

## The Influence of Empowerment and Job Satisfaction on the Organizational Citizenship Behavior of Elementary School Teachers

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### Abstract

The purpose of this study was to analyze the influence of empowerment and job satisfaction on Organizational Citizenship Behavior (OCB) among elementary school teachers. The research utilized a quantitative method with a survey approach. The sample consisted of 302 certified and accredited primary school teachers, selected through simple random sampling technique. The statistical tests employed in this study included descriptive analysis, hypothesis testing using path analysis, correlation analysis, and determination coefficient analysis. The research findings revealed the following results: (1) there is a direct positive effect of empowerment on Organizational Citizenship Behavior (OCB) with a path coefficient of 0.455, indicating that the development of empowerment can strengthen OCB; (2) there is a direct positive effect of job satisfaction on Organizational Citizenship Behavior (OCB) with a path coefficient of 0.127, indicating that increasing job satisfaction can strengthen OCB; (3) there is an indirect effect of empowerment on Organizational Citizenship Behavior (OCB) through job satisfaction with a path coefficient of 0.356, suggesting that the development of empowerment can strengthen OCB through the enhancement of job satisfaction. In conclusion, this study emphasizes the importance of considering empowerment and job satisfaction to enhance Organizational Citizenship Behavior (OCB) among elementary school teachers.

**Keywords:** Empowerment, job satisfaction, organizational citizenship behavior, elementary school teacher

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## INTRODUCTION

Education is one of the primary needs that should be developed in developing countries like Indonesia. The development of education is crucial to enhance the quality of human resources and achieve a better quality of life. Quality generations are undoubtedly influenced by the role teachers in guiding students during the teaching and learning process at school (Eliophotou, 2021; Yang, 2013). Teachers are one of the human resources in the educational environment. Human resources are essential assets in an organization as they control and sustain the organization while also developing it to meet the demands of the times. Therefore, human resources must be taken care of, preserved, and developed (Muhammad & Ch, 2020).



Teachers play a significant role in the success of education. The crucial role of teachers as both instructors and educators is a determining factor in the success of education. Based on organizational behavior, teachers face various demands as professionals that have certain limitations (Saleem, 2021). These limitations can be related to the teachers themselves or the expectations placed on the teaching profession (Karabatak et al., 2018). There are three categories of work behavior: individuals bound and present within the organization, obligated to fulfill specific roles in their work, and required to engage in innovative and spontaneous activities beyond their role (Shrestha & Bhattarai, 2022). The last category is referred to as extra role or organizational citizenship behavior (OCB). Organizational Citizenship Behavior is a positive behavior that benefits the organization but is not part of the core duties (Soparidah et al., 2021). OCB can enhance the effective functioning of the organization, including schools. Schools, as organizations that encompass teachers, are expected to function well (Demir, 2015).

OCB is an individual behavior that is discretionary, meaning it is not directly and explicitly rewarded by the formal reward system, and overall contributes to the effectiveness of organizational functions (Akkaya, 2019). It is voluntary in nature because such behavior is not required by role requirements or job descriptions that are clearly mandated based on the contractual agreement with the organization; rather, it is a personal choice (Kılınc, 2014). OCB refers to positive behaviors of organizational members that are consciously and voluntarily expressed through working and contributing to the organization beyond what is formally demanded by the organization (Makvandi et al., 2018). OCB is a form of individual choice and initiative, for which no punishment is given if it is not exhibited (Romi et al., 2020). There are four characteristics of OCB: (1) it involves voluntary actions that are not included in the job description; (2) it is spontaneous or not commanded; (3) the behavior is not easily observable and rewarded through performance evaluations; and (4) it contributes to the effectiveness of the organization (Karabatak et al., 2018; Saleem, 2021).

In the highly competitive field of educational services today, the display of extra-role behavior by all educators (teachers) is needed to attract and retain the interest and loyalty of students in using the educational services provided by a particular institution. Teachers who exhibit OCB are exemplary teachers. If an organization has individuals with high OCB, it can be expected that the organization will be capable of facing challenges that arise from both internal and external environmental changes (Shrestha & Bhattarai, 2022; Soparidah et al., 2021). Teachers with high OCB willingly engage in positive activities that contribute to the development of the school. They enjoy working in the school and feel that they are an integral part of it. On the other hand, if OCB is low, teachers may lack the motivation to perform their duties and tend to neglect the school's progress (Demir, 2015; Işık, 2021; Shrestha & Bhattarai, 2022; Soparidah et al., 2021).

