

## The Effect of Organizational Climate and Personality on Organizational Citizenship Behavior (OCB) With Work Motivation as a Mediating Variable

A Study of Teachers at Xin Zhong Elementary School in Surabaya

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### Abstract

**Introduction/Main Objectives:** Quality education is a long-term investment that depends heavily on teachers' professional commitment. At Xin Zhong Elementary School, a trilingual primary school in Surabaya with a multicultural teaching staff, variations in voluntary participation in extracurricular activities indicate differing levels of Organizational Citizenship Behavior (OCB). This study aims to analyze factors influencing OCB by examining organizational climate and personality (agreeableness), with work motivation as an intervening variable.

**Background Problems:** The inconsistency of teachers' voluntary involvement raises questions about how contextual and individual factors contribute to OCB and whether work motivation plays a mediating role in these relationships.

**Research Methods:** This study employed a quantitative approach. The population consisted of all 60 primary school teachers at Xin Zhong Elementary School, using a census sampling technique. Data were collected through questionnaires distributed via Google Form and analyzed using SmartPLS 4.0.

**Findings/Results:** The results show that organizational climate and personality have positive and significant effects on work motivation and OCB. Work motivation also has a positive and significant effect on OCB and mediates the influence of organizational climate and personality on OCB.

**Conclusion:** The study concludes that organizational climate, personality, and work motivation are key determinants of teachers' OCB, with motivation serving as an important mediating factor.

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**Keywords:** Organizational Citizenship Behavior (OCB); Organizational Climate; Agreeableness; Work Motivation.



## Introduction

The quality of education is the main foundation for the future of the nation, as emphasized by Professor Ani Budiarti from the University of Indonesia (<https://bloombraineducation.com>, September 2025). She emphasized that education is a long-term investment that is highly dependent on the quality of its educators. The government and society need to pay serious attention to teachers as central actors. Teachers have a professional responsibility to continuously improve themselves through training and continuing education, because this role is key to the success of a nation.

Xin Zhong Elementary School is a trilingual educational institution in Surabaya, strategically located at Kalisari Selatan 5, Pakuwon City, Surabaya. It is surrounded by various well-known educational institutions, such as Gloria Christian Elementary School, Cita Hati Christian Elementary School, Al Azhar Islamic Elementary School, and Guang Ming Elementary School. One of the unique features of Xin Zhong Elementary School is that it gives students the freedom to study their religion and beliefs according to their respective religions or beliefs.

Xin Zhong Elementary School has also proven its existence with the school being established for 20 years and the school foundation reaching 90 years. Xin Zhong Elementary School is a trilingual school that is also equipped with Di Zi Gui character education. This character education upholds character and moral education based on Confucian values. This character education is not only applied to students but also to educators at the school by saying “words of appreciation” at every morning briefing.

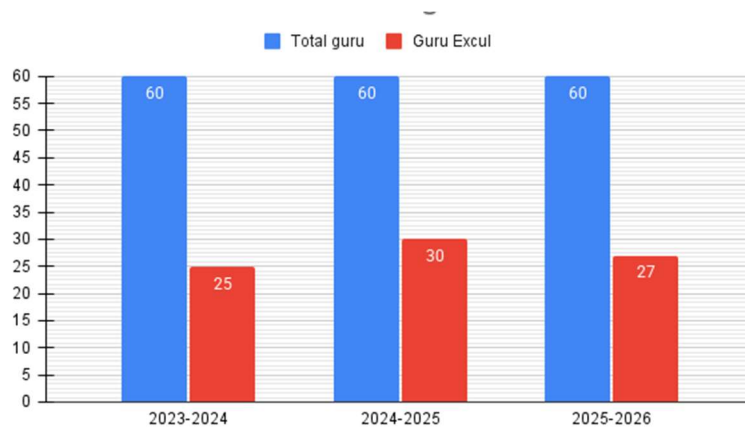
The school is supported by a multicultural teaching staff with teachers from the Philippines, China, India, Pakistan, and Indonesia. This context of multiculturalism inherently creates a specific and complex organizational climate in the school environment. The multicultural context at Xin Zhong Elementary School creates an organizational climate that has the potential to be ambiguous and tends to be inconsistent. It is this diversity of perceptions of the work climate that is thought to affect teachers' work motivation. Litwin and Stringer (1968) define organizational climate as a set of attributes of the work environment as perceived by its members. A positive climate is believed to foster trust and commitment, which ultimately encourages teachers to contribute more to their school.

Teachers' behavior is likened to the devotion of “unsung heroes,” a popular expression that originates from Ki Hajar Dewantara's educational philosophy. The essence of this extra devotion is relevant to the concept of Organizational Citizenship Behavior (OCB). This concept was pioneered by Organ (1988) and enriched by Podsakoff (2000), defining OCB as individual actions that collectively enhance the effectiveness and socio-psychological sustainability of an organization. OCB manifests itself through teachers' willingness to help colleagues, provide guidance, and in the school environment. The context of multiculturalism at Xin Zhong Elementary School creates an organizational climate that is potentially ambiguous and tends to be inconsistent. It is this diversity of perceptions of the work climate that is thought to influence teachers' work motivation. Litwin and Stringer (1968) define organizational climate as a set of attributes of the work environment as perceived by its members. A positive climate is believed to foster trust and commitment, which ultimately encourages teachers to contribute more to their school.

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organization. OCB manifests itself through teachers' willingness to help colleagues, provide extra guidance to students, and actively participate in activities outside of teaching hours.

The phenomenon that occurs is that teachers' intrinsic motivation to make extra contributions (OCB) at Xin Zhong Elementary School can fluctuate even though the facilities and salaries are relatively adequate. Xin Zhong Elementary School provides opportunities for every teacher to provide extracurricular activities for students at school. Researchers have observed data on teachers who have participated in leading extracurricular activities at school over the past three years. The data is presented in the following Figure 1.



**Figure 1 Teacher Involvement**

Xin Zhong Elementary School also holds several annual events, one of which is the School Open House. On October 25, 2025, Xin Zhong School held a Golden Fortune Day event. Fifteen of the 60 teachers at Xin Zhong Elementary School spent extra time preparing for the event.

Researchers are interested in the phenomenon that not all Xin Zhong Elementary School teachers take the initiative to teach extracurricular activities or voluntarily support school events. Some teachers who provide extracurricular activities sometimes even have to be appointed by the principal to do so. Other teachers have been voluntarily teaching extracurricular activities for the past three years. Researchers want to know what factors underlie the civic behavior or OCB of teachers.

Researchers assume that OCB in individuals can be influenced by antecedent factors, both from the organizational climate and from personality. The Big Five Personality model by Costa and McCrae (1992) categorizes personality into five dimensions, in which Agreeableness and Conscientiousness are consistently identified as the main predictors of OCB (Organ & Ryan, 1995; Chiaburu et al., 2011). The Agreeableness dimension in the Big Five Personality model has been consistently identified as the main predictor of OCB (Organ & Ryan, 1995).

Work motivation, whose indicators according to Herzberg (1959) are divided into motivator factors (intrinsic) such as achievement, recognition, and the work itself, as well as Hygiene factors (extrinsic) such as salary, working conditions, and interpersonal relationships, is a significant internal driver. Teachers with a level of work motivation driven by intrinsic factors tend to be more enthusiastic, feel satisfied with their work, and have the drive to do their best, including exhibiting OCB behavior. The combination of a supportive work environment (organizational climate) and strong internal drive (motivation) is thought to be a strong predictor of the emergence of OCB among teachers.

