

The Mediating Role of Commitment in the Relationship between Job Satisfaction and Organizational Citizenship Behavior (OCB) among Teachers of Inclusive Public Junior High Schools in Bogor Regency

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ABSTRACT

This research investigates the effect of job satisfaction on Organizational Citizenship Behavior (OCB), both directly and indirectly through commitment, among teachers in inclusive public junior high schools in Bogor Regency. Adopting a quantitative design with a survey method, data were obtained from 325 teachers selected through proportional random sampling. Responses were gathered using validated questionnaires and analyzed with Structural Equation Modeling (SEM) via SmartPLS 4.0. The results demonstrate that job satisfaction significantly enhances both commitment and OCB. Furthermore, commitment exerts a positive influence on OCB and functions as a mediator in the relationship between job satisfaction and OCB. These findings suggest that teachers who experience greater job satisfaction are more likely to develop stronger emotional attachment to their profession and institution, which subsequently fosters their willingness to engage in discretionary behaviors that contribute to the school community. The study underscores the strategic importance of job satisfaction and commitment in advancing teacher performance beyond formal duties, while also offering theoretical contributions to understanding how psychological and organizational factors encourage OCB in inclusive educational contexts.

Keywords: Job Satisfaction; Organizational Commitment, Organizational Citizenship Behavior (OCB)

Introduction

Teachers, as professional educators, are expected to possess a comprehensive set of competencies to carry out their responsibilities effectively. In accordance with Law Number 14 of 2005 on Teachers and Lecturers, Article

10, Chapter IV, educators are required to demonstrate four core competencies: pedagogical, professional, social, and personal. Mastery of these areas is fundamental to ensuring the delivery of quality education.

In the context of inclusive schools, the provision of educational services differs from that of regular schools, particularly in addressing the needs of students with disabilities who require specialized approaches to optimize their abilities and potential. Nevertheless, the implementation of inclusive education across 46 public inclusive junior high schools in Bogor Regency, involving 1,564 teachers, continues to encounter challenges such as limited teacher expertise, inadequate facilities, and financial constraints. Despite these obstacles, the effectiveness of educational services can be sustained when teachers exhibit strong Organizational Citizenship Behavior (OCB). Teachers with high OCB not only fulfill their primary teaching roles but also voluntarily engage in activities that enhance the school environment, such as assisting colleagues, participating in school and professional associations, demonstrating tolerance, offering support beyond classroom obligations, and maintaining respectful interactions.

One of the key factors influencing Organizational Citizenship Behavior (OCB) is job satisfaction. Job satisfaction refers to a sense of contentment or pleasure that an individual experiences in performing their work. It often arises when an employee's expectations regarding various aspects of their workplace are fulfilled. Individuals with high job satisfaction tend to develop positive feelings toward their jobs, while those with low satisfaction often hold negative perceptions. Teachers who experience positive feelings toward their work are more likely to demonstrate OCB. When teachers provide optimal services to their students, it generates a positive impact on schools, as students' satisfaction is transmitted to parents and the surrounding community, thereby increasing public trust in the institution.

Previous studies also highlight the positive influence of job satisfaction on OCB. Research by İbrahim Rençber and Celil Koparal (2021) confirms that job satisfaction positively affects multiple dimensions of OCB, while Aram H. Massoud et al. (2020) emphasize its role in shaping employee OCB. Similar findings are reported in several other studies (Motalebi & Marşap, 2020; Jayawardena & Kappagoda, 2020; Ibrahim et al., 2020; Malik & Anjum, 2021; Jigjiddorj et al., 2021; Ennida & Allouani, 2023; Kardas, 2023).

Another crucial factor influencing OCB is organizational commitment, defined as an individual's desire to remain a member of an organization. High levels of teacher commitment often stem from trust in the educational institution. Commitment is vital for determining an organization's success in achieving its goals, as it represents the psychological bond between individuals and their workplace. Teachers with strong commitment are more willing to remain part of the institution and dedicate their skills and expertise to organizational progress. Consequently, organizational commitment plays a significant role in enhancing teacher quality and productivity.

