

THE IMPACT OF SCHOOL ORGANIZATIONAL COMMITMENT AND TRANSFORMATIONAL LEADERSHIP ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)

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Abstract

The purpose of this study was to identify the impact of school organizational commitment on organizational citizenship behavior, to identify the impact of transformational leadership on organizational citizenship behavior, and to identify the impact of school organizational commitment and transformational leadership simultaneously on organizational citizenship behavior. This study uses a quantitative ex-post facto type approach. The population of this study was all teachers, staff administration, and students of State High School in Dompu District, Dompu Regency, West Nusa Tenggara Province, with a total of 201 people spread across 3 schools. As for the sample of the study were teachers, staff administrations, and students Senior High School with a total of 134 people taken by proportional random sampling technique. Data were analyze using descriptive and regression analysis. The result showed that school organizational commitment was categorized as good enough which had positive and significant impact on organizational citizenship behavior with a contribution of 55,4%, transformational leadership was good enough which had positive and significant impact on

organizational citizenship behavior with contribution of 18,4%, and school organizational commitment and transformational leadership had positive and significant impact simultaneously on organizational citizenship behavior with contribution 57,4%.

Keywords: School Organizational Commitment, Transformational Leadership, Organizational Citizenship Behavior

INTRODUCTION

School is a one of the educational institutions which is providing human resources. The School as an organization consists of headmaster, teachers, staffs, students, and the others. Educational system can be declared successful when all the school elements take part, not only the teachers. The others thing to make school success is to be able to choose the right strategy, for example; by training all the teachers and school staffs, conducting study comparative to the schools, and also improving schools' facilities and infrastructures. Thus, the quality of education at school will extremely improve.

The quality of education in West of Nusa Tenggara Province, especially in Dompu regency still needs to be improved. Based on the analysis data which is released by the government on 2015/2016 that educational performance in West of Nusa Tenggara from scores of National Examination for high school level as science major got below 47.00 while social science got below 35.00. One of the strategies school should implement is an organizational citizenship behavior (OCB). This strategy optimizes all the school's element and in others word the quality of education can be achieved efficiently and effectively. Organization citizenship behavior is individual's behavior that reflect good organization, aware of the rights and obligations toward organization, defend and safeguard the dignity of organization's selfless, obedient in keeping the rules of organization, taking care of organization's infrastructure and behave towards the level of the standard upheld by the organization.

According to Rahmayanti and Dewi (2014), Organization citizenship behavior is volunteer activity from its member to support the function of organization so that this behavior is more like stated in the act that shows the attitude of selflessness, but rather more oriented on the well-being of others. Dimensions of organizational citizenship behavior according to the combination of the theory of the Organ (2006) and Somech and Belogolovsky (2010), namely the behavior help (altruism), seriousness (conscientiousness), sporty (sportsmanship), behavior of honor (courtesy), and participation (civic virtue). As for some examples of OCB is expected to be as active in helping colleagues who experience an overload of work, make the

completeness of teaching without being asked by the head of school, conduct guidance to students, help overcoming learning difficulties of students, help guide coworkers in drawing up school administration, respecting the rights and privacy of citizens, respect for teachers, school and abide by the rules that are applied by the school. These things certainly can improve the quality of education. Therefore, to improve OCB, school citizen certainly should pay attention to factors that affected it. However, in reality the maximum OCB school citizen yet. This is indicated by the low awareness of the principal of the school, the lack of concern of teachers in helping their peers, teachers haven't been able to provide assistance to students who are having difficulty learning, lack of discipline in educational work, and have not been able to contribute to the school. Therefore, the organizational citizenship behavior's is important to be optimized.