The inconsistency of previous research results is a strong academic gap (research gap) that underlies this study. Studies by Nancy Yusnita et al. (2021) and Syahla Yulfiantie et al. (2022) found that Organizational Climate and Personality (in general) have a significant effect on OCB, but there are specific contradictions in the role of work motivation. The research by Agus Budi Darmawan et al. (2023) explicitly concluded that Work Motivation does not affect OCB, either directly or through the mediation of Job Satisfaction. On the other hand, the study by Amjad Maulana et al. (2022) found that Work Motivation has a positive and significant effect on OCB. This empirical gap indicates the need for an explanatory mechanism (mediating variable) to bridge the influence between contextual and individual factors (Organizational Climate and Agreeableness) on OCB.

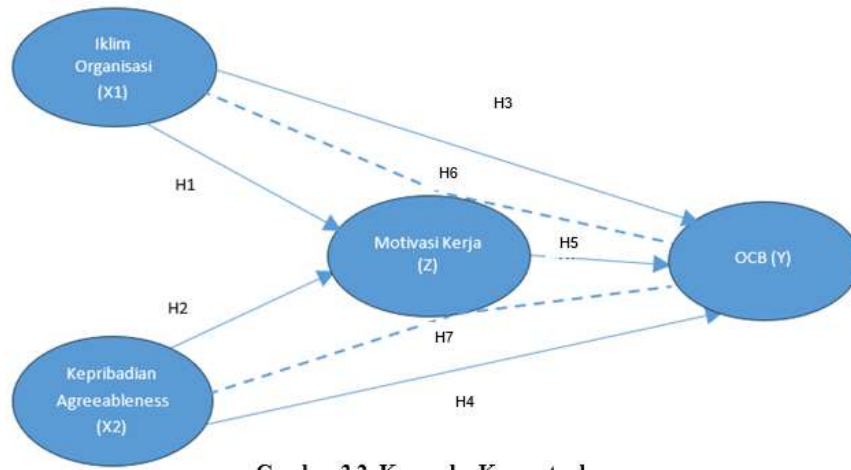
This study will comprehensively analyze the extent to which Organizational Climate and the Agreeableness Dimension of Personality significantly influence Organizational Citizenship Behavior (OCB). The researcher will focus on a specific personality dimension, namely Agreeableness, to explain OCB behavior. The crucial issue being examined is whether personality factors and organizational climate influence OCB and the role of Work Motivation as a mediator in the manifestation of teachers' OCB.

## Research Methods

For this study, we adopted a quantitative approach centered at Xin Zhong Primary School in Surabaya. We focused our research on the school's entire teaching staff, totaling 60 individuals. Given the specific size of this group, we utilized a saturated sampling (census) technique to ensure every voice was represented.

Our data collection was guided strictly by our hypothesis variables and drawn from two sources: primary data, which we gathered directly from the teachers, and secondary data from existing records. To collect primary insights, we provided respondents with a closed-ended questionnaire. This format asked teachers to indicate their level of agreement with specific statements that reflected their personal experiences and feelings.

Before the final analysis, we ensured our instruments were both valid and reliable. We put the questionnaires through rigorous validity and reliability testing, alongside classical assumption tests. Once the data met these quality standards, we performed hypothesis testing using SmartPLS 4.0. This involved a comprehensive analysis through t-tests, F-tests, multiple linear regression, and R<sup>2</sup> evaluations.



**Figure 2 Conceptual Framework**

## Result

To better understand the context of our findings, we first developed a profile of our research subjects based on their individual characteristics. We began by distributing questionnaires to our target sample of 60 participants. This descriptive process allowed us to transform raw statistics into a meaningful narrative about who the respondents are. We are pleased to report a 100% completion rate; all 60 distributed questionnaires were returned fully answered, providing a complete and robust dataset for our analysis.

**Table 1 Respondent's Gender**

Gender	Frequency	Percentage
Male	18	30%
Female	42	70%
Total	60	100 %

Based on the tables above, the biggest percentage is on female. Most teachers are female because there is a belief that teachers' working hours are more flexible compare to others.