Several studies have further demonstrated a significant positive relationship between commitment and OCB across its dimensions (Massoud et al., 2020; Motalebi & Marşap, 2020; Hossain, 2020; Jayawardena & Kappagoda, 2020; Malik & Anjum, 2021; Jigjiddorj et al., 2021; Alghamdi et al., 2022; Saber,

2023). Based on these phenomena, this study seeks to explore why teachers' OCB remains suboptimal and to what extent job satisfaction and commitment influence the OCB of teachers in inclusive public junior high schools in Bogor Regency.

Method

This research employs a quantitative design to address the research questions and empirically test the proposed hypotheses. The primary aim is to analyze the effects of exogenous variables on an endogenous construct through a mediating variable. In this framework, Organizational Citizenship Behavior (OCB) is conceptualized as the endogenous construct, job satisfaction is positioned as exogenous variables, and organizational commitment functions as the mediating (intervening) variable.

Methodologically, this study is explanatory in nature, seeking to examine causal relationships among the variables under investigation. Data collection was conducted through a survey using a structured questionnaire distributed via Google Forms to teachers in inclusive public junior high schools (SMPN Inklusi) across Bogor Regency. Respondents were asked to self-assess their experiences and perceptions related to the study constructs.

The primary data were obtained directly from the participants through validated questionnaires, ensuring reliability and scientific rigor. Supplementary information was also gathered from interviews, documentation, and prior empirical studies to reinforce the theoretical framework. For data analysis, inferential statistical techniques were applied using Structural Equation Modeling (SEM) with the SmartPLS software enabling the evaluation of both direct and indirect effects among the constructs. To ensure precise measurement of perceptions, all variables were operationalized into constructs and indicators that guided the development of the survey instrument. The study focuses on three core variables: Organizational Citizenship Behavior (OCB), job satisfaction, and organizational commitment.

Results

Validity and Reliability

Reliability testing was performed to confirm that the research instrument consistently, accurately, and precisely measures the intended constructs. Internal consistency was assessed using two widely applied indicators, namely Composite Reliability and Cronbach's Alpha, which are particularly suitable for Likert-scale-based instruments. A construct is deemed reliable when both Composite Reliability and Cronbach's Alpha exceed the threshold value of 0.70. Validity is measured through the Average Variance Extracted (AVE), with the criterion that a variable is considered valid if the AVE value is greater than 0.5. The results of the reliability analysis for this study are summarized as follows.

Table 1. Validity & Reliability

	Cronbach's alpha	Composite reliability	AVE
Commitment	0.961	0.964	0.519
OCB	0.958	0.961	0.501
Job Satisfaction	0.978	0.980	0.604

(Source: SMARTPLS, 2025)

Based on the table above, it is evident that all variables in this study have Composite Reliability and Cronbach's Alpha values greater than 0.70. Based on the table, it also shows that the AVE value is greater than 0.5, which means that the research variables are valid. Therefore, it can be concluded that the constructs are reliable and valid for further hypothesis testing in the inner model.

Structural Equation Model

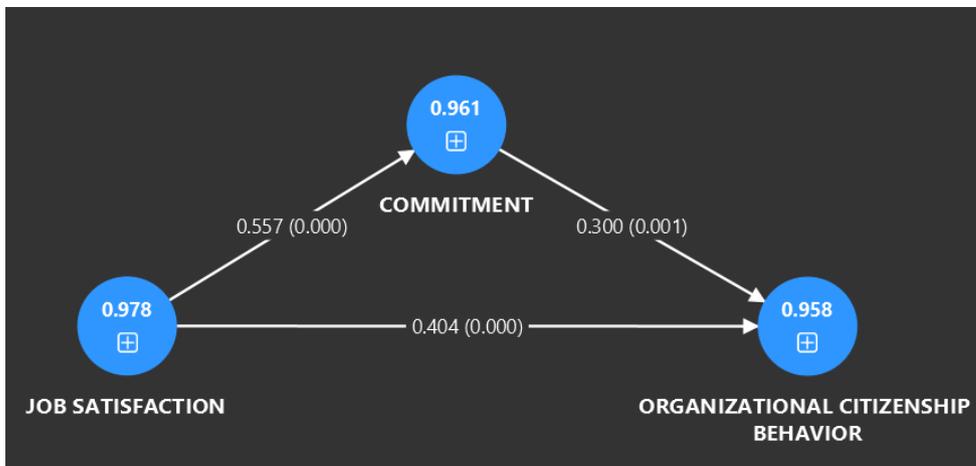


Figure 1. Estimation SEMPLS Model

The R-Square value is evaluated based on criteria that indicate whether the model is strong (>0.67), moderate (0.33 – 0.67), or weak (<0.33). A good R-Square value is typically close to 1 or 100%.

Table 2. Determination Coefficient

	R-square	Criteria
Commitment	0.310	Weak
OCB	0.388	Moderate

(Source: SMARTPLS, 2025)

Based on the results presented in the table, the commitment variable obtained an R-Square value of 0.310, which can be classified as weak. This indicates that job satisfaction explains 31.0% of the variance in commitment. In addition, the R-Square value for the OCB construct is 0.388, also categorized as moderate, suggesting that job satisfaction and commitment jointly account for 38.8% of the variance in Organizational Citizenship Behavior.

Effect Size

Based on the results in Table 3 regarding the estimation of effect size, the influence of commitment on OCB shows a value of 0.102, which falls under the

small category. This indicates that although commitment contributes to the enhancement of OCB, its effect is relatively limited. In other words, commitment alone is not strong enough to explain the variation in teachers' OCB, suggesting that other factors may play a more dominant role in fostering extra-role behaviors.

Table 3. Estimation Effect Size

	Effect Size	Criteria
Commitment With OCB	0.102	Small
Job satisfaction With Commitment	0.450	Big
Job satisfaction With OCB	0.184	Moderate

(Source: SMARTPLS, 2025)

In contrast, the effect of job satisfaction on commitment demonstrates a value of 0.450, which is categorized as big. This finding highlights the significant role of job satisfaction in strengthening teachers' commitment to their organization. Moreover, job satisfaction also exerts a direct influence on OCB with an effect size of 0.184, which is considered moderate. These results suggest that job satisfaction not only fosters greater commitment among teachers but also directly encourages them to engage in OCB, although its contribution is stronger in building commitment than in directly shaping extra-role behaviors.

In this study, hypothesis testing was conducted by analyzing the T-Statistics and P-Values for each of the hypothesized paths between variables. A hypothesis is considered accepted if the T-Statistic exceeds 1.96 at a 5% significance level and the P-Value is less than 0.05. The results of the hypothesis testing are presented as follows.

Table 4. Estimation Path Coefficients

	Estimation	T-Statistics	P-Values
Commitment -> OCB	0.300	3.263	0.000
Job satisfaction -> Commitment	0.557	12.211	0.000
Job satisfaction -> OCB	0.404	4.210	0.000
Job satisfaction -> Commitment -> OCB	0.167	2.811	0.000

(Source: SMARTPLS, 2025)

H1: There is a significant influence of job satisfaction on commitment.

The result indicates a significant effect of job satisfaction on commitment, as evidenced by a p-value of 0.000 (< 0.05) and a path coefficient of 0.557.

H2: There is a significant influence of job satisfaction on Organizational Citizenship Behavior (OCB).

The analysis shows a significant impact of job satisfaction on OCB, with a p-value of 0.000 (< 0.05) and a path coefficient of 0.404.

H3: There is a significant influence of commitment on OCB.

The results demonstrate a significant relationship between commitment and OCB, supported by a p-value of 0.000 (< 0.05) and a path coefficient of 0.300.

H4: There is a significant indirect effect of job satisfaction on OCB through commitment.

The findings reveal that job satisfaction significantly affects OCB indirectly through commitment, as indicated by a p-value of 0.000 (< 0.05) and a path coefficient of 0.167.

Discussion

Based on the findings, it is evident that job satisfaction has a significant influence on the Organizational Citizenship Behavior (OCB) of teachers in inclusive junior high schools in Bogor Regency. Job satisfaction refers to the positive feelings experienced by an individual when work aligns with their expectations. It is inherently subjective, as different factors shape each person's sense of satisfaction. Teachers' satisfaction levels positively correlate with the extent to which their personal needs are fulfilled at work. Highly satisfied teachers generally demonstrate positive workplace attitudes that contribute to organizational advancement. The effect of job satisfaction on OCB, understood as extra-role behaviors within the workplace, can therefore be substantial. According to Kinicki and Fugate (2016), job satisfaction represents an affective or emotional response to various aspects of professional responsibility. Similarly, Schermerhorn et al. (2017) describe it as the degree to which one feels content or discontent with their job, while Jones and George (2015) emphasize it as a combination of feelings and beliefs toward assigned tasks. Colquitt, Lepine, and Wesson (2018) further define job satisfaction as a pleasurable emotional state resulting from the evaluation of one's work experience.