Organizational commitment is a factor that can increase the organizational citizenship behavior. The opinion is in line with the opinion of Sahertian and Soetjipto (2011) which stated that the commitment of the Organization of the school can be used to predict the behavior and activities of professional work due to organizational commitment describes the behavior of the a positive member of the Organization. Such behavior motivates someone to behave positively in various ways, such as complying with the rules and policies of the Organization, discipline in carrying out the duties and responsibilities as a member of the Organization, and maintain good relations with members of the Organization to another. In this way the knowledge and understanding of organizational commitment can be used as a basis for predicting the behavior of individual work. Schools' citizen with high commitment will be more oriented on the progress of the school. The dimensions of the School organizational commitment are adapted of the theory of Allen and Meyer (1990) and Baldwin, Timothy, William, and Robert (2013), namely affective commitment, continuance commitment, and normative commitment.

School organizational commitment owned of course will be followed by the leadership style of the principal. The leadership of the principal is a factor that can increase the organizational citizenship behavior. According to Nurkholis (2002) is the principal motor movers, the deciding school policy direction, which will determine how the goals of schools and education in General is realized. With respect to school based management (SBM), the principal is required to continually improve the effectiveness of the performance. In addition to this principal needs to have strong leadership, participatory, democratic, and for that the principal needs to adopt a transformational leadership.

Robbins and Judge (2015) stated that transformational leadership is characterized by the existence of the process to build a shared commitment towards organizational goals and giving confidence to its followers to find the target. Transformational leaders are leaders who

inspire followers to throw over their personal interests for the good of the Organization and be able to have a tremendous influence on his followers. Transformational leaders are those who capable of paying attention to the needs of self-development followers, changing awareness and perspective of the followers to the problem that is occurring, as well as being able to fun hearts and inspires his followers to work hard in order to achieve shared goals. As for the dimensions of the transformational leadership in the adaptation of the theory of Martin (2015), Ivancevich, J. M., Konopaske, R., and Matteson, M. T. (2005), and Sun and Leithwood (2012), namely charismatic, visionary, motivating and inspiring, intellectual stimulation, and individual consideration.

Based on the background of these problems, this research aims to find out how organization commitment to school, transformational leadership, organizational citizenship behavior of citizen schools and the influence of organizational commitment school and transformational leadership on organizational citizenship behavior of citizens either partially or simultaneously.

METHODOLOGY

This research is quantitative research approach to ex-post facto. The population in this research is the teachers, staff administrations, and students in Dompu district 201 people with a sample of 134 people. Sampling technique used was proportional random sampling techniques. The instrument used in this research which was formed from four (4) alternatives answers based on likert scales which have met validity and reliability test. A descriptive analysis was used to describe the School organizational commitment, transformational leadership, and organizational citizenship behaviors. While the regression analysis was used to find out if there are any influences between independent variables towards dependent variables. To find out that influence, at first conducted the test assumptions such as autocorrelation test, multicollinearity test, homogeneity test, and a test of normality. Then test the hypothesis using a regression test, t-test to find out the influence of partially between organizational commitment school (X_1) and transformational leadership (X_2) as the independent variables of organizational citizenship behavior towards (Y) as dependent variables. In addition to the t-test, F-test is also conducted to know the influence of organizational commitment school simultaneously between (X_1) and transformational leadership (X_2) on the organizational citizenship behavior (Y).

ANALYSIS AND RESULTS

Based on the group of respondents can be concluded that in this research the number of respondents were 134 people consisting of 68 teachers, 28 administration staffs, and 38

students. Based on the description of schools' citizen on school organizational commitment can be known that school organizational commitment in State Senior high in Dompou district 8.21% in the category of less well, 52.24% in that category good enough, 29.85% in category of good, and 9.70% in the category of excellent. Therefore, it can be concluded that the school organizational commitment according to schools citizen in Dompou District in State Senior high good enough. This can be seen from the percentage of respondents who answer most dominant percentage of respondents' answers 52.24%. Indicators of school organizational commitment that has the highest average value is an indicator of the continuance commitment by the average reach 77.84. While the indicators of the school organizational commitment with the lowest valuation is an indicator of the normative commitment.