**Table 2 Respondent's Age**

Age (y.o.)	Frequency	Percentage
25-30	13	21.66%
31-40	21	35%
41-50	21	35%
51-60	5	8.33%
Total	60	100 %

Based on the tables above, the biggest percentage is on 31-50 years old. This shows that the respondents are in the productive age.

**Table 3 Length of Work**

Length of Work (year)	Frequency	Percentage
> 1	2	3.33%
1-3	10	16.66%
4-6	12	20 %
7-9	10	16.66%

10-12	12	20 %
12 <	14	23%
<b>Total</b>	<b>60</b>	<b>100 %</b>

The biggest percentage is the one who has worked more than 12 years. This shows that the respondents are the ones who are loyal to the school.

## OUTER MODEL

**Table 4 Convergent Validity**

Variable	Organizational Climate	Personality	Work Motivation	OCB
X1.1	0.835			
X1.2	0.784			
X1.3	0.835			
X1.4	0.897			
X1.5	0.856			
X1.6	0.740			
X2.1		0.859		
X2.2		0.851		
X2.3		0.826		
X2.4		0.881		
X2.5		0.836		
X2.6		0.838		
Y1.1				0.859
Y1.2				0.818
Y1.3				0.780
Y1.4				0.863
Y1.5				0.807
Y1.6				0.721
Y1.7				0.774
Y1.8				0.720
Z1.1			0.807	
Z1.2			0.777	
Z1.3			0.821	
Z1.4			0.882	
Z1.5			0.787	

Based on the results of data analysis in the convergent validity test table, all research indicators show outer loading values that meet statistical significance requirements. The Organizational Climate variable (X1) has six indicators with loading values ranging from 0.740 to 0.897. The Personality variable (X2) is supported by six statement items, all of which recorded values above 0.820. Work Motivation (Z) as a mediator variable has five indicators with the highest value on item Z1.4 at 0.882. The Organizational Citizenship Behavior variable (Y) is measured through eight indicators that show good internal consistency with the lowest value of 0.720. These values are all above the standard threshold of 0.70, so each statement item in this instrument is declared valid in measuring the intended construct. The use of SmartPLS v.4.2.9 software ensures the accuracy of mathematical calculations in determining the strength of the relationship between indicators and their latent variables.

**Table 5: Cronbach's Alpha, Reliability, and AVE**

Variable	Cronbach's Alpha	Composite Reliability	AVE
Organizational Climate	0.907	0.928	0.682
Personality	0.922	0.939	0.720

Work Motivation	0.874	0.908	0.665
OCB	0.916	0.932	0.631

Based on Table 5 above, the composite reliability values of all research variables are  $> 0.7$  and Cronbach Alpha and AVE values are  $> 0.7$ . These results indicate that each variable has met composite reliability and Cronbach Alpha, so it can be concluded that all variables have a high level of reliability. Thus, further analysis can be carried out by examining the goodness of fit of the model by evaluating the inner model.

**Table 6: R-Square**

Variabel	R-Square	R-Square Adjusted
Motivasi Kerja	0.623	<b>0.610</b>
OCB	<b>0.613</b>	<b>0.592</b>

Based on Table 6 above, the R-Square value of the Work Motivation variable is 0.623, which means that the Work Motivation variable can be explained by independent variables by 62.3% and the remaining 37.7% can be explained by other variables not included in this study.

Meanwhile, the adjusted R-Square value of the OCB variable is 0.613, which means that the OCB variable can be explained by independent variables by 61.3%, and the remaining 38.7% can be explained by other variables not included in this study.