The results of this study align with Rençber (2021), who demonstrated that job satisfaction positively influences the sportsmanship, courtesy, and altruism dimensions of OCB. Likewise, Jayawardena and Kappagoda (2020) confirmed that job satisfaction plays a positive role in enhancing OCB. Meanwhile, commitment is characterized by emotional attachment, loyalty, and responsibility toward one's profession and organization. It represents a crucial element in determining organizational success, as it reflects an employee's willingness to remain part of the institution and contribute skills and abilities for its advancement. High commitment enhances the quality and productivity of teachers, motivating them to engage in voluntary actions that benefit the collective, such as loyalty and prosocial behaviors. This is consistent with Hossain (2020), who found that organizational commitment positively influences OCB, and Massoud, Jameel, and Ahmad (2020), who noted that commitment exerts a stronger effect on OCB compared to job satisfaction.

Greater teacher dedication to their profession and institution is likely to foster higher levels of OCB, which ultimately strengthens the quality of education, workplace climate, and the achievement of school goals. Teachers' sincerity manifests in various forms of OCB, such as loyalty, initiative, care, and altruism, which are vital for cultivating a collaborative and professional school culture. Newstrom (2015) defines job satisfaction as the pleasure or displeasure one experiences while striving toward goals, while Mullins (2016) emphasizes its complex and multifaceted nature, shaped by personal, social, cultural,

organizational, and environmental factors. Supporting this, Israel et al. (2015) demonstrated that job satisfaction is a key determinant of organizational commitment among non-academic university staff, and Gopinath (2020) highlighted that satisfied, dedicated, and active employees represent valuable organizational assets.

Teacher job satisfaction is thus not only central to individual well-being but also to the success of schools as organizations. Schools that aim for excellence must create conditions in which teachers feel valued, supported, and fulfilled. Building strong teacher commitment requires enhancing job satisfaction through supportive and fair leadership, adequate compensation and recognition, a harmonious work environment, opportunities for professional growth, and active teacher involvement in decision-making. The study further demonstrates that job satisfaction indirectly influences OCB through teacher commitment, confirming the mediating role of commitment in this relationship.

Job satisfaction can be understood as a positive emotional state arising when personal expectations align with actual work experiences. Teachers who feel satisfied are more likely to feel appreciated, aligned with their work environment, and emotionally connected to their institutions. Organizational commitment, on the other hand, reflects an emotional bond, loyalty, and the desire to remain actively engaged within the organization. Teachers with strong commitment are more inclined to voluntarily invest additional effort and actively participate in school activities. OCB, in this context, represents voluntary behaviors outside formal job descriptions that contribute to organizational effectiveness, such as assisting colleagues, maintaining the school environment, and attending events without obligation.

In conclusion, job satisfaction emerges as a critical factor in fostering positive work attitudes like OCB. However, its effect is stronger and more consistent when mediated by organizational commitment. Teachers who experience higher satisfaction tend to exhibit stronger commitment, which subsequently motivates them to contribute beyond formal requirements. Therefore, organizational commitment plays a pivotal role in reinforcing the connection between job satisfaction and OCB.

Conclusion

The results of the path coefficient analysis indicate that job satisfaction significantly influences both commitment and Organizational Citizenship Behavior (OCB). Specifically, job satisfaction shows a strong positive effect on commitment ($\beta = 0.557$, $t = 12.211$, $p < 0.001$), suggesting that higher levels of satisfaction substantially enhance teachers' emotional and professional attachment to their institutions. In addition, job satisfaction directly contributes to OCB ($\beta = 0.404$, $t = 4.210$, $p < 0.001$), confirming its critical role in encouraging voluntary and prosocial behaviors among teachers.

Furthermore, commitment is found to significantly mediate the relationship between job satisfaction and OCB. The indirect effect ($\beta = 0.167$, $t = 2.811$, $p < 0.001$) demonstrates that satisfied teachers are more likely to strengthen their commitment, which in turn promotes greater OCB. Overall, these findings

emphasize that fostering job satisfaction not only directly improves OCB but also indirectly strengthens it through the development of teacher commitment, highlighting the dual pathway through which satisfaction shapes positive organizational outcomes.

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