Description of school citizen about transformational leadership of school principal State Senior high school in Dompou District around 11.94% in the category of less good, 44.78% within a category is good enough, 21.64% in both categories, and 21.64% in the category of good. It can therefore be inferred that transformational leadership principals according to citizen schools Dompou District in State Senior high pertained well enough. This can be seen from the percentage of respondents who answer most dominant i.e. 44.78%. This means that citizens perceive school good enough transformational leadership principals. Transformational leadership indicators with highest assessment indicators is a visionary with an average reached 80.7. Indicator which has lowest valuation is the charismatic indicator with the average reaching 77.98.

Description of schools citizen about organization citizenship behavior in Dompou District's State Senior high is around 5.22% in the category of less good, 56.72% in that category good enough, 24.63% in category of good, and 13.43% in the category of excellent. Therefore it can be concluded that the organizational citizenship behavior of Dompou District in State Senior high pertained good enough. This can be seen from the percentage of respondents who answer most dominant i.e. 56.72%. This means that citizens perceive school good enough the behavior of organizational citizenship. Behavioral indicators of citizenship in the organization with has the highest valuation is an indicator of the behavior to the average reached 80.09. Indicator which has lowest valuation is an indicator of sportive with the average reaching 76.21.

Before testing the hypothesis, first performed the classic assumption test. From the test results obtained that 1) no multicollinearity, indicated by the value of the VIF is smaller than 10, and the value of the tolerance is greater than 0.1, 2) there is no autocorrelation properties, indicated by the value of the Durbin-Watson of 1.522, 3) This range of homogeneous, evidenced by points that are spread on the X and the Y does not form a specific pattern, and 4)

the data is normally distributed, marked with points on the figure p-plots follow a straight line. Thus, the regression model can be used in this research.

Table 1. The influence of organizational commitment and Transformational Leadership School partially against the organizational Citizenship Behavior

Independent Variables		t/F _{table}	t/F _{arithmetic}	Sig.	Regression Constant (a)	Regression Coefficient (b)	R square
School Organizational Commitment		1.978	12.810	0.000	17.445	0.792	0.554
Transformational Leadership		1.978	5.453	0.000	46.322	0.404	0.184

Dependent Variables : OCB

Based on the research results generated that influential school organizational commitment significantly to OCB citizens school. This is evidenced by the value of $t_{arithmetic}$ is greater than the value of 12.810 t_{table} of 1.978 with significant value smaller than 0.05 significant level i.e. of 0.000. Furthermore the results of the analysis of the results shows that there is a transformational leadership influence transformational leadership towards OCB citizens school. This is evidenced by the value of $t_{arithmetic}$ is greater than the value of t_{table} that is 1.978 5.453 value < significantly less than 0.05 significant level that is of 0.000.

The regression coefficient b values of the variables of school organizational commitment 0.792 and constants (intercept) \hat{a} of 17.445. Thus the shape of the regression equation of school organizational commitment (X_1) on OCB (Y) is $\hat{Y} = 17.445 + 0.792X_1$. It means that a unit of perception, changes in school organization commitment variables followed the change of OCB 0.792 units in the same direction with the intercept of 17.445. As for the influence of great school organizational commitment on the value of R^2 OCB influence of 0.554. This means that the School organizational commitment have an influence of 55.4% on OCB. While the regression *coefficient b* transformational leadership of 0.404 variables and constants (*intercept*) \hat{a} of 46.322. Thus the shape of the regression equation of transformational leadership (X_2) on OCB (Y) can be formulated with equation = $\hat{Y} = 46.322 + 0,404X_2$. The equation means that one unit change perception on transformational leadership variables followed by OCB changes amounting to intercept units of 0.404 and a constant (*intercept*) a is 46.332. As for the influence of great influence of transformational leadership (X_2) on OCB (Y) by 18.4% 0.184 means of transformational leadership school citizen OCB.

Table 2: The influence of the school Organization and leadership
Commitment Transformational Simultaneously to OCB

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	7020.153	2	3510.077	88.382	.000 ^a

Based on table 2 above the value $F_{\text{arithmetic}}$ 88.382 is greater than F_{table} of 2.67. Thus it can be concluded that there is a positive influence of school organizational commitment and transformational leadership on school citizens' OCB. The significant value of 0.000 obtained at one much smaller than 0.05 (Sig. < 0.05) which means that there is a significance influence on school organizational commitment and transformational leadership simultaneously on school citizens OCB.

Table 3. Multiple regression analysis result influence X_1 and X_2 on Y

Model	Coefficient		$T_{\text{arithmetic}}$	Sig.
	B	Std.Error		
Constant (a)	10.979	5.360		
School Organizational Commitment (b_1)	0.726	0.066	10.963	0.000
Transformational Leadership (b_2)	0.146	0.059	2.490	0.014

Based on Table above, regression coefficient, and the direction of the b_1 of 0.726, direction of 0.142 b_2 as well as regression constants (*intercept*) \hat{a} of 10.979. Thus the influence of school organizational commitment (X_1) and transformational leadership (X_2) in organizational citizenship behavior on simultaneously (Y) formulated the equation = $\hat{Y} = 10.979 + 0,726X_1 + 0,142X_2$. It means that: 1) if the variables of school organizational commitment and transformational leadership constant then the average citizen schools organization citizenship behaviors of 10.979; 2) changes one unit on school organizational commitment (X_1) transformational leadership (X_2) are considered constant, then it will be followed by a change of school citizen OCB (Y) by 0.726 on intercept of 10.979; 3) changes one unit on transformational leadership (X_2) and variable school organizational commitment (X_1) is considered a constant, it will be followed by a change of school citizen OCB (Y) of 0.142 with intercept of 10.979. As for the influence of great school organizational commitment and transformational leadership toward the school citizen OCB retrieved based on the value of R^2 of 0.574. It means that the School Organizational commitment and transformational leadership together effect account for 57.4% on OCB citizen schools, while the rest is influenced by other factors.

DISCUSSION

The Influence of School Organizational Commitment to Organizational Citizenship Behavior

School organizational commitment owned by the citizens of the school (teachers, staff administrations, and students) in State Senior High in district of Dompu Regency is good enough. This is proven by 52.24% of school perceives the School organizational commitment in category good enough. Schools citizen who have high school organizational commitment tends to have loyalty toward schools, obey school rules, glad to help colleagues of school, work and study with the enterprising, respecting the rights of citizens, and participating in various activities for the advancement of school organizations. Based on research results, school organizational commitment has a positive influence and organizational citizenship behavior significantly to teachers, staff administration, and students.

There are influences of school organizational commitment on organizational citizenship behavior school citizen (teachers, staff administration, and students) surely it is because school citizens in State Senior High in district of Dompu Regency Dompu already good enough to run the indicators of school organizational commitment. The results findings of the research is in line with the results of research conducted by Satyawan and Netra (2007), Devece, et al (2015), and Napitupulu (2018), which concluded that the commitment of organization has a positive and significant effect toward organizational citizenship behavior.

The school organization commitment would be effective if citizens were able to carry out school indicators organizational commitment of the school with precision. An indicator of the school organizational commitment in this research are 1) affective commitment 2) continuance commitments, and 3) normative commitment. Based on the research results of indicators of the school organizational commitment to achieving the highest average is continuance commitment. High school citizens' perception toward indicators of sustainable commitment is due to a great risk if a citizen schools leaving school. Based on the preliminary studies researchers show that the citizens of the school it is difficult to leave schools because there are costs that must be removed if it is difficult leaving school, left school because it would be a lot of activities are disrupted. This means the citizens of the school has a large consideration for leaving school. The results of this research are in line with research conducted by Moorman, Christin, Zaltman, and Rohit (1993), Nasichudin and Misbahudin (2012), and Mohamed (2012) which concluded that continuance commitments have an impact commitment has an influence on organizational citizenship behavior. An indicator of normative commitment is an indicator with the lowest average value compared to the average of other indicators. The low assessment of school citizens on the indicators of normative commitment is supported based on the observations of

researchers who show lack of understanding of school citizens about the values that exist in schools, and school citizens do not devote their feelings to remain in the organization.