**Table 7: F-Square**

Variable	Iklim Organisasi	Kepribadian	Motivasi Kerja	OCB
Iklim Organisasi			0.236	0.056
Kepribadian			0.511	0.110
Motivasi Kerja				0.140
OCB				

The effect size test results summarized in Table 7 provide a comprehensive overview of the relative contribution of each independent variable to the dependent variable in the structural model. The Personality variable shows the most dominant influence on Work Motivation with an  $f^2$  value of 0.511, which according to Cohen's criteria is categorized as a large or strong effect because it exceeds the threshold of 0.35. Organizational Climate contributes moderately to Work Motivation with a value of 0.236, which is in the medium significance range between 0.15 and 0.35. Analysis of the Organizational Citizenship Behavior (OCB) variable shows that Work Motivation has an effect size of 0.140, approaching the threshold for a moderate effect, which indicates its important role in encouraging organizational citizenship behavior. The influence of Personality on OCB is recorded at 0.110, indicating a small effect but still providing a meaningful structural contribution. Organizational Climate has the smallest  $f^2$  value for OCB at 0.056, reflecting a weak influence in the direct relationship between the two variables. All of this data, processed using SmartPLS v.4.2.9, reinforces the position of Personality as the main predictor in the psychological dynamics of teachers at Xin Zhong Elementary School in Surabaya.

## Hypothesis Testing

### Hypothesis Testing 1: The Effect of Organizational Climate on Work Motivation.

The results of testing the hypothesis, namely the Effect of Organizational Climate on Work Motivation, show a coefficient value of 0.360, a p-value of  $0.000 < 0.05$ , and a t-statistic of  $3.994 > 1.960$ . These results indicate that Organizational Climate Affects Work Motivation. Therefore, the hypothesis stating that "Organizational Climate Has a Positive and Significant Effect on Work Motivation" is accepted.

### 2. Hypothesis Testing 2: The Effect of Personality on Work Motivation.

The results of testing the hypothesis, namely the Influence of Personality on Work Motivation, show a coefficient value of 0.530, a p-value of  $0.000 < 0.05$ , and a t-statistic of  $5.910 > 1.960$ . These results indicate that personality affects work motivation. Therefore, the hypothesis stating that "personality has a positive and significant effect on work motivation" is accepted

### 3. Hypothesis 3 Testing: The Effect of Organizational Climate on Work Motivation.

The results of testing the hypothesis, namely the Effect of Organizational Climate on OCB, show a coefficient value of 0.198, a p-value of  $0.042 < 0.05$ , and a t-statistic of  $2.034 > 1.960$ . These results indicate that Organizational Climate Affects OCB. Therefore, the hypothesis stating that "Organizational Climate Has a Positive and Significant Effect on OCB" is accepted.

### 4. Hypothesis Testing 4: The Influence of Personality on OCB.

The results of hypothesis testing, namely the Influence of Personality on OCB, show a coefficient value of 0.306, a p-value of  $0.028 < 0.05$ , and a t-statistic of  $2.198 > 1.960$ . These results indicate that personality influences OCB. Therefore, the hypothesis stating that "personality has a positive and significant influence on OCB" is accepted.

### 5. Hypothesis Testing 5: The Influence of Work Motivation on OCB.

The results of testing the hypothesis, namely the Effect of Work Motivation on OCB, show a coefficient value of 0.380, a p-value of  $0.010 < 0.05$ , and a t-statistic of  $2.593 > 1.960$ . These results indicate that Work Motivation Affects OCB. Thus, the hypothesis stating that "Work Motivation Has a Positive and Significant Effect on OCB" is accepted.

### 6. Hypothesis Testing 6: The Effect of Organizational Climate on OCB Mediated by Work Motivation.

The results of testing the sixth hypothesis, namely the influence of organizational climate on OCB mediated by work motivation, show a coefficient value of 0.137, a p-value of  $0.037 < 0.05$ , and a t-statistic of  $2.089 > 1.960$ . These results indicate that Organizational Climate Affects OCB Mediated by Work Motivation. Thus, the hypothesis stating that "Work Motivation Can Mediate the Effect of Organizational Climate on OCB" is accepted.

