

Transformational Leadership and Organizational Commitment: Key Drivers of Citizenship Behavior Across Various Climates

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ABSTRACT

This study examines the intricate relationships among Transformational Leadership, Organizational Climate, Organizational Commitment, and Organizational Citizenship Behavior (OCB) within the school context in Indonesia. Utilizing a sample of 76 teachers from Public Senior High School 1 Metro, data were collected and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) through the Smart-PLS analytical tool. The results indicate that Transformational Leadership significantly influences both Organizational Climate and Organizational Commitment directly. However, it does not exhibit a significant direct effect on OCB. Additionally, Organizational Climate neither directly impacts OCB nor mediates the relationship between Transformational Leadership and OCB. In contrast, Organizational Commitment acts as a significant indirect mediator between Transformational Leadership and OCB. Future research should focus on enhancing OCB across various organizational types, particularly schools throughout Indonesia, on fostering behavior among teachers that voluntarily and collectively support organizational goals.

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INTRODUCTION

Changes in school managerial patterns have resulted from the industry's demand for graduate competencies (Ali et al., 2020; Ramadhan et al., 2021; Sunitha et al., 2024). Policies that prioritized infrastructure have evolved to emphasize the enhancement of the proficiency of individual educators (Riyad et al., 2020). The establishment of a positive work environment is the primary instrument that is believed to be capable of providing support (Indriasari et al., 2015).

In addition to organizational factors, the cooperative behavior of organizational members is also necessary (M. Iqbal et al., 2020). In addition to policy factors, it is anticipated that individual teachers will also respond constructively to the policy. Internal factors, such as individual commitment, are the primary focus of competency improvement (Mardhotillah et al., 2021). The purpose of this study is to investigate the relationship between leadership, organizational climate, and organizational commitment in the context of the development of the individual behavior of organizational citizens (Afendi et al., 2020). Schools are expected to be able to adapt and develop effective strategies to maintain a competitive advantage in the organizational context as individual facilitators (Muharom, 2023). Organizational citizenship behavior (OCB) is one of the primary factors that can contribute to organizational success (Notanubun, 2021; Yuwono et al., 2023).

The objective of this investigation is to investigate the impact of organizational commitment and transformative leadership on the behavior of organizational citizens in a variety of organizational environments. It is anticipated that this research will serve as a paradigm of thought for leaders in the development of effective strategies to increase OCB in educational institutions, including schools and madrasah, by comprehending the intricate relationship between these factors (Muharom, 2023).

The complexity and diversity of the theme "The Effect of Transformative Leadership, Organizational Climate, and Organizational Climate on Organizational Citizenship Behavior" sparked interest in a variety of studies. Numerous major studies illuminate various aspects of this subject. Numerous researchers investigated the correlation between perceived organizational support, teacher development, and organizational citizenship behavior, with an emphasis on the moderating influence of individual-organization fit (Azzam & Harsono, 2021; Siri et al., 2020). Additionally, Diapola and Nutov's research contributes to the comprehension of the impact of individual development and organizational support on OCB (Dipaola & Tschannen-Moran, 2001; Nutov & Somech, 2017).

Meanwhile, Barbera, Gunawan, and Rosita conducted research on the impact of transformative leadership, emotional intelligence, organizational climate, and teamwork on organizational citizenship behavior (Gunawan et al., 2023; Rosita & Musnaini, 2020; Schneider & Barbera, 2014). Their research emphasizes the significance of the organizational environment and leadership in influencing employee behavior, highlighting the direct positive effects of transformative leadership and organizational climate on OCB.

The influence of organizational climate, job satisfaction, and job loyalty on organizational citizenship behavior. The findings of their study indicate that these factors have a beneficial impact on OCB, underscoring the significance of a positive

work environment and employee satisfaction in the development of citizenship behavior. [Nasra & Heilbrunn \(2016\)](#) emphasized the mediating role of organizational culture, servant leadership, and self-efficacy in the development of organizational citizenship behavior. Insights into the interaction of these factors can be obtained to enhance OCB in organizations.