However, the situation in schools at the elementary level has not yet reached the ideal state of OCB. According to the 2016 Global Education Monitoring (GEM) Report presented by UNESCO, the quality of professionalism and competence among teachers in Indonesia is still low (Kılınc, 2014). This is

supported by preliminary study findings that indicate out of the 30 elementary school teachers who were subjects of this research, 38% of them have not shown optimal concern for assisting their colleagues. This can be seen from the fact that not all teachers demonstrate concern for helping colleagues who are working alone. Additionally, 40% of teachers have not fully taken responsibility, as not all teachers arrive early to the classroom before students enter, and not all teachers exhibit extra efforts in tidying up meeting rooms even after working hours. There are also 35% of teachers who have not shown understanding when the school faces water supply issues, and many still struggle to understand when education allowances are disbursed late. Furthermore, 35% of teachers have not optimally supported and promoted their organization, as evidenced by the ineffectiveness of teachers in collaborating with the school's surrounding environment and not fully participating in school KKG activities.

One aspect that influences OCB is empowerment. Human Resource Empowerment is a leadership approach that involves granting power or authority to members to make decisions and be responsible for the tasks they perform (Tindown, 2019). Empowerment can also be understood as a collective decision-making process (Kiral, 2020). Empowerment should be understood as a process of enhancing individuals' abilities so that they can solve problems on their own by providing them with the trust to manage specific programs and make their own decisions (Iliman Puskulluoglu & Altinkurt, 2017). On the other hand, empowerment is also defined as freeing individuals from rigid control and giving them the freedom to take responsibility for their ideas, decisions, and actions (Muhammad & Ch, 2020). Empowering teachers is crucial in determining their OCB towards a better direction (Cobanoglu, 2021). The indicators of empowerment include: (1) improving and enhancing employee morale, (2) promoting career advancement, (3) enhancing conceptual thinking, (4) fostering leadership, and (5) improving performance, which ultimately leads to increased rewards (salary) (Ghalavi & Nastiezaie, 2020; Yorulmaz et al., 2018). By empowering teachers, they are given the autonomy and trust to contribute positively to the organization, which can enhance their OCB and overall effectiveness in their roles as educators (Özkan Hıdroğlu & Tanrıöğen, 2021).

Job satisfaction is also closely linked to organizational effectiveness. Job satisfaction is the result of employees' perceptions of how well their job provides them with important aspects (Shrestha & Bhattarai, 2022). It refers to an individual's attitude towards their job, which is the result of their perceptions about their job and the extent to which there is a good fit between themselves as individuals and the organization (Soparidah et al., 2021). Job satisfaction involves an individual's evaluation of the job context, including the perceived characteristics of the job, the work environment, and the emotional experiences at work. Individuals with high job satisfaction have positive feelings about their work, while those with low satisfaction have negative feelings (Romi et al., 2020). Several factors are associated with job satisfaction, including: (1) payment - the amount received and perceived fairness of the payment; (2) the job itself - how interesting the job tasks are and the opportunities for learning and responsibility; (3) promotion opportunities or the availability of opportunities for advancement; (4) supervision - the technical competence and interpersonal skills of the direct

supervisor; (5) co-workers - how friendly, competent, and supportive the colleagues are; (6) working conditions - the extent to which the physical work environment is comfortable and supportive of productivity; (7) job security - the belief that one's position is relatively secure and continuing employment with the organization is a reasonable expectation (Jenaababadi et al., 2013; Samancioglu et al., 2019). Indicators of job satisfaction include: (1) payment; (2) the job itself; (3) promotion opportunities; (4) supervision; (5) co-workers; and (6) working conditions (Samancioglu et al., 2019; Shrestha & Bhattarai, 2022). When employees are satisfied with these aspects of their work, it can positively impact their commitment, motivation, and overall performance, which in turn contributes to the effectiveness of the organization (Haj & Jubran, 2016).

Several studies have stated that empowerment has a significant influence on OCB. Some studies also indicate the impact of job satisfaction on OCB. However, there has been no research examining the combined effects of empowerment and job satisfaction on Organizational Citizenship Behavior (OCB) among teachers at a specific level, namely elementary schools. Based on the previously presented research background, this study aims to analyze the influence of empowerment and job satisfaction on Organizational Citizenship Behavior (OCB) among elementary school teachers.