### 7. Testing Hypothesis 7: The Effect of Personality on OCB

The results of the sixth hypothesis testing, namely the Influence of Personality on OCB Mediated by Work Motivation, show a coefficient value of 0.201, a p-value of  $0.018 < 0.05$ , and a t-statistic of  $2.364 > 1.960$ . These results indicate that personality influences OCB mediated by work motivation. Thus, the hypothesis stating that "work motivation can mediate the influence of personality on OCB" is accepted.

## Discussion

The research findings at SD Xin Zhong Surabaya reveal a compelling story about what truly drives educators to go above and beyond. At the core, we see that a teacher's drive is fueled by a blend of their surrounding environment and their innate character. A healthy organizational climate—defined by clear job structures, fair rewards, and manageable workloads—acts as a vital foundation, significantly boosting motivation. However, the data suggests that personality is an even more potent force. Teachers who naturally lean toward empathy, humility, and trust (the agreeableness dimension) don't just show up to work; they bring a deep-seated internal energy that makes them more resilient and engaged, especially when they feel their voices are heard by school leadership.

The study further highlights a beautiful ripple effect: when teachers are motivated, they naturally transition from doing "just their job" to practicing Organizational Citizenship Behavior (OCB). This is the "extra mile" where teachers voluntarily mentor struggling colleagues, help new staff adjust, and fiercely protect the school's reputation. Interestingly, the research proves that motivation acts as the essential bridge. A supportive school climate or a great personality doesn't automatically lead to these extra-role behaviors; rather, these factors must first spark a teacher's inner motivation before they blossom into the kind of selfless commitment that strengthens the school community.

For school leaders, these insights offer a practical roadmap for sustainable growth. It suggests that while building a supportive infrastructure is essential, the "human element" in recruitment is just as critical. By hiring educators with the right personality traits and then nurturing them through fair incentives and meaningful involvement in decision-making, schools can create a self-sustaining culture of loyalty. Ultimately, when management prioritizes the psychological well-being and motivational triggers of their staff, they transform the school from a mere workplace into a collaborative ecosystem where teachers are personally invested in the institution's long-term success.

## Conclusion

The journey through this research leads to one clear destination: every hypothesis proposed has been empirically validated. At SD Xin Zhong Surabaya, a teacher's willingness to go the extra mile isn't a happy accident—it is the direct result of how their personality and the school's climate work together to ignite their internal motivation.

While a supportive environment is essential, the data reveals that a teacher's innate character is actually the more dominant force in driving their spirit. However, the most vital discovery is the "bridge" role of motivation. A great personality or a healthy workplace doesn't automatically create a helpful teacher; instead, these factors must first spark a genuine sense of drive within the teacher. Only once they are motivated do they begin to exhibit Organizational Citizenship Behavior (OCB)—that selfless dedication to helping colleagues and protecting the school's reputation.

This study carries significant real-world implications for both academic theory and school management. From a theoretical perspective, it moves beyond a mechanical view of human resources by demonstrating that "extra-role" behavior is a complex mental process. It emphasizes that a teacher's agreeableness is a cornerstone for building a collaborative educational ecosystem, while positioning motivation not merely as an added benefit but as the essential driving force of the school. On the practical side, for school management, the findings serve as a playbook: during recruitment, it is important to look beyond CVs and certificates by using personality assessments to identify true team players. Within daily operations, schools

should provide teachers with “psychological breathing room” by keeping rules clear and workloads manageable. When teachers feel heard and recognized, their potential evolves into genuine loyalty.

Moving forward, we suggest two key directions. First, for schools, it is crucial to invest in psychological intervention programs that go beyond technical training and emphasize team-building and empathy exercises. When teachers are actively involved in strategic decision-making, they feel a stronger sense of belonging and motivation, which in turn drives their commitment to the school’s success. Second, for future researchers, it is time to broaden the scope of inquiry by incorporating new variables such as Servant Leadership and Job Satisfaction into the model. Employing a longitudinal approach—tracking teachers’ experiences over several years—or adopting mixed methods that combine quantitative data with in-depth interviews will yield a richer, more nuanced understanding of why teachers dedicate so much of themselves to their vocation.

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