instill values of altruism and civic virtue.

In addition, the finding regarding mentoring programs for new teachers by senior teachers reflects planning based on strengthening collegiality. Herfina, Abdullah, and Rubini showed that interpersonal communication

³¹ Stephen P. Robbins and Mary Coulter, *Management*, 13th ed. (Boston: Pearson, 2016).

³² Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, 18th ed. (Boston: Pearson, 2019)

positively influences the emergence of teacher OCB³³. This implies that planning which emphasizes peer collaboration is a critical foundation for fostering teacher professionalism in schools.

The implementation of OCB at SMP Negeri 3 Batang is reflected in teachers' willingness to assist colleagues, engage in extracurricular activities, and actively participate in school committees. Niqab and Arif stated that OCB in educational contexts functions as a "social glue" that unites teachers in collective solidarity³⁴. This is consistent with field observations showing that teachers support school activities even when not formally obligated.

Furthermore, sportsmanship is demonstrated by teachers who continue performing their duties patiently despite limited facilities. In their meta-analysis, Fang and Yu demonstrated that transformational leadership consistently encourages the emergence of teachers' OCB with significant influence³⁵. Thus, teachers' active participation in non-academic activities at SMP Negeri 3 Batang indicates the transfer of principals' leadership influence into teachers' everyday behaviors.

Nevertheless, some teachers were still found to be passive in providing ideas during planning forums or program implementation. This phenomenon illustrates that OCB does not grow uniformly among all individuals. Choong et al. emphasized that teachers' perceptions of organizational justice affect their trust in leaders, which in turn determines the consistency of OCB³⁶. Therefore, strategies to strengthen a culture of fairness are necessary so that all teachers feel equally responsible for contributing.

The monitoring of OCB at SMP Negeri 3 Batang was carried out through academic supervision, program evaluations, and informal coaching by the principal. The principal provided open recognition to proactive teachers, while less active teachers received a more personal approach. This aligns with Robbins and Judge who highlighted the importance of leaders' role modeling in transmitting OCB to subordinates³⁷.

Supervision documents and meeting minutes also revealed formal records of teachers' contributions to activities beyond teaching duties. Nurlinawati et al. found that job satisfaction, organizational commitment, and

³³ Herfina, Abdullah, and Rubini, "The Influence of Transformational Leadership, Job Satisfaction and Interpersonal Communication on Teachers' Organizational Citizenship Behavior," *International Journal of Managerial Studies and Research* 3, no. 4 (2015): 9–16.

³⁴ Muhammad Niqab and Ghulam Arif, "Organizational Citizenship Behaviour (OCB) in Educational Settings: A Narrative Review," *International Journal of Social Science and Academic Research* 4, no. 4 (2022): 45–56.

³⁵ Rong Fang and Qian Yu, "Group-Focused Transformational Leadership and Teachers' Organizational Citizenship Behavior: A Meta-Analytic Review," *Pakistan Journal of Life and Social Sciences* 41, no. 2 (2023): 9682–9697.

³⁶ Yuen Onn Choong, Suhaida Abdul Kadir, Intan Osman, and Zaiton Osman, "The Mediating Effect of Trust on the Dimensionality of Organisational Justice and Organisational Citizenship Behaviour amongst Teachers in Malaysia," *International Journal of Academic Research in Business and Social Sciences* 8, no. 1 (2018): 570–586

³⁷ Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, 18th ed. (Boston: Pearson, 2019)

managerial justice play a crucial role in enhancing teacher OCB³⁸. This demonstrates that monitoring is not merely administrative evaluation but also functions to build a fair and supportive organizational climate.

This appreciation-based monitoring practice also reflects the *trickle-down effect*, whereby principals' OCB transfers to teachers³⁹. Through participatory monitoring, teachers feel valued and therefore become more motivated to contribute beyond formal obligations.

The integration of OCB in planning, implementation, and monitoring has been proven to enhance teacher professionalism at SMP Negeri 3 Batang. Teachers who demonstrate altruism, courtesy, and conscientiousness not only fulfill formal competencies but also strengthen social and pedagogical competencies through cooperation and care. Robbins and Judge emphasized that OCB represents behaviors that make organizations more effective, and in the educational context, this effectiveness is realized in improved teacher professionalism⁴⁰.

Thus, these findings reinforce the view that OCB is an essential dimension of teacher professionalism. When properly managed through school leadership, OCB can serve as an effective strategy for sustainable educational quality improvement.

CONCLUSION

This study confirms that school principals play a strategic role in enhancing teachers' Organizational Citizenship Behavior (OCB) to strengthen professionalism at SMP Negeri 3 Batang. This role is evident through the planning, implementation, and monitoring stages. Planning was carried out by integrating OCB values into school programs and teacher forums; implementation was reflected in teachers' voluntary behaviors, such as assisting colleagues, participating in school activities, and engaging beyond formal obligations; while monitoring involved academic supervision, program evaluation, and recognition of proactive teachers. The findings indicate that embedding OCB within principals' leadership practices reinforces teachers' pedagogical, social, and professional competencies while simultaneously fostering a collaborative, disciplined, and quality-oriented work culture.

The novelty of this study lies in its phenomenological exploration of how principals operationalize OCB in the context of public junior high schools in Indonesia, a perspective rarely addressed in prior research. The study is limited to a single school, which restricts the generalizability of the findings.

³⁸ Siti Nurlinawati, Ahmad Fauzi, Mohd Asrori, and R. N. Fitri, "Leadership Style, Job Satisfaction, Organizational Commitment, and Organizational Justice as Determinants of Teachers' Organizational Citizenship Behavior," *International Journal of Multicultural and Multireligious Understanding* 10, no. 2 (2023): 6868–6880.

³⁹ Anit Somech and Shiri Ohayon, "The 'Ripple Effect': The Transfer of Teachers' Organizational Citizenship Behavior to Team Members in Schools," *Journal of Educational Administration* 58, no. 4 (2020): 421–437.

⁴⁰ Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, 18th ed. (Boston: Pearson, 2019)

Therefore, future research is recommended to involve multiple schools using comparative or quantitative approaches to provide a broader and more comprehensive understanding of the influence of principal leadership on OCB and teacher professionalism across diverse educational contexts.

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