## RESEARCH METHOD

The method used in this study is a quantitative approach with a survey design. The population of this research consists of 1,170 certified and highly accredited public elementary school teachers. The sample size for this study is 302 certified and highly accredited public elementary school teachers, selected using simple random sampling technique. The data collection method in this study involves the use of questionnaires. The validity of the instruments is tested based on the Pearson Product Moment correlation. The reliability of the instrument, specifically professional commitment, is tested using the Cronbach's Alpha technique. The statistical tests involved in this research include preliminary analysis, hypothesis testing using path analysis, correlation analysis, and coefficient of determination. The research hypotheses are as follows:

- H<sub>1</sub> :  $\beta_{y1} > 0$       There is a positive influence between empowerment and the improvement of Organizational Citizenship Behavior (OCB).  
H<sub>2</sub> :  $\beta_{y2} > 0$       There is a positive influence between job satisfaction and the improvement of Organizational Citizenship Behavior (OCB).  
H<sub>3</sub> :  $\beta_{y3} > 0$       There is an indirect influence of empowerment and job satisfaction on Organizational Citizenship Behavior (OCB).

## RESULTS AND DISCUSSION

### Data Description

#### *Organizational Citizenship Behaviour*

They also mentioned that thinking sometimes is unconscious and the unconscious mind can be directed with a purposeful activity. They stated that thinking is any mental activity that helps formulate or solve a problem, decide, or fulfil a desire to understand. It is researching for answers and reaching for meaning. These mental activities include observation, remembering, wondering,

imagining, inquiring, evaluation, and making a judgment. To solve problems or make decisions, some of these mental activities needed to be combined. For instance, if one needs to identify an idea, he or she needs questioning, analysing until a conclusion or decision is reached. The measurement results of the OCB variable (Y) using the research instrument yielded the following results: the sum of data is 23,289, the count of data is 173, the maximum score is 168, the minimum score is 84, the mean score is 134, the median score is 137, the mode score is 135 (the score that appears most frequently), the range of scores (highest-lowest) is 84, and the standard deviation is 11.78. These data can be explained through Table 1.

Table 1. Descriptive Statistics of OCB (Y)

No.	Statistical Measures	Results
1	Count	173
2	Mean	134
3	Median	137
4	Mode	135
5	Standard Deviation	17.55
6	Variance	308
7	Range	84
8	Minimum Score	84
9	Maximum Score	168
10	Number of Classes	10
11	Class Length	9
12	Sum	23289

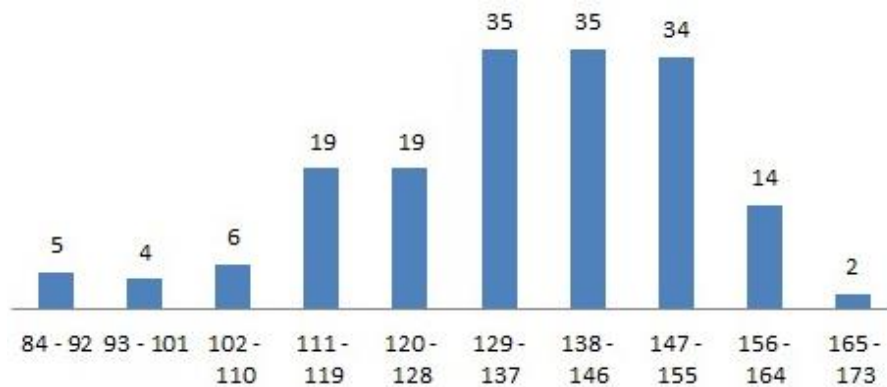


Figure 1. Histogram of OCB (Y)

### **Empowerment**

The measurement data of the variable "Empowerment" (X<sub>1</sub>) through the research instrument yielded the following results: the sum of the data is 26279, there are 173 data points, the highest score is 180, the lowest score is 82, the mean is 151.9, the median is 155.5, the mode is 146, the range is 98, and the standard deviation is 20.71. These data can be explained in the table below.

Table 2. Descriptive Statistics of Empowerment (X<sub>1</sub>)

No	Statistical Measures	Results
1	Count	173
2	Mean	151,9

3	Median	155,5
4	Mode	146
5	Standard Deviation	20,71
6	Variance	429,1
7	Range	98
8	Minimum Score	82
9	Maximum Score	180
10	Number of Classes	10
11	Class Length	11
	Sum	26279

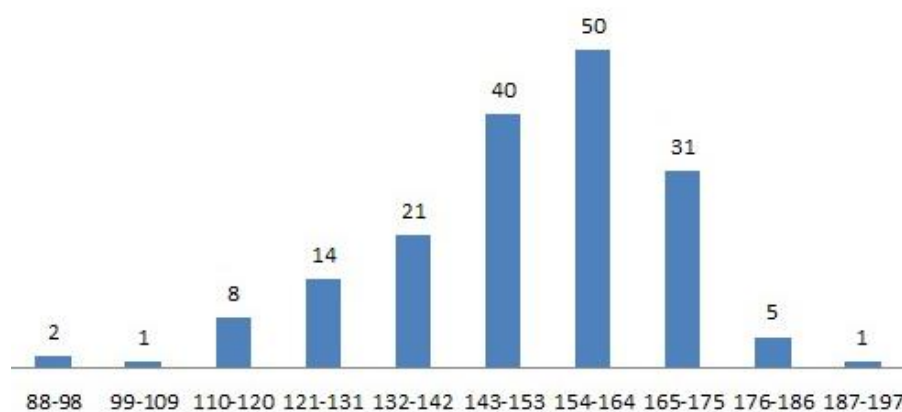


Figure 2. Histogram of Empowerment Variable (X<sub>1</sub>)

### Job Satisfaction

The measurement results of the Job Satisfaction (X<sub>2</sub>) variable data through the research instrument obtained the following results: the sum of data is 24676, the count of data is 173, the maximum score is 197, the minimum score is 113, the mean score is 142.6, the median score is 140.7, the mode score is 139, the range of scores is 84, and the standard deviation is 11.18. These data can be explained through the table below.

Table 3. Descriptive Statistics of the Job Satisfaction Variable (X<sub>2</sub>)

No	Statistical Measures	Results
1	Count	173
2	Mean	142,6
3	Median	140,7
4	Mode	139
5	Standard Deviation	11,18
6	Variance	125,16
7	Range	84
8	Minimum Score	113
9	Maximum Score	197
10	Number of Classes	10
11	Class Length	9
12	Sum	24676

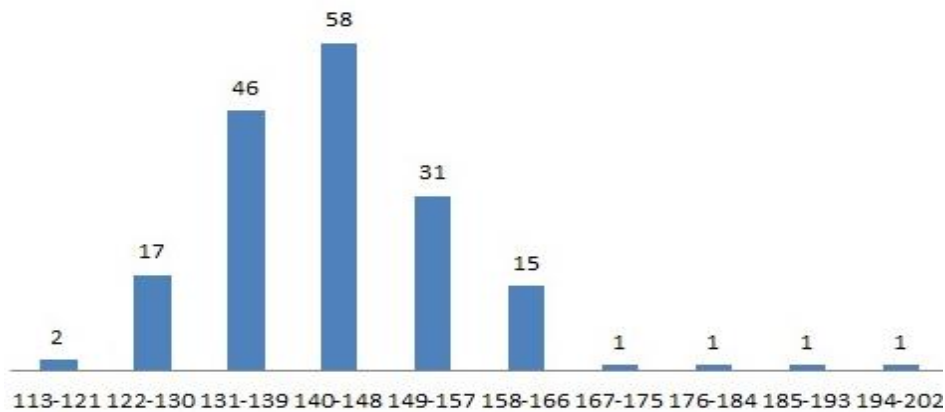


Figure 3. Job Satisfaction Histogram (X<sub>2</sub>)

### Prerequisite Tests

#### Normality Test

The normality of the estimated standard errors was tested using the Liliefors test. The critical value ( $L_{table}$ ) for  $N = 173$  with  $\alpha = 0.05$  is 0.06736 at a significance level of 0.05. The requirement for the estimated standard errors to come from a normally distributed population is that  $L_{calc}$  is less than  $L_{table}$ . The results of the normality test are as follows.

Table 4. Normality Test of Estimated Variable Empowerment (X<sub>1</sub>)

Number	L calc	L table $\alpha = 0,05$	CONCLUSION
1	0,06378	0,06736	Normal

The requirement for a normal distribution is that  $L_{calc} < L_{table}$

The calculation using the Liliefors test yields  $L_{calc} = 0.06378$ , while the Liliefors table value for  $\alpha = 0.05$  and  $n = 173$  is  $L_{table} = 0.06736$ . Since  $L_{calc} < L_{table}$ , we accept the null hypothesis (H<sub>0</sub>), indicating that the estimated standard error of the variable Empowerment (X<sub>1</sub>) is derived from a normally distributed population. The result of the normality test for the variable Job Satisfaction (X<sub>2</sub>) is as follows.

Table 5. Normality Test of Estimated Variable Job Satisfaction (X<sub>2</sub>)

Number	L calc	L table $\alpha = 0,05$	CONCLUSION
1	0,05966	0,06736	Normal

The requirement for a normal distribution is that  $L_{calc} < L_{table}$

The calculation using the Liliefors test yields  $L_{calc} = 0.05966$  for the variable Job Satisfaction (X<sub>2</sub>), while the Liliefors table value for  $\alpha = 0.05$  and  $n = 173$  is  $L_{table} = 0.06736$ . Since  $L_{calc} < L_{table}$ , we accept the null hypothesis (H<sub>0</sub>), indicating that the estimated standard error of the Job Satisfaction variable (X<sub>2</sub>) is derived from a normally distributed population. Similarly, the calculation of the normality test for the variable OCB (Y) shows  $L_{calc} = 0.06422$ , while the Liliefors table value for  $\alpha = 0.05$  and  $n = 173$  is  $L_{table} = 0.06736$ . Since  $L_{calc} < L_{table}$ , we accept the null hypothesis (H<sub>0</sub>), indicating that the estimated standard error of the

OCB variable (Y) is derived from a normally distributed population. Complete data can be seen in Table 7.

Table 6. Normality Test of Estimated Variable OCB (Y)

Number	L calc	L table $\alpha = 0,05$	CONCLUSION
1	0,06422	0,06736	Normal

The requirement for a normal distribution is that  $L_{calc} < L_{table}$

### Homogeneity Test

Here are the results of the homogeneity test using Bartlett's test on the variance of the OCB data with respect to the Empowerment ( $X_1$ ) variable, as shown in the following table.

Table 7. Homogeneity Test of OCB (Y) Data Variance across Empowerment ( $X_1$ ) Variable

Test Results		
Box's M		4,524
F	Approx.	1,117
	df1	4
	df2	35610,391
	Sig.	,347

Tests null hypothesis of equal population covariance matrices.

Based on the Bartlett test calculation, the obtained p-value is 0.347, while the significance level used is 0.05. The requirement for data homogeneity is that if the p-value is greater than the significance level of 0.05, the variables OCB (Y) and Empowerment ( $X_1$ ) are considered to come from populations with equal variances (homogeneous). Therefore, based on the results of the Bartlett test, it can be concluded that the OCB variable (Y) with respect to the Empowerment variable ( $X_1$ ) originates from populations that have the same variance (homogeneous).

The results of the homogeneity test using the Bartlett test on the variance of the OCB data in relation to the Kepuasan Kerja variable ( $X_2$ ) obtained the following results in the table below.

Table 8. Homogeneity Test of OCB (Y) Data Variance across Job Satisfaction ( $X_2$ ) Variable

Test Results		
Box's M		5,220
F	Approx.	1,284
	df1	4
	df2	21729,405
	Sig.	,274

Tests null hypothesis of equal population covariance matrices.

Based on the calculation results of the Bartlett test, the obtained significance value is 0.274, while the significance level used is 0.05. The requirement for homogeneity of data is met when the significance value is greater than the significance level of 0.05. Therefore, it can be concluded that the variable

OCB (Y) in relation to the variable Job Satisfaction (X<sub>2</sub>) comes from populations with equal variances (homogeneous).

### Hypothesis Test

The results of the linear regression analysis of the variable Empowerment (X<sub>1</sub>) on the variable OCB (Y) are as follows.

Table 9. ANOVA for Linear Regression Test (t-test) of the Variable Empowerment (X<sub>1</sub>) on the Variable OCB (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	148,689	9,871		15,063	0
	Pemberdayaan	-0,093	0,064	-0,109	-1,439	0,152

#### a. Dependent Variable: OCB

Based on the above Table 10, the regression equation between Empowerment (X<sub>1</sub>) and the OCB variable (Y) is  $\hat{y} = 148.689 - 0.093X_2$ , where the slope coefficient (a) is 148.689 and the coefficient (b) for X<sub>1</sub> is -0.093 (negative). The significance value (sig) from the output above is 0.152, which is greater than  $\alpha$  (0.05). Therefore, it can be concluded that the influence of Empowerment (X<sub>1</sub>) on the OCB variable (Y) is not significant. To determine the extent of the contribution of Empowerment (X<sub>1</sub>) to OCB, we can look at the coefficient of determination, as shown in the following SPSS test results.

Table 10. Coefficient of Determination for Empowerment (X<sub>1</sub>) on OCB Variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,109 <sup>a</sup>	0,012	0,006	17,49444

#### a. Predictors: (Constant), Empowerment

#### b. Dependent Variable: OCB

The contribution of OCB to empowerment is 0.012, which means that 1.2% of OCB (Y) can be explained by empowerment (X<sub>1</sub>). The remaining 98.8% is attributed to other factors outside of empowerment. Based on the interpretation of the correlation coefficient, the relationship between empowerment (X<sub>1</sub>) and OCB is weak (R=0.109).

Furthermore, the analysis of the linear regression model for the variables Job Satisfaction (X<sub>2</sub>) and OCB (Y) yielded the following results.

Table 11. Linear Regression Analysis (t-test) of the Variable Job Satisfaction (X<sub>2</sub>) on the Variable OCB (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	129,252	17,157		7,534	0
	Kepuasan_Kerja	0,038	0,12	0,024	0,314	0,754

#### a. Dependent Variable: OCB

Based on the table above, the slope constant (a) is 129.252 with a coefficient (b) of X1 equal to 0.038, resulting in the regression equation between the Job Satisfaction variable (X<sub>2</sub>) and the OCB variable (Y) as  $\hat{y} = 129.252 + 0.038X_4$ . The significance value (sig) from the output is 0.754, which is greater than  $\alpha$  (0.05). Therefore, it can be concluded that the influence of the Job Satisfaction variable (X<sub>2</sub>) on the OCB variable (Y) is not significant. To determine the contribution of Job Satisfaction (X<sub>2</sub>) to the OCB variable (Y), we can look at the coefficient of determination, as shown in the following SPSS output.

Table 12. Coefficient of Determination for Job Satisfaction (X<sub>2</sub>) on OCB Variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,024 <sup>a</sup>	0,001	-0,005	17,59491

a. Predictors: (Constant), Job\_Satisfaction

b. Dependent Variable: OCB

The contribution of Job Satisfaction (X<sub>2</sub>) to the OCB variable is 0.012, which can be interpreted as 0.12% of OCB (Y) being explained by Job Satisfaction (X<sub>2</sub>). The remaining 99.8% is contributed by factors other than Job Satisfaction (X<sub>2</sub>). Based on the interpretation of the correlation coefficient, the relationship between Job Satisfaction (X<sub>2</sub>) and OCB is weak (R=0.024). The calculation of the mediating effect can be done using the Sobel test with the coefficients from the regression equation found in the table below.

Table 13. Regression of variable Empowerment (X<sub>1</sub>) on variable OCB (Y) through Job Satisfaction (X<sub>2</sub>)

Dependent Variable	Independent Variable	Unstandardized Coefficients		t	Sig.
		B	Std.Error		
OCB (Y)	Empowerment (X <sub>1</sub> )	0.631	0.014	45.594	0.000
	Job Satisfaction (X <sub>2</sub> )	0.375	0.026	14.217	0.000

Based on the regression coefficient calculations, we obtained a = 0.474 and b = 0.375, with SEa = 0.017 and SEb = 0.026. The diagram illustrating the indirect effect of Empowerment (X<sub>1</sub>) on OCB (Y) through Job Satisfaction (X<sub>2</sub>) is presented as follows.

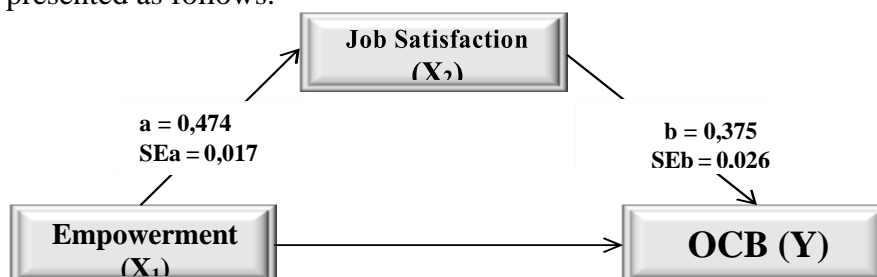


Figure 4. Diagram illustrating the indirect effect of Empowerment (X<sub>1</sub>) on OCB (Y) through Job Satisfaction (X<sub>2</sub>).

The magnitude of the mediation effect can be calculated using the Sobel test, utilizing the Sobel Test Calculator for the Significance of Mediation. This calculation is based on the coefficients from the regression equation. The calculation process is shown in the diagram below.

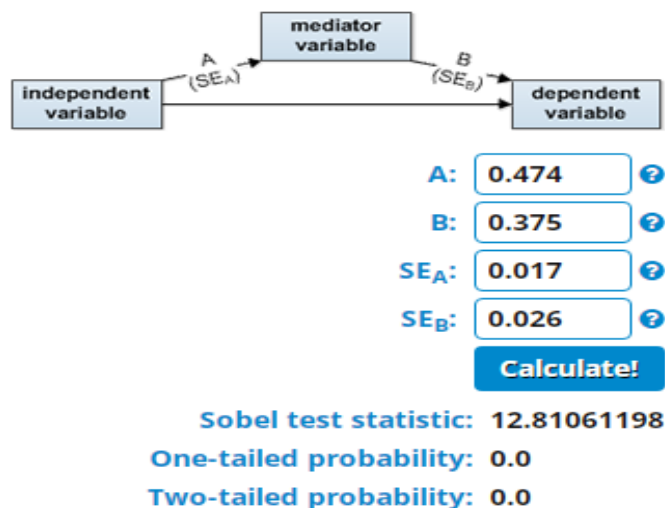


Figure 5. Sobel Test for the Mediation of Empowerment ( $X_1$ ) on OCB ( $Y$ ) through Job Satisfaction ( $X_2$ )

The obtained  $Z_{score}$  (12.810) is greater than the critical  $Z_{table}$  (1.96) at a significance level of  $\alpha = 5\%$ . Additionally, based on the probability (significance) value of the t-test for the OCB variable (sig), which is  $0.00 < \alpha = 0.05$ , we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ). This indicates that Empowerment ( $X_1$ ) mediates the relationship between Job Satisfaction ( $X_2$ ) and OCB ( $Y$ ).

Table 14. Sobel Test Results

Indirect Effect	Zscore	Ztable	Decision	Conclusion
Empowerment ( $X_1$ ) on OCB ( $Y$ ) through Job Satisfaction ( $X_2$ )	12,810	1,966	$H_0$ is rejected, and $H_1$ is accepted	It is proven to mediate.

The research results indicate a direct positive influence between Empowerment and OCB. Teachers who are empowered through school activities, training, seminars, and workshops will have high self-confidence, leading to increased OCB and continuous organizational development.

This can be seen from the hypothesis testing results that there is a direct positive influence of Empowerment ( $X_1$ ) on OCB ( $Y$ ) with a path coefficient value ( $\beta_{y2}$ ) of 0.455 and  $t_{value}$  of 9.873. The  $t_{table}$  at a significance level of  $\alpha = 0.05$  yields a  $t_{table}$  value of 1.96. Therefore, since the calculated  $t_{value}$  is greater than the  $t_{table}$  value ( $t_{value} > t_{table}$ ), we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ). Thus, there is a direct positive influence of

the Empowerment ( $X_1$ ) variable on OCB (Y), indicating that the stronger the Empowerment ( $X_1$ ) among teachers, the higher the OCB (Y) will be.

This research is in line with Suriansyah et al.'s (2019) study titled "The Relationship Between University Autonomy, Lecturer Empowerment, and Organizational Citizenship Behavior in Indonesian Universities," which states that there is a significant influence between empowerment and OCB (Suriansyah et al., 2019). This is further supported by the study conducted by Herawaty et al. (2019) titled "Effects of Empowerment and Work Motivation toward Organizational Citizenship Behavior of Public Schools Teachers in Jakarta," which found an influence between empowerment and teacher OCB with a path coefficient of 0.229.

This means that the more effective the empowerment of teachers in both school and non-school activities, the higher the OCB. Conversely, the lower the effectiveness of teacher empowerment, the lower the OCB. Therefore, the data in this research analysis further supports the findings of previous studies regarding the positive influence between empowerment and OCB. The findings of this research indicate that empowering teachers in schools is a process of building trust and OCB, enabling the organization to be highly effective in achieving its goals with high quality.

That is consistent with the research conducted by Sinha and Negi (2019) titled "Workplace Empowerment, Perceived Organizational Support and Their Impact on Organizational Citizenship Behavior: A Study of Garhwal Region in Uttarakhand State of India," which states that empowerment has a positive influence on OCB (Sinha & Negi, 2019).

Based on the SITOREM analysis, strengthening OCB can be achieved through enhancing empowerment by improving the following indicators: Delegating or involving (17.05%) (3.76), Open communication (14.70%) (3.74), and Providing credibility of rewards and competence (16.46%) (3.66). Additionally, maintaining or developing the following indicators is crucial: Training accountability (18.23%) (4.13) and Building trust (16.46%) (4.05). This implies that the more teachers are trained to be accountable and entrusted with tasks aligned with their roles, the higher their OCB will be.

Furthermore, the research findings indicate a direct positive influence between empowerment and OCB. Teachers who have high levels of trust will enhance their knowledge competence through various activities. Additionally, they will demonstrate consistency, loyalty to the organization, and openness to new ideas, which contributes to organizational development.

This is supported by the hypothesis testing, which shows a direct influence between job satisfaction and OCB with a path coefficient ( $\beta_{y4}$ ) of 0.127, and a calculated  $t_{\text{value}}$  of 5.639. Comparing it with the critical value ( $t_{\text{table}}$ ) at a significance level of  $\alpha = 0.05$ , which is 1.96, we find that  $t_{\text{value}} > t_{\text{table}}$ . Therefore, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ). This means that there is a positive direct influence of job satisfaction ( $X_2$ ) on OCB (Y), indicating that higher job satisfaction among elementary school teachers in Depok City leads to increased OCB.

Previous research has shown a positive influence between job satisfaction and OCB. Nurjanah et al. (2020) conducted a study titled The

influence of transformational leadership, job satisfaction, and organizational commitments on Organizational Citizenship Behavior (OCB) in the inspectorate general of the Ministry of Education and Culture, which found that job satisfaction has a positive and significant effect on OCB, with a t-statistic value of 4.296 (greater than 1.97) and a p-value estimation of 0.000 (less than  $\alpha = 0.05$ ). This study aligns with the findings that job satisfaction has a positive and significant influence on OCB. This is because job satisfaction is an enjoyable or positive emotional state resulting from an individual's job evaluation and work experience (Nguni et al., 2006). A teacher who experiences positive emotional states will enhance their OCB in the school setting. This is supported by Ekowati et al. (2017), whose research found a significant positive influence between job satisfaction and OCB with a path coefficient of 0.756.

Based on the analysis of SITOREM, the reinforcement of OCB can be achieved through strengthening teacher job satisfaction. Strengthening job satisfaction can be done by improving weak indicators, such as Pay (Compensation) (19.78) (3.80), Job itself (17.58) (3.76), and Working conditions (14.13) (3.73), as well as maintaining or enhancing indicators such as Supervision (15.37) (4.18), Colleagues (15.38) (4.12), and Promotion opportunities (17.58) (4.09).

## CONCLUSION

Based on the findings and discussions of the research above, it can be concluded that: (1) There is a direct positive effect of empowerment on Organizational Citizenship Behavior (OCB) with a path coefficient of 0.455, indicating that the development of empowerment can strengthen OCB; (2) There is a direct positive effect of job satisfaction on Organizational Citizenship Behavior (OCB) with a path coefficient of 0.127, indicating that increasing job satisfaction can strengthen OCB; (3) There is an indirect effect of empowerment on Organizational Citizenship Behavior (OCB) through job satisfaction with a path coefficient of 0.356, indicating that the development of empowerment can strengthen OCB through the improvement of job satisfaction.

Based on the hypothesis testing and discussion of the research findings, there is a direct positive effect between OCB and empowerment. If we want to enhance OCB among elementary school teachers, one approach is to focus on improving teacher empowerment. School principals who involve teachers both within and outside the school can build their self-confidence. High self-confidence will enhance OCB. Furthermore, if we want to increase OCB among elementary school teachers, efforts can also be made to enhance teacher job satisfaction. A teacher with high job satisfaction will be able to work comfortably, thereby enhancing OCB.

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