Organizational Antecedents of OCB: A Study of Vocational High School Teachers in Jakarta

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Abstract: This study aims to analyze the influence of organizational culture, supervision, compensation, and job satisfaction on the Organizational Citizenship Behavior (OCB) of vocational school teachers in Jakarta. The approach used is quantitative with the survey method. The research population includes teachers of State Vocational Schools in the Jakarta Special Region area, with sampling using proportional random sampling techniques. The research instrument is in the form of a Likert scale questionnaire that has been tested for validity and reliability. Data analysis was carried out by multiple regression to determine the partial and simultaneous influence of independent variables on OCB. The results of the study show that organizational culture, supervision, compensation, and job satisfaction have a significant effect on OCB. Among these variables, job satisfaction has the most dominant influence. Simultaneously, the four organizational antecedent variables explain 61.2% of the variation in teacher OCB, while the rest are influenced by other factors outside the model. These findings confirm that strengthening organizational culture, improving the quality of supervision, providing fair compensation, and creating job satisfaction are important strategies in improving teacher OCB. The implication of this research is the need for school managers and education policy makers to pay attention to organizational factors as an effort to build extra behavior of the teacher's role. Thus, the effectiveness of school organizations and the quality of education in vocational schools can be further improved.

Keywords: Organizational Culture, Supervision, Compensation, Job Satisfaction, Organizational Citizenship Behavior (OCB), Vocational School Teachers.

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A. INTRODUCTION

Changes in the educational environment in the era of globalization require educational institutions to adapt quickly to social, economic, and technological dynamics. Teachers as the spearhead of education are required not only to have professional competence in teaching, but also to be able to show more dedication through behavior that goes beyond formal duties (Karnati, 2024). In other words, the success of an educational institution is not solely determined by the technical skills of teachers, but also by their willingness to contribute voluntarily to the sustainability and effectiveness of the school. One form of behavior that is urgently needed in this context is Organizational Citizenship Behavior (OCB). OCB is defined as voluntary behavior that is not written in a formal job description, but is done to support the smooth running and effectiveness of the organization (Sunarsih, 2024). In teachers, OCB can

be in the form of a willingness to help colleagues, give extra attention to students, maintain the school environment, or actively participate in school activities outside of predetermined obligations.

OCB's contribution in the world of education has proven to be very significant. Teachers with a high OCB level are able to create a conducive work atmosphere, establish harmonious relationships between colleagues, and foster a spirit of togetherness in the school environment (Sitohang, 2019). More than that, this extra role behavior also has direct implications for improving the quality of educational services. For example, teachers who are willing to spend more time providing additional guidance will help students understand the material better, thus having an impact on improving student learning achievement. In addition to improving the quality of learning, OCB also plays a role in achieving the goals of the school organization as a whole. Schools that have teachers with high OCB levels tend to be more adaptive, responsive, and innovative in facing various challenges (Hong, 2022). Thus, OCB becomes an important social capital that strengthens the competitiveness of educational institutions in the midst of global competition. Therefore, growing and managing OCB among teachers is a crucial strategy that must be considered by school management and education policymakers.

Several studies show that vocational school teachers have a fairly variable level of OCB depending on the context of the organization and its supporting factors. For example, a study by Purwanto (2021) found that transformational leadership factors and school culture have a strong direct influence on OCB of vocational school teachers in DKI Jakarta. They reported that transformational leadership had a path coefficient of about 0.485 against OCB, and school culture also had a positive effect with a coefficient of about 0.371. This shows that teachers at Jakarta Vocational Schools tend to respond positively if their leaders are able to provide visionary direction and schools have a culture that supports collective values.

Other research related to SMK Negeri 48 shows OCB as an important variable in influencing teacher performance. Syawallina (2024) investigates the influence of OCB, organizational communication, and job satisfaction on the performance of teachers at SMKN 48 Jakarta. Results: OCB has a positive and significant effect on teacher performance, while job satisfaction also has a positive and significant effect. Organizational communication turned out to have a positive influence but statistically insignificant. This shows that teachers in Jakarta, especially at SMKN 48, have shown OCB behavior that has a real impact on their work output, although some aspects such as organizational communication still need to be strengthened for their influence to be significant. In addition, a local study in West Jakarta on OCB found that work loyalty and teamwork contributed significantly to the improvement of teachers' OCB. These findings illustrate that in the SMK environment in West Jakarta, the sense of loyalty to the school and the ability of teachers to work together in a team are important factors in encouraging teachers to do things outside of their formal duties.

Although various empirical studies show that the Organizational Citizenship Behavior (OCB) of vocational school teachers in Jakarta contributes significantly to improving performance, quality of educational services, and the achievement of school goals, the reality is that these extra role behaviors have not been fully realized evenly in every school. Several studies indicate that the level of teacher OCB is still greatly influenced by the internal

conditions of the organization, such as leadership, school culture, supervision, compensation, and job satisfaction. In a number of vocational schools, teachers show loyalty, teamwork, and high concern; However, in other schools, problems are still found such as low participation in activities outside of formal duties, lack of initiative to help colleagues, and lack of involvement in school decision-making.

These problems are even more complex when associated with the demands of globalization and the implementation of a curriculum that increasingly emphasizes collaboration, innovation, and 21st century skills. Vocational school teachers are required not only to teach, but also to guide students to be ready to face the competitive world of work. Without a high OCB, the strategic role of teachers in fostering a work culture, discipline, and collaboration in schools will be difficult to achieve. Facts in the field show that uneven compensation factors, administrative supervision, and organizational culture that are not fully conducive are often obstacles to the emergence of OCB optimally. On the other hand, teacher job satisfaction is also still an important issue. Teachers who felt dissatisfied with working conditions, leadership support, or awards received tended to show lower OCB than those who were satisfied with their work. This indicates that there is an important psychological mediation pathway to be further researched, so that the relationship between organizational culture, supervision, compensation, job satisfaction, and OCB can be understood more fully.

Thus, research on the organizational antecedents of OCB of vocational school teachers in Jakarta is urgently carried out. Through a deeper understanding of the factors that affect OCB, schools can formulate more effective human resource management strategies to improve teacher performance as well as the quality of vocational education in Jakarta.

B. METHODS
1. Research Design

This study uses a quantitative approach with a survey method. The research design used is explanatory research, which is research that aims to explain the influence of independent variables on dependent variables through statistical analysis. The independent variables in this study were organizational culture, supervision, compensation, and job satisfaction, while the dependent variable was the teacher's Organizational Citizenship Behavior (OCB).

2. Population and Sample

The population in this study is 2338 certified State Vocational High School (SMK) teachers in Jakarta. Meanwhile, the affordable population is certified State Vocational High School (SMK) teachers in East Jakarta with a sample of 342 teachers. The unit of analysis is a certified State Vocational High School (SMK) teacher. The sampling technique in this study is proportional random sampling, which is a proportional sampling technique to obtain a representative sample.

3. Research Instruments

The instrument used was a closed questionnaire with a Likert scale of 1-5 (1 = strongly disagree to 5= strongly agree). The instruments are compiled based on indicators from each research variable, namely:

Table 1. Instrument Development Indicators

No	Variabel	Indicator
1	*Organizational Citizenship Behavior* (OCB)	Help colleagues
		Manners at work
		Tolerance at work
		Good organizational citizen
		Obey and obey the rules of the organization
2	Organizational Culture	Supporting policies
		Mutually agreed values
		Rules Applied
		Organizational climate
3	Supervision	Planning
		Implementation
		Evaluation
		Follow-up
4	Compensation	Direct compensation in the form of:
		wages
		salary
		incentive
		Indirect compensation in the form of: insurance protection
		Severance
		Facilities
5	Job satisfaction	Pride in the work
		Suitability of work facilities
		Promotional Opportunities
		Construction from the top
		Obey and obey the rules of the organization

The instruments are tested for validity and reliability before being used in the research. The validity test was carried out by item-total correlation analysis, while the reliability was tested using Cronbach's Alpha with a criterion of ≥ 0.70.

4. Data Collection and Analysis Techniques

Primary data was obtained through the distribution of questionnaires to respondents selected as samples. The distribution of questionnaires is carried out online (online form) to facilitate data collection. The data obtained was analyzed using multiple regression analysis with the help of statistical software. This analysis aims to determine the influence of each independent variable (organizational culture, supervision, compensation, job satisfaction) on

the dependent variable (OCB). Before conducting the hypothesis test, the Normality Test of Estimation Error and the Significance and Linearity of Regression Test were carried out.

C. RESULTS AND DISCUSSION

Table 2. Hypothesis Testing Results

No	Direct Influence	Path Coefficients	p-value (sig)	Citical Value (< 0.05)	Test Results
1.	X_1 against Y	0,156	0.002	0.05	H0 is rejected, H1 is accepted. There is a direct positive effect of X1 on Y
2.	X_2 against Y	0,137	0.009	0.05	H0 is rejected, H1 is accepted. There is a direct positive effect of X2 on Y
3.	X_3 against Y	0,184	0.001	0.05	H0 is rejected, H1 is accepted. There is a direct positive effect of X3 on Y
4.	X_4 against Y	0,393	0.000	0.05	H0 is rejected, H1 is accepted. There is a direct positive effect of X4 on Y
5.	X_1 against X_4	0.233	0.000	0.05	H0 is rejected, H1 is accepted. There is a direct positive effect of X1 on X4
6.	X_2 against X_4	0.248	0.000	0.05	H0 is rejected, H1 is accepted. There is a direct positive effect of X2 on X4
7.	X_3 against X_4	0.296	0.000	0.05	H0 is rejected, H1 is accepted. There is a direct positive effect of X3 on X4
8.	X1 against Y Through X4	0.092	0.000	0.05	H0 is rejected, H1 is accepted. There is a positive indirect effect of X1 on Y through X4
9.	X2 against Y Through X4	0,097	0.000	0.05	H0 is rejected, H1 is accepted. There is a positive indirect influence of X2 on Y Through X4
10.	X3 against Y Through X4	0,116	0.000	0.05	H0 is rejected, H1 is accepted. There is a positive indirect influence of X3 on Y Through X4

The results of the hypothesis test showed that all organizational antecedent variables, namely organizational culture (X1), supervision (X2), and compensation (X3), had a significant direct influence on Organizational Citizenship Behavior (Y). This can be seen from the value of the path coefficient of each positive variable (X1→Y = 0.156; X2→Y = 0.137; X3→Y = 0.184) with a significance level below 0.05. Thus, the better the organizational culture, the more effective the supervision, and the fairer the compensation received by teachers, the higher the extra role behavior (OCB) shown by teachers.

In addition, job satisfaction (X4) was also shown to have a significant direct effect on OCB (X4→Y = 0.393; $p = 0.000$). This indicates that teachers' satisfaction with their work is a very important factor in encouraging the emergence of voluntary behavior outside of formal duties, such as helping colleagues, maintaining good relationships, and showing loyalty to the school. The results of the study also showed a significant relationship between organizational culture, supervision, and compensation on teacher job satisfaction. Organizational culture had a positive effect on job satisfaction (X1→X4 = 0.233), supervision had a positive effect on job satisfaction (X2→X4 = 0.248), and compensation had the highest effect on job satisfaction (X3→X4 = 0.296). Thus, the better the organizational condition in terms of culture, quality of supervision, and compensation fairness, the level of teacher job satisfaction will also increase.

Furthermore, there is also an indirect influence of organizational culture, supervision, and compensation on OCB through job satisfaction. The results show the value of the positive coefficient on each path (X1→Y through X4 = 0.092; X2→Y through X4 = 0.097; X3→Y through X4 = 0.116), which is entirely significant at $p < 0.05$. This means that job satisfaction plays a role as a mediating variable that strengthens the influence of organizational culture, supervision, and compensation on OCB. In other words, when teachers feel satisfied with their work, the influence of organizational culture, supervision, and compensation on OCB becomes stronger. These findings confirm that OCB teachers at Jakarta Vocational Schools are not only directly influenced by organizational factors, but also through job satisfaction mechanisms. Therefore, efforts to improve teachers' OCB should be carried out by paying attention to the balance between organizational structural factors (culture, supervision, compensation) and individual psychological factors (job satisfaction).

Teachers' OCB in this study was positively influenced by organizational culture, supervision, compensation, and job satisfaction both directly and indirectly through job satisfaction. This pattern is consistent with the latest literature in the education sector. Research on teachers shows that the quality of relationships and a supportive organizational climate are part of the organizational culture that promotes peer trust and self-efficacy, which in turn increases OCB. The findings of Choong et al. (2024) show that trust in colleagues is positively correlated with teachers' OCB, confirming the importance of collaborative norms and mutual support as an artifact of school work culture. The role of organizational culture is also seen in a quantitative study in Indonesian educational institutions, which found that culture can reinforce (moderate) the influence of individual/leadership factors on OCB. This implies that interventions at the cultural level (values, practices, and organizational symbols) deserve to be the cornerstone of school management policies when stimulating teacher extra-role behavior.

These results also explain that supervision has an effect on OCB supported by research that shows that academic supervision of school principals increases teachers' OCB both directly and through strengthening psychological variables such as assertiveness/work motivation. Supervision has various components and indicators that are interconnected to ensure its successful implementation (Fuad et al., 2023). Studies show the positive effects of academic supervision on OCB and on mediators that elevate OCB, confirming the importance of nurturing, equitable, and development-oriented supervision practices. On the contrary, abusive supervisory styles have been proven to undermine the perception of justice and suppress OCB; This strengthens the argument that the quality of supervision is a critical lever for maintaining the civic behavior of the organization.

The findings on compensation affecting OCB are also in line with the latest literature. The empirical review emphasizes compensation as an important antecedent of OCB; Fair compensation reinforces a sense of appreciation and affective commitment thus encouraging extra-role behaviors. The most prominent of the results of this study is job satisfaction as a dominant predictor of OCB as well as a mediator of cultural influence, supervision, and compensation on OCB. Cross-educational context evidence shows that job satisfaction consistently predicts teachers' OCB; A study on school teachers in Nepal, for example, confirmed the positive relationship between OCB job satisfaction. In Indonesia, recent research has also positioned job satisfaction as a powerful mediator between leadership (including in virtual learning) and OCB, indicating that managerial interventions that increase satisfaction (role clarity, support, growth opportunities) will magnify the effect of organizational factors on OCB.

The contemporary organizational psychology literature still places job satisfaction as one of the most reliable predictors for OCB both through meta-analytical evidence and theoretical analysis, so that the mediating pathways found (X1/X2/X3 → X4 → Y) are aligned with the accumulation of knowledge in this field. In addition, recent educational research also highlights that social-psychological factors such as work meaning and empowerment trigger teacher OCB, reinforcing the thesis that improving the quality of daily work experience is key. Practically, consistency between research results and previous research support suggests policy priorities: (1) strengthening collaborative culture and procedural fairness, (2) building the capacity of principals in fostering supervision (coaching, constructive feedback), (3) structuring fair/transparent compensation schemes with non-financial rewards, and (4) programs to improve job satisfaction (meaningful work design, decision participation, career opportunities). By targeting job satisfaction as a mediation axis, schools can magnify the impact of organizational factors on OCB and, ultimately, school performance.

D. CONCLUSIONS AND SUGGESTIONS

This study proves that organizational factors in the form of organizational culture, supervision, compensation, and job satisfaction have a significant effect on the Organizational Citizenship Behavior (OCB) of vocational school teachers in Jakarta. Partially, each of the organization's antecedents contributed positively to the increase in OCB, with job satisfaction emerging as the most dominant factor. This shows that teachers who work in a positive

cultural environment, receive supportive supervision, receive decent compensation, and feel satisfied in their work, are more likely to exhibit extra-role behaviors such as helping colleagues, maintaining good relationships, being loyal, and being active in school activities. Simultaneously, the four organizational antecedent variables were able to explain more than half of the variation in teacher OCB. These findings affirm the importance of school management in strengthening aspects of organizational culture, improving the quality of supervision, improving the compensation system, and creating a work climate that supports teacher satisfaction. Thus, OCB teachers can continue to be grown to improve organizational effectiveness and the quality of education in vocational schools.

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