The third groups of respondents (teachers, staff administration, and students) have different perceptions toward school organizational commitment variable. It is known from the difference of the value obtained in each of the indicators of each respondent. The teachers as respondent obtain a value higher than groups of respondent staffs administration, and students distinction variable value the school organization commitment is due to the difference in the perception of each the group of respondents. Where the results of observation and interview on the group of teachers have a strong stance toward the organization and happy to be involved in the activities of the organization, that is happy to be a member of the organization, teach students to disciplined, and there is a feeling of worry to leave school. The results of this study are in line with the results of research conducted by Nugroho (2013) stating that the positive effect of school organizational commitment, and organizational citizenship behavior significantly to teachers. According to Mowday, Steers, and Porter (1979) the high value the school organizational commitment in member organizations are influenced also by factors of individual characteristics, characteristics of the organization, and work experience. Furthermore, research conducted by Davoudi and Kiarasih (2012) concluded that affective, sustainable, and normative commitment had a positive and significant effect on organizational citizenship behavior.

The Influence of Transformational Leadership on Organizational Citizenship Behavior

Based on the results of the research, the most influential transformational leadership is positively and significantly to OCB school citizen. The results of research findings are in line with the results of research conducted by Rahmi (2013), Nasra and Heilbrun (2014), and Purwaningsih and Liana (2015) which concluded that transformational leadership has a positive and significant influence organizational citizenship behavior against. The results of this research are also in accordance with the opinion of Jiang, Zhao, and Ni (2017) stating that transformational leadership has significant effects on organizational citizenship behavior. Similarly, according to Tresna (2016) revealed that transformational leadership was instrumental in shaping the organizational citizenship behavior within an organization. Furthermore research on meta-analysis conducted by Nohe and Herte (2017) stated that there is a strong relationship between transformational leadership with organizational citizenship behavior.

Transformational leadership principals will be effective if the principal is able to carry out indicators transformational leadership with good. Indicators of transformational leadership in this research are 1) charismatic, 2) visionary, 3) motivation and inspiring, 4) intellectual stimulation), and 5) individualized consideration. The result of the assessment of transformational leadership

school of citizens on the principal in State High School in district of Dompu which has done well is an indicator of a visionary. This means that the principle is capable to uplifting to the others, gives an interesting picture about the future of the school, and be able to commit about the results achieved. Charismatic indicator is an indicator with the average value of most low compared to the average of the other indicators. The low assessment of indicators of the charismatic supported based on interviews of researchers who showed that the principal less encourage the others, less spend some time discussing with the others, and give attention only on the closest only.

Each group of respondent has different perceptions towards transformational leadership. It is known from the difference in acquisition value on each group of respondent (teachers, administration staffs, and students). The group that perceives well about the transformational leadership is a group of administration staff. The high perception of administration staff towards transformational leadership of principals is because they were given the task to manage which relate directly to the administration of personnel. School administration officer should be able to work in all areas assigned by the principal. According to Alifuddin (2012), an organization of school will go well if the principal provides access information needed to staff as well as the bestowing authority of its use. Organizational developments in schools, principals need to trust the staff and provide authority and power to perform its job. Given the task of administration staff is helping the process of teaching and learning, Student Affairs, employment, school supplies, school infrastructure, financial affairs, library, and public relations.

The Influence of School Organizational Commitment and Transformational Leadership on Organization of citizenship Behavior

Organizational citizenship behavior among schools citizens (teachers, staff adminitartion, and students) is good enough. The results of this research show that the school organizational commitment and transformational leadership are have influential and positive organizational citizenship behavior significantly to at State High school in district of Dompu Regency Dompu. The results of this research is in line with the underlying theories and findings of earlier research conducted by Abid and Farooqi (2015) stating that transformational leadership and organizational commitment have influence organizational citizenship behavior significantly, Yusfi (2010) States that transformational leadership and organizational commitment have a positive influence toward the Organization, and citizenship behavior Nohe and Herte (2017) in her research States that there exists a positive relationship between transformational leadership towards the Organization of citizenship behavior is mediated by the commitment of the organization.

Organizational citizenship behavior indicators used in this research is indicators helping behavior (altruism), seriousness (conscientiousness), sportive (sportsmanship), respect behavior (courtesy), and participation (civic virtue). The results of the citizens' assessment toward the organization citizenship behavior at State High School in district of Dompu that has done well is an indicator of respect behavior (courtesy), and seriousness (conscientiousness) This means the school citizen shows respect behavior for the other school and seriousness in carrying out duties as school citizen. The average value of the two other indicators is still below the number 80. This means that the indicator was implemented with good but not yet executed with a maximum by local schools. These indicators are helping behavior, sportsmanship, and participation. Sportsmanship is an indicators with the average value of most low compared to the average of the other indicators. The low valuation of the citizens of the school toward indicators of sportsmanship is supported based on the results of observation and interviewing researchers shows that educators are still not making a special note to students who are troubled, still there are some educators who have not complementary learning devices, produce educators lacking participation in delivering innovative ideas for the Betterment of the school, as well as the lack of student participation in activities that can promote the progress of the school. Each group of respondents has different perceptions of organizational citizenship behavior. This can be seen from the difference in the value of each group of respondents (teachers, administration staff, and students). The group of teacher respondents has a higher acquisition value compared to the group of respondents of administration staff and students. The difference in the acquisition of values shows that there is a difference in perceptions between each group of respondents. The high teachers perception of organizational citizenship behavior can be seen from the results of observations and interviews which prove that teachers show mutual petrified behavior towards school citizens, are serious in carrying out their role as educators, being sporty, respecting fellow school citizens, and participating in contributing ideas creative for school progress.

Indicators organizational citizenship behavior of the school citizen needs to be optimized by considering factors that can increase the organizational citizenship behavior itself. Based on research results, organizational commitment of school and transformational leadership are partially influential and simultaneous toward organizational citizenship behavior. Organizational citizenship behavior is essential to be optimized in order to achieving the objectives of the school effectively and efficiently. To optimize the organizational citizenship behavior certainly need to improve the school organizational commitment to streamline the transformational leadership and the school principal.

CONCLUSIONS AND SUGGESTIONS

Based on the results obtained in this research can then be drawn conclusion 1) school organizational commitment, the transformational leadership, and OCB are good enough. 2) The schools organizational commitment has positive and significant effect toward the OCB at State High School in district of Dompu by 55.4%. 3) Transformational Leadership positively and significantly influential to the OCB at State High School in district of Dompu Regency by 18.4%. 4) School organizational commitment and transformational leadership simultaneously positive and significant effect toward the OCB at State high school in district of Dompu Regency by 57.4%.

As for the suggestions given from the results of this research 1) every school should instill a sense of school organization commitment and the principal is necessary to increase the effectiveness of the transformational leadership so that it can improve organizational citizenship behavior. 2) Whole school citizens need to be encouraged to increase organizational citizenship behavior in order to support the effectiveness of the achievement of the objectives of education in the school. Therefore, the factors that can increase the organizational citizenship behavior are school organizational commitment and transformational leadership. 3) Research results can be used as a reference for researchers in the research of school organizational commitment and transformational leadership with attention to moderators, variable control, dependent variable which has not been done in this research.

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