It is noteworthy that these pertinent studies collectively emphasize the intricate interactions between transformative leadership, organizational climate, and other factors in their impact on organizational citizenship behavior. Organizations can acquire valuable insights into the promotion of positive teacher behaviors and the enhancement of overall organizational effectiveness by examining these relationships.

LITERATURE REVIEW

Recent developments in Transformative leadership theory have introduced the concept of differentiated Transformative leadership, which distinguishes between individual-focused and team-focused Transformative leadership ([Chai et al., 2022](#); [Prasetyo, 2022](#)). This concept highlights the importance of customizing leadership approaches to meet the specific needs of individuals or teams within an organization, recognizing that effective leadership may require different strategies depending on the context.

Self-efficacy has been identified as a mediator in the relationship between transformative leadership and employee engagement ([Prochazka et al., 2017](#)). This concept suggests that transformative leaders who inspire and motivate their followers can enhance their self-belief in their capabilities, leading to increased engagement and performance. Understanding the role of self-efficacy in the relationship between Transformative leadership and employee outcomes is crucial for effective leadership practices.

The concept of prosocial transformative leadership has emerged as a unique form of leadership that transcends conventional transformative leadership styles ([Tintoré, 2019](#)). Prosocial Transformative leaders inspire and motivate their followers and prioritize behaviors that benefit others and society. This concept highlights the importance of leaders who drive organizational success and contribute to the well-being of their employees and communities ([Parker & Prabawa-Sear, 2019](#)).

The concept of ethical work climate focuses on the shared perceptions within an organization regarding what constitutes ethical behavior and how ethical situations should be handled ([Q. Iqbal & Piwowar-Sulej, 2023](#)). An ethical work climate is crucial in guiding organizational members to behave ethically and make

decisions aligned with ethical standards, thereby influencing employee behaviors and organizational outcomes.

A pro-environmental organizational climate refers to the shared perceptions of environmental policies and practices within an organization (Zacher & Yang, 2016). This concept emphasizes the importance of creating a climate supporting environmentally friendly practices and behaviors, leading to enhanced sustainability initiatives and a positive environmental impact. The organizational climate for successful aging (OCSA) concept focuses on creating a work environment that supports older employees and buffers the negative effects of age-related stereotypes. This concept highlights the significance of fostering a climate that values the contributions of older workers, promotes opportunities for growth and development, and enhances overall well-being in the workplace.

These concepts underscore the diverse dimensions of organizational climate and its impact on employee attitudes, behaviors, and organizational outcomes. Understanding and cultivating these different aspects of organizational climate can contribute to creating a positive and supportive work environment that fosters employee engagement, ethical behavior, sustainability practices, and successful ageing in the workforce.

Organizational Climate is a multifaceted construct encompassing affective, continuance, and normative commitment (Zhang, 2019). Affective commitment reflects an emotional attachment to the organization and a desire to contribute to its success actively. Continuance commitment is based on the perceived costs associated with leaving the organization, while normative commitment involves a sense of obligation to remain with the organization (Đorđević et al., 2020). Understanding these dimensions provides a comprehensive view of employees' commitment levels and motivations within the organizational context.

Organizational culture plays a significant role in shaping employees' Organizational Climate (Batugal & Tindowen, 2019). The alignment between employees' values, beliefs, and behaviors with the organizational culture can enhance affective commitment, as individuals who identify with the organizational values are more likely to exhibit strong commitment. A positive organizational culture that fosters trust, support, and shared goals can contribute to higher levels of Organizational Climate among employees.

Further, job satisfaction is closely linked to Organizational Climate, as satisfied employees are more likely to demonstrate higher levels of commitment to the organization (Erben & Büyüktaş, 2020). Affective commitment is influenced by employees' satisfaction with their job roles, work environment, and organizational relationships. Organizations that prioritize employee satisfaction through

meaningful work, recognition, and opportunities for growth are likely to experience greater levels of Organizational Climate.

These concepts highlight the intricate interplay between Organizational Climate, organizational culture, job satisfaction, and individual motivations within the workplace. Organizations can implement strategies to enhance employee commitment, engagement, and overall organizational performance by understanding these dynamics.

Furthermore, Organizational Citizenship Behavior (OCB) is characterized by discretionary actions that employees choose to engage in voluntarily, beyond their formal job requirements (Jeong et al., 2019). These behaviors, such as helping colleagues, showing initiative, and supporting organizational goals, are not explicitly rewarded through the formal system but contribute to the overall effectiveness and functioning of the organization.

There is a growing recognition of the role of Organizational Citizenship behaviors in promoting sustainable development within organizations (Muharom, 2023). Employees' engagement in OCB, such as environmentally friendly practices, ethical conduct, and social responsibility initiatives, can contribute to the long-term sustainability and success of the organization (Sulistiasih & Widodo, 2022).

Organizational Citizenship behavior can act as a mediator in various organizational processes and outcomes. For instance, OCB may mediate the relationship between organizational culture, job satisfaction, Organizational Climate, and employee performance (Pratiwi & Nawangsari, 2021). Understanding the mediating role of OCB provides insights into how employee behaviors influence organizational dynamics and outcomes.

METHODS

The research employs quantitative analysis techniques, specifically those that utilize a Likert-measured scale to investigate the relationship and influence of the dependent variable (Y) with the independent variable (X) and the intervening variable (Z). Opinions, attitudes, and even an individual's perception of a social group can be quantified or connected to a specific scale, which in this instance is a five-point scale. The number or score 1, as the smallest value, represents the meaning of strongly disagree, and the highest number, namely 5, represents the meaning of strongly agree. Then, the questionnaire data from the respondents were analyzed using Partial Least Square - Structural Equation Model (PLS-SEM). PLS-SEM is a reliable analytical method because it does not require large numbers of assumptions or samples and can be applied to all data scales (Hair et al., 2019a). Researchers often also use PLS to confirm existing theories, and it can be used to

provide alternative models of relationships that have not been studied or to test various propositions, as well as being used in structural modelling where the indicators are formative or reflective. The data collected from the questionnaire will then be analyzed using software or PLS-SEM software, namely SmartPLS 4.0. The respondents in this study were 126 workers who were also members of schools in Indonesia. Variables in this study are measured using:

Transformative leadership uses four measurement dimensions: vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition (Nutov & Somech, 2017; Prasetyo & Rahmatullah, 2024). Organizational Climate is measured using three factors (Schneider & Barbera, 2014) developed by Althaus and Berson: affective commitment, normative commitment, and continuance commitment (Althaus et al., 2020; Dipaola & Tschannen-Moran, 2001; Dvir & Berson, 2014; Zhang, 2019). Measurement of Organizational Citizenship Behavior dimension developed by Dekas et al. (2013), which consists of five dimensions: employee sustainability, social participation, civic virtue, voice, and helping each other (Lachowicz et al., 2018). Organizational commitment is measured using a scale developed by Barret and Benn, which has two factors: organizational vigor and dedication (Barrett, 2013; Benn, 2014).

RESULTS AND DISCUSSION

Table 1 describes respondent characteristics shows that gender distribution is more dominant in males, equal to 4% of the total sample. The distribution is quite even from the age characteristics, with most respondents aged 31-40 years (33%). Respondents with a high school education level constituted the majority (48%), followed by undergraduates (42%). Most respondents had 6-10 years of work experience (33%), followed by more than 20 years of experience (30%). This shows that quite a few respondents have remained in the organization for quite a long time.

Table 1. Characteristic Respondents Description

Category	Category Total	Number of Respondents	Percentage of Respondents
		76	100%
Gender	Man	36	36%
	Woman	40	40%
Age	20 - 30 years	26	30%
	31 - 40 years	35	33%
	41 - 50 years	12	28%
	51 years and above	3	9%
Last education	High School	1	-%
	Equivalent		

	Diploma	3	5%
	Undergraduate	61	42%
	S2/S3	11	6%
Work experience	Less than 5 years	17	13%
	6 - 10 years	30	33%
	11 - 15 years	20	17%
	16 - 20 years	7	6%
	More than 20 years	2	30%

This research utilizes a quantitative methodology with Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the relationships among Transformational Leadership, Organizational Climate, Organizational Commitment, and Organizational Citizenship Behavior (OCB). PLS-SEM was chosen for its strength in using non-normal data and small sample sizes. The study aims to develop a structural model that identifies Organizational Climate and Organizational Commitment as mediators of the impact of Transformational Leadership on OCB (Ghozali, 2014; Hair et al., 2019b).

Model evaluation in PLS-SEM encompasses three main components: the evaluation of the measurement model, the evaluation of the structural model, and the assessment of the model's goodness of fit. This comprehensive evaluation ensures the reliability and validity of the results, providing a robust framework for understanding the complex relationships among the studied variables.

The measurement model in this study consists of a reflective measurement model where the variables LT, OC, OE, and OCB are measured reflectively. Hair et al. (2022) explained the evaluation of the reflective measurement model consists of a loading factor ≥ 0.70 , composite reliability ≥ 0.70 (Cronbach alpha), and Average Variance Extracted (AVE ≥ 0.50) as well as an evaluation of discriminant validity, namely the formal criteria and Larcker and HTMT (Heterotrait-Monotrait Ratio) below 0.9 (Cross Loading).

Table 2. Evaluation of the Measurement model

Variable	Measurement Items	Indicator	Outer loadings	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Transformational Leadership	LT1	Vision	0.883	0.877	0.907	0.799
	LT2	Inspirational Communication	0.881			
	LT3	Intellectual Stimulation	0.924			
	LT4	Supportive Leadership	0.801			
	LT5	Personal	0.891			

Variable	Measurement Items	Indicator	Outer loadings	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
		Recognition				
Organizational Climate	CL-1	Affective Commitment	0.953	0.933	0.937	0.838
	CL-2	Sense of Belonging	0.908			
	CL-3	Normative Value	0.808			
Organizational Commitment	OC-1	Organizational Loyalty	0.975	0.961	0.963	0.953
	OC-2	Organizational Performance	0.978			
Organizational Citizenship Behavior	OCB1	Employee Sustainability	0.832	0.948	0.952	0.803
	OCB2	Social Participation	0.923			
	OCB3	Civic Virtue	0.866			
	OCB4	Voice	0.930			
	OCB5	Helping	0.872			

Five validated measurement items quantify the Transformative Leadership (LT) variable. The outer loading values for these items range from 0.801 to 0.924, indicating a high degree of correlation among the items in capturing the construct of Transformative Leadership within School. The reliability of the LT variable is robust, evidenced by a composite reliability (CR) value of 0.877 and a Cronbach's alpha of 0.907, both exceeding the acceptable threshold of 0.70. The convergent validity is further supported by an Average Variance Extracted (AVE) value of 0.799, which exceeds the minimum threshold of 0.50.

Among the five measurement items, LT3, which pertains to Intellectual Stimulation, exhibits the highest loading factor at 0.924. This suggests that Intellectual Stimulation – where leaders encourage members to be more creative and innovative in generating new solutions to longstanding problems – plays a particularly significant role in defining Transformational Leadership in this context.

The Organizational Climate variable is measured by 3 (three) valid items, the outer loading value of which lies between 0.808 and 0.953, which shows that the three measurement items are strongly correlated in explaining Organizational Climate in School. The OC variable's reliability level is acceptable with a composite reliability value of 0.907, Cronbach's alpha 0.903 above 0.70, and convergent validity indicated by AVE 0.838 > 0.50. Among the three valid measurement items, OC looks more strongly reflected by OC-1 (Loading Factor = 0.931), namely Affective Commitment, which shows members to do more in their role as members of the organization.

The Organizational Commitment variable is measured by 2 (two) valid items where the outer loading value lies between 0.975 and 0.978, which shows that the two measurement items are strongly correlated in explaining Organizational Commitment in School. The OE variable's reliability level is acceptable with a composite reliability value of 0.953, Cronbach's alpha 0.951 above 0.70, and convergent validity indicated by AVE 0.953 > 0.50. Between the two valid measurement items, OE looks more strongly reflected by OE-2 (Loading Factor = 0.978), namely Organizational Dedication, which indicates a strong engagement for someone by holding on to pride and fully concentrating on their work in the organization (Ünal & Turgut, 2015).

5 (five) valid items measure the Organizational Citizenship Behaviors variable, and the outer loading value lies between 0.832 and 0.930, which shows that the five measurement items are strongly correlated in explaining Organizational Citizenship behaviors in School. The OCB variable's reliability level is acceptable with a composite reliability value of 0.942, Cronbach's alpha of 0.938 above 0.70, and convergent validity indicated by AVE 0.803 > 0.50. Among the five valid measurement items, OCB appears to be more strongly reflected by OCB4 (Loading Factor = 0.926), namely Voice, where members participate in activities that voice suggestions and opinions or speak and express intentions to achieve organizational goals (Dekas et al., 2013).

Table 3. Fornell-Larcker Table

	OCB	OC	CL	LT
OCB	0.872			
OC	0.690	0.902		
CL	0.769	0.801	0.967	
LT	0.508	0.635	0.614	0.894

Evaluation of discriminant validity needs to be done by looking at the Fornell-Larcker criteria. Discriminant validity is a form of evaluation to ensure that the variables are theoretically different and proven by empirical/statistical testing. The Fornell-Larcker criterion is that the root of the variable AVE is greater than the correlation between variables. The OCB variable has a root AVE (0.872), which is more correlated with the LT, CL, and OC variables. The OC variable has an AVE root (0.902), which is more correlated with the CL and LT variables. The CL variable has an AVE root (0.967), which is more correlated with the LT variable. These results indicate that the discriminant validity of the OCB variable is met, likewise with the

validity of OC, OE, and LT where the root of AVE is greater than the correlation between variables.

Before testing the structural model hypothesis, it is necessary to see whether there is multicollinearity between the variables by measuring the inner VIF statistic. The estimation results show that the inner VIF value is <5 , so the multicollinearity level between variables is low. These results strengthen the parameter estimation results in the PLS SEM, which are robust (not biased).

Table 4. Hypothesis testing (direct effect)

	Path Coefficient	P values	95% confidence interval Path Coefficient		F square
			Lower limit	Upper limit	
H1: LT -> CL	0.635	0.000	0.530	0.726	0.676
H2: LT -> OC	0.614	0.000	0.490	0.736	0.604
H3: LT -> OCB	0.011	0.918	-0.195	0.202	0.000
H4: CL -> OCB	0.201	0.076	-0.025	0.415	0.034
H5: OC -> OCB	0.602	0.000	0.399	0.808	0.313

Based on the results of testing the hypothesis above, it is known as follows: *First hypothesis (H1)* accepted that there is a significant effect of LT on the increase in CL with path coefficient (0.635) and p-value ($0.000 < 0.05$). Any changes to LT will increase CL. Within the 95% confidence interval, the effect of LT in increasing CL lies between 0.530 and 0.726. The existence of LT in increasing OCB has a high influence at the structural level (f square = 0.676). So that the optimal LT applied in the organization will be able to increase CL to 0.726.

The second hypothesis (H2) accepted that there is a significant effect of LT on the increase in OC with a path coefficient (0.614) and p-value ($0.000 < 0.05$). Any changes to LT will increase OC. Within the 95% confidence interval, the effect of LT in increasing OC lies between 0.490 and 0.736. The existence of LT in increasing OC has a high influence at the structural level (f square = 0.604) so that the leadership's efforts to increase effective LT will be able to increase OC to 0.736.

Hypothesis 3 (H3) was rejected. The path coefficient (0.011) and p-value ($0.918 > 0.05$) indicate that there is no significant impact of LT on the increase in OCB. Within a 95% confidence interval, the influence of LT in increasing OCB lies between -0.195 to 0.202. Nevertheless, the presence of LT in influencing OCB is included in the low influence category at the structural level (f square = 0.000) The role of leadership remains an important part that must be continuously improved effectively to increase the OCB score to 0.202.

The fourth hypothesis (H4) was rejected, indicating that there is no significant effect of CL on increasing OCB. This conclusion is supported by a path coefficient of 0.201 and a p-value of 0.076, which is greater than the significance level of 0.05. However, any changes to CL are still said to be capable of increasing OCB. Within the 95% confidence interval, the effect of CL in increasing OCB lies between -0.025 to 0.415. Nevertheless, the presence of CL in influencing OCB is included in the category of moderate to high influence at the structural level (f square = 0.034). By implementing various CL improvement programs, OCB is still possible to increase to 0.415.

The fifth hypothesis (H5) confirms the notion that there is a significant impact of OC on increasing OCB, as indicated by a path coefficient of 0.602 and a p-value of 0.000, which is less than the significance level of 0.05. Any changes to OC will increase OCB. Within the 95% confidence interval, the influence of OC in increasing OCB lies between 0.399 and 0.808. Even so, the presence of OC in increasing OCB has a moderate effect at the structural level (f square = 0.313). The need for an OC improvement program is considered very important, as when there is an organizational policy to increase OC, the OCB will increase to 0.808.

Table 4. Hypothesis Testing Mediation Effects (Indirect)

	Path Coefficient	P values	(5% Path Coefficient confidence interval)		Upsilon (v)
			Lower limit	Upper limit	
H6: LT -> CL -> OCB	0.128	0.087	-0.015	0.277	0,016
H7: LT -> OC -> OCB	0.369	0.000	0.231	0.555	0,137

Interpretation of the statistical value of the uppsilon v mediation effect refers to the recommendations of Ghazali is the mediating effect of 0.01 low, 0.075 moderate, 0.175 high) (Ghozali, 2014; Lachowicz et al., 2018). Based on the table above on the results of testing the hypothesis of the effect of mediation (indirect), it is known as follows: The sixth hypothesis (H6) rejected where OC is not significant acts as a mediating variable that mediates the indirect effect of LT on OCB with a mediating path coefficient (0.128) and p-value (0.087 > 0.05). However, at the structural level, the mediating role of OC is still classified as having a low mediating effect (upsilon v = 0.016) (Lachowicz et al., 2018). This mediating role will increase within the 95% confidence interval by increasing the OC improvement to 0.277.

The seventh hypothesis (H7) was accepted, where significant acts as a mediating variable that mediates the indirect effect of LT on OCB with the mediating path coefficient (0.369) and p-value (0.000 < 0.05). Nevertheless, at the structural

level, the mediating role of OE is still classified as medium/moderate to high (epsilon $v = 0.137$). Within a 95% confidence interval, by increasing OE, this mediating role will increase to 0.555.

Discussion

Transformative Leadership is critically instrumental in enhancing school culture (SC). This study elucidates the role of intellectual stimulation as a pivotal factor, wherein leaders actively encourage innovative problem-solving practices among their members. In the context of Indonesian educational institutions, leaders exhibit a high degree of empathy towards the needs of their members, with a particular focus on advocating for the rights of teachers. This advocacy cultivates a strong sense of pride in collective accomplishments and reinforces solidarity among staff.

Emotional Connectivity and Organizational Challenges. Educational community members exhibit profound emotional connections to their organizations, interpreting organizational challenges as personal challenges. This emotional investment manifests in their dedication to defending teachers' rights and addressing various injustices within the academic environment.

Lack of Effect on Organizational Citizenship behaviors. The findings of this study reveal no significant correlation between Transformative Leadership and Organizational Citizenship behaviors (OCB), which stands in contrast to earlier research outcomes. This inconsistency suggests that Transformative Leadership may prioritize control over psychological empowerment, potentially constraining collaborative efforts among followers.

These concepts highlight the diverse dimensions of Organizational Citizenship Behavior, emphasizing its discretionary nature, contribution to sustainability efforts, and mediating role in organizational processes. By recognizing the significance of OCB and its impact on organizational effectiveness, leaders can foster a culture that encourages and rewards positive behaviors beyond employees' formal job responsibilities.

Moreover, OCB is voluntary conduct that extends beyond the formal responsibilities of employees and enhances the effectiveness of the organization. One of the leadership styles that has been identified as capable of inspiring and motivating employees to achieve higher performance is transformational leadership. Transformational leaders prioritize the development of their employees in addition to the attainment of organizational objectives. They foster an environment in which employees are encouraged to think creatively, take initiative, and collaborate effectively.

Organizational commitment is also a significant factor that influences OCB. Employees who demonstrate a strong commitment to the organization are more likely to demonstrate loyalty and dedication, as well as to make a greater contribution to its success. This dedication can be affected by a variety of factors, such as the effectiveness of leadership and the development of values within the school environment. The extent to which employees are willing to demonstrate OCB is also significantly influenced by the organizational (school) climate, which conceptually encompasses employees' perceptions of their work environment. The motivation and engagement of employees can be enhanced by a positive organizational climate in which they feel valued and supported.

The results of the hypothesis testing are consistent with the findings presented by Jeong, Nurjannah and Notanubun, which assert that organizational climate, as a critical component of organizational culture, fosters foundational values that influence individual voluntary behavior in the workplace. This relationship highlights the importance of a favorable organizational climate in enhancing employee engagement and promoting proactive behaviors, thereby contributing to overall organizational effectiveness (Jeong et al., 2019; Notanubun, 2021; Nurjanah et al., 2020).

Supportive Leadership and Collective Action. Despite the noted limitations concerning OCB, the implications of supportive leadership practices remain significant. Such leadership models foster an atmosphere conducive to collective action, wherein members engage in diverse activities to support their peers and advocate for their rights. These actions contribute to an enriched school culture and underscore the importance of shared responsibility in addressing common challenges. The research findings are substantiated by relevant studies, including those by Dialopa and Muharrom, which elucidate the fundamental roles of leadership and organizational culture in establishing a healthy and conducive work environment. These studies provide empirical evidence that effective leadership and a positive organizational culture are critical determinants in fostering workplace well-being and productivity (Dipaola & Tschannen-Moran, 2001; Muharom, 2023).

The study underscores the multifaceted role of Transformative Leadership in shaping school culture. While it appears not directly to influence OCB, it plays a crucial role in nurturing emotional connections and promoting advocacy among school members. Future research is encouraged to explore these dynamics and their implications for leadership practices in educational settings.

CONCLUSION

Transformational leadership exerts a significant direct influence on the organizational climate within schools. Transformational leadership has a positive and significant direct impact on school organizational commitment. Transformational leadership does not significantly affect OCB within schools. Organizational climate does not significantly influence OCB within schools. Organizational commitment significantly affects OCB within schools. Organizational climate does not significantly mediate the relationship between Transformational leadership and OCB. Transformational leadership indirectly influences OCB through organizational commitment as a school mediating variable. Future research should focus on enhancing OCB across various organizational types, particularly schools throughout Indonesia, on fostering behavior among teachers that voluntarily and collectively support organizational goals. The role of the school principal is crucial in collaboration among schools, increasing member commitment and engagement, and promoting the behaviors expected by the school. Some limitations in this study are the limited research time and the limited number of samples used, so a larger number of samples is needed to make the research results more solid to confirm the theory that has been put forward.

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