

Improving Human Resource Performance Through Transformational Leadership and Organizational Culture, with Citizenship Behavior (OCB) as an Intervening Variable at Sahabat Ilmu Islamic School

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Keywords:	Abstract
Transformational Leadership; Organizational Culture; Organizational Citizenship Behavior; Human Resource Performance; Educational Organizations.	Human resource performance is essential for sustaining service quality and organizational effectiveness in educational institutions; however, leadership and organizational culture do not always directly translate into improved performance. This study aimed to examine the effects of transformational leadership and organizational culture on human resource performance, with Organizational Citizenship Behavior (OCB) as an intervening variable at Sahabat Ilmu Islamic School. A quantitative explanatory research design was employed using a saturated sampling technique involving all 102 educators and educational staff. Data were collected through a five-point Likert-scale questionnaire and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with bootstrapping to examine direct and indirect effects. The results showed that transformational leadership and organizational culture did not have significant direct effects on human resource performance. However, transformational leadership significantly affected OCB ($\beta = 0.359$, $p = 0.012$), organizational culture significantly affected OCB ($\beta = 0.264$, $p = 0.033$), and OCB significantly affected human resource performance ($\beta = 0.730$, $p < 0.001$). Furthermore, OCB fully mediated the effects of transformational leadership and organizational culture on human resource performance. The study concluded that leadership and organizational culture improved human resource performance primarily by fostering voluntary extra-role behaviors among school employees, thereby strengthening cooperation, participation, initiative, and collective organizational effectiveness.

INTRODUCTION

Human resource (HR) performance within educational organizations is a crucial factor in maintaining service quality, achieving program targets, ensuring consistent task execution, and meeting stakeholder needs. In the school context, HR performance relates not only to the completion of formal duties but also encompasses the ability to support collective work, coordinate across roles, and sustain school programs (Johnstone, 2007; Llewellyn, 2006; Menkel Meadow, 2007; Murphy, 2010; Philpott, 2012). Consequently, leadership and organizational culture serve as strategic factors that can shape work behavior and enhance HR performance (Johnstone, 2007; Llewellyn, 2006; Menkel Meadow, 2007; Murphy, 2010; Philpott, 2012).

This study employed Social Exchange Theory (SET) as the grand theory to explain the reciprocal relationships among organizations, leaders, and members. Employment relationships involve not only material exchanges but also social and psychological exchanges that shape the attitudes and behaviors of organizational

members (Johnstone, 2007; Llewellyn, 2006; Menkel Meadow, 2007; Murphy, 2010; Philpott, 2012). From this perspective, transformational leadership—characterized by role modeling, inspiration, individualized consideration, and encouragement of innovation—can elicit positive responses from members and enhance their engagement and work contributions (Johnstone, 2007; Llewellyn, 2006; Menkel Meadow, 2007; Murphy, 2010; Philpott, 2012).

In addition to leadership, organizational culture plays an important role in shaping the values, norms, habits, discipline, cooperation, communication, and commitment of organizational members. A positive organizational culture can foster a work environment that supports improved HR performance (Johnstone, 2007; Llewellyn, 2006; Menkel Meadow, 2007; Murphy, 2010; Philpott, 2012). However, previous studies have reported inconsistent findings regarding the effects of transformational leadership and organizational culture on performance; some studies have demonstrated significant effects, whereas others have found insignificant relationships. This inconsistency indicates a research gap that requires further investigation within the specific context of Sahabat Ilmu Islamic School. Based on this research gap, Organizational Citizenship Behavior (OCB) was selected as an intervening variable because it represents voluntary behaviors beyond formal job requirements, such as assisting colleagues, maintaining work relationships, participating in school activities, and contributing ideas for improvement. OCB is associated with Social Exchange Theory because it may represent a positive response from organizational members to perceived leader support and a favorable work environment (Johnstone, 2007; Llewellyn, 2006; Menkel Meadow, 2007; Murphy, 2010; Philpott, 2012); Nohe and Hertel (2017). found that transformational leadership was associated with OCB through trust, job satisfaction, commitment, and leader–member relationship quality. (Johnstone, 2007; Llewellyn, 2006; Menkel Meadow, 2007; Murphy, 2010; Philpott, 2012) demonstrated that OCB influenced teacher performance.

The selection of OCB was further supported by phenomena observed at Sahabat Ilmu Islamic School, including indications of weakened cross-unit collaboration, limited initiative in assisting colleagues, insufficient support for quality improvement programs, and low participation in school activities. These conditions suggest that performance issues are not limited to the completion of formal duties but also involve extra-role behaviors that contribute to collective organizational effectiveness.

Internally, Sahabat Ilmu Islamic School had implemented a performance appraisal system for educators and educational staff. During the January–June 2025 period, the school had 94 staff members, of whom 8 were rated "Very Good," 34 were rated "Good," 49 were categorized as "Need Improvement," and 3 were categorized as "Need Guidance." During the July–December 2025 period, the school had 97 staff members, of whom 12 were rated "Very Good," 34 were rated "Good," 46 were categorized as "Need Improvement," 4 were categorized as "Need Guidance," and 1 was categorized as "Need Special Guidance." Therefore, the number of staff members categorized as "Need Improvement" and "Need Guidance" remained relatively high, totaling 52 individuals in

the first semester and 51 individuals in the second semester. The performance assessment indicators showed that Core Job Performance had the largest weighting at 58.21%, followed by Discipline (12.50%), SOP Compliance (9.29%), Coordination and Communication (10%), and Competency Development (10%). These findings indicate that improving performance requires not only reinforcement of formal job responsibilities but also effective leadership, supportive organizational culture, and the development of extra-role behaviors, such as assisting colleagues, supporting school programs, participating in activities, maintaining communication, and contributing ideas for improvement.

Based on this context, this study aimed to examine the effects of transformational leadership and organizational culture on human resource performance, both directly and indirectly through Organizational Citizenship Behavior (OCB) as an intervening variable. OCB was expected to explain the behavioral mechanism linking leadership support and organizational culture with improved human resource performance at Sahabat Ilmu Islamic School.

METHOD

Research Design

This study employed a quantitative approach with an explanatory causal design to examine the relationships among transformational leadership, organizational culture, Organizational Citizenship Behavior (OCB), and human resource performance at Sekolah Islam Sahabat Ilmu. The study tested the direct effects of transformational leadership and organizational culture on human resource performance, the effect of OCB on human resource performance, and the mediating role of OCB. Structural Equation Modeling–Partial Least Squares (SEM-PLS) was used to analyze the research model and assess both direct and indirect effects.

Population and Sample

The population consisted of all educators and educational staff at Sekolah Islam Sahabat Ilmu, comprising 64 employees from the elementary school unit, 16 from the junior high school unit, 6 from the vocational school unit, and 16 educational staff, for a total population of 102 people. A saturated sampling (census) technique was applied, in which all members of the population were included as respondents. Respondents were required to be active educators or educational staff with a minimum tenure of six months. Questionnaires were designed as required forms, reminders were distributed at least twice through official internal channels, and only complete responses were considered eligible for analysis.

Data Sources and Types

The study used primary and secondary data. Primary data consisted of respondents' perceptions collected through a five-point Likert-scale questionnaire for transformational leadership (X1), organizational culture (X2), OCB (Z), and human resource performance (Y). Secondary data included supporting documents and

information such as the school profile, organizational structure, and the number of human resources in each unit.

Data Collection Method

Data were collected through an online questionnaire. The questionnaire items were developed from the operational indicators and adapted to the school context without changing the meaning of the constructs. The questionnaire underwent language and contextual review, was distributed through official internal channels using an online form with required responses, and was followed up with scheduled reminders to improve the response rate. Only complete questionnaires were processed.

Variables and Indicators

The study involved four constructs: transformational leadership, organizational culture, OCB, and human resource performance. Their operational definitions and indicators are summarized in Table 1.

Table 1. Operational Definitions of Variables

Variable	Operational Definition	Indicators	Main Sources
Transformational Leadership	The school principal's ability to influence, inspire, guide, and develop educators and educational staff to achieve school objectives.	Role modeling; inspirational motivation; clear vision and direction; employee development; encouragement of innovation.	Bass & Avolio (1994); Bass & Riggio (2006); Northouse (2019).
Organizational Culture	Shared values, norms, and habits adopted by school members in carrying out educational and service activities.	Trustworthiness; discipline; cooperation; integrity; commitment to the school.	Bauer & Erdogan (2010); Schein (2010).
Organizational Citizenship Behavior (OCB)	Voluntary behavior performed by educators and educational staff beyond formal job requirements to support organizational goals.	Altruism; conscientiousness; sportsmanship; courtesy; civic virtue.	Bauer & Erdogan (2010); Tewal et al. (2017); Naway (2018); Carpenter et al. (2013).
Human Resource Performance	The level of achievement and quality of work performed by educators and educational staff in carrying out their duties and supporting the effectiveness of education.	Work quality; work quantity; timeliness; cooperation; responsibility.	Aguinis (2009); Armstrong (2009); Abdullah (2014); Syarien (2021).

Data Analysis Technique

Data analysis consisted of data preparation, descriptive analysis, SEM-PLS estimation, bootstrapping for significance testing, and mediation analysis of OCB. The analysis followed the SEM-PLS procedure by evaluating the measurement model (outer model) before evaluating the structural model (inner model).

Descriptive Analysis

Descriptive analysis was used to describe respondent characteristics and the general tendency of the data, including respondent profiles and the mean scores of the research variables and indicators.

SEM-PLS and Structural Model Evaluation

SEM-PLS was used to estimate relationships among latent constructs and evaluate the structural model. The analysis considered path coefficients to determine the direction and magnitude of relationships and the coefficient of determination (R^2) to assess the explanatory ability of exogenous constructs toward endogenous constructs.

Instrument Quality Testing

Instrument quality was evaluated through the measurement model to ensure that the indicators were valid and reliable before testing the structural model. Convergent validity was assessed using outer loadings and Average Variance Extracted (AVE). An outer loading of at least 0.708 was considered good, while values between 0.40 and 0.70 could be retained or removed based on their effect on AVE and reliability and their substantive relevance. AVE of at least 0.50 indicated adequate convergent validity.

Discriminant validity was assessed using the Heterotrait–Monotrait Ratio (HTMT) and the Fornell–Larcker criterion. HTMT below 0.90 was used as the general threshold, with 0.85 applicable to conceptually similar constructs. Under the Fornell–Larcker criterion, the square root of AVE on the diagonal should exceed the correlations among constructs.

Construct reliability was evaluated using Composite Reliability and Cronbach's Alpha. Composite Reliability of 0.60–0.70 was considered acceptable for exploratory research, while 0.70–0.90 was considered adequate for further research. An instrument was considered suitable when the constructs met the requirements for convergent validity, discriminant validity, and reliability.

Hypothesis and Mediation Testing

Hypothesis significance was assessed using bootstrapping in the SEM-PLS model. The analysis examined the direct effects of transformational leadership and organizational culture on human resource performance, the effects of transformational leadership and organizational culture on OCB, the effect of OCB on human resource performance, and the indirect effects through OCB. Mediation was evaluated by comparing the direct and indirect effects. When the indirect effect was significant while the direct effect was not significant, the mediation pattern was categorized as indirect-only or full mediation.

RESULTS AND DISCUSSION

Results

The study examined the effects of transformational leadership and organizational culture on human resource performance, with Organizational Citizenship Behavior (OCB) as an intervening variable at Sekolah Islam Sahabat Ilmu. The analysis used the structural model to evaluate the direct and indirect relationships among the variables.

Hypothesis Testing

Hypotheses were accepted when the t-statistic was greater than 1.96 and the p-value was below 0.05. The results are summarized in Table 2.

Table 2. Summary of Hypothesis Testing

Hypothesis	Relationship	Original Sample	T-Statistic	P-Value	Decision
H1	Transformational Leadership → Human Resource Performance	-0.021	0.238	0.812	Rejected
H2	Organizational Culture → Human Resource Performance	-0.093	1.031	0.303	Rejected
H3	Transformational Leadership → OCB	0.359	2.504	0.012	Accepted
H4	Organizational Culture → OCB	0.264	2.137	0.033	Accepted
H5	OCB → Human Resource Performance	0.730	9.069	0.000	Accepted

Transformational Leadership and Human Resource Performance

Transformational leadership did not have a positive and significant direct effect on human resource performance. The path coefficient was -0.021, with a t-statistic of 0.238 and a p-value of 0.812. This indicates that leadership support alone did not directly translate into improved performance. The finding suggests that leadership practices may first need to shape employees' attitudes and extra-role behaviors before producing measurable performance outcomes.

Organizational Culture and Human Resource Performance

Organizational culture also did not have a positive and significant direct effect on human resource performance. The path coefficient was -0.093, with a t-statistic of 1.031 and a p-value of 0.303. This suggests that organizational values and routines were not sufficient to directly explain differences in performance. Culture needs to be internalized and translated into concrete behaviors through consistent work routines, coordination, fair support, and continuous evaluation

Transformational Leadership and OCB

Transformational leadership had a positive and significant effect on OCB, with a path coefficient of 0.359, a t-statistic of 2.504, and a p-value of 0.012. This result indicates that leadership practices such as role modeling, vision, intellectual stimulation, and individual consideration can encourage employees to voluntarily help colleagues, participate in organizational activities, and contribute beyond formal duties.

Organizational Culture and OCB

Organizational culture had a positive and significant effect on OCB, with a path coefficient of 0.264, a t-statistic of 2.137, and a p-value of 0.033. A supportive culture provides clear expectations regarding cooperation, responsibility, discipline, and communication, making extra-role behavior more likely to emerge. Therefore, organizational culture should be strengthened through consistent systems, cross-unit

coordination, feedback mechanisms, recognition of additional contributions, and fair implementation of standards.

OCB and Human Resource Performance

OCB had a positive and significant effect on human resource performance. The path coefficient was 0.730, with a t-statistic of 9.069 and a p-value of 0.000. This was the strongest direct effect in the model, indicating that performance at Sekolah Islam Sahabat Ilmu is strongly associated with behaviors beyond formal job requirements, including helping colleagues, supporting organizational activities, maintaining cooperation, and taking initiative for improvement.

The Mediating Role of OCB

OCB significantly mediated the effects of transformational leadership and organizational culture on human resource performance. The indirect effect of transformational leadership through OCB was 0.262 (t-statistic = 2.420; p-value = 0.016), while the indirect effect of organizational culture through OCB was 0.193 (t-statistic = 2.034; p-value = 0.042). Because the direct effects were not significant while the indirect effects were significant, OCB functions as a full mediator (indirect-only mediation).

These findings are consistent with the Social Exchange Theory, which explains that supportive leadership and a positive organizational culture provide social benefits such as trust, fairness, attention, and meaningful work. Employees may reciprocate these positive experiences through OCB. Increased OCB subsequently strengthens coordination, voluntary assistance, participation, discipline, and improvement initiatives, which contribute to higher human resource performance.

Practical Implications

The findings indicate that improving human resource performance should not rely solely on formal task requirements. Management should strengthen transformational leadership and organizational culture while creating conditions that encourage OCB. Practical actions include strengthening role modeling and coaching, improving cross-unit coordination, providing feedback forums, recognizing constructive extra-role contributions, and ensuring fair and consistent organizational standards.

CONCLUSION

This study concluded that human resource performance at Sahabat Ilmu Islamic School was primarily strengthened through Organizational Citizenship Behavior (OCB) rather than through the direct effects of transformational leadership and organizational culture. Transformational leadership and organizational culture did not have significant direct effects on human resource performance; however, both variables had positive and significant effects on OCB. In turn, OCB had a strong positive and significant effect on human resource performance and fully mediated the relationships between transformational leadership and performance and between organizational culture and performance. These findings indicate that effective leadership practices and a supportive organizational culture contribute to improved performance when they are translated into voluntary extra-role behaviors, such as assisting colleagues, participating in

organizational activities, maintaining cooperation, and taking initiatives for organizational improvement.

Future research is recommended to extend the investigation to a broader range of educational institutions and more diverse respondent groups to enhance the generalizability of the findings, as the present study was limited to 102 educators and educational staff at Sahabat Ilmu Islamic School. Future studies may also employ longitudinal or mixed-methods designs to examine the development of leadership, organizational culture, OCB, and employee performance over time and provide deeper insights into the behavioral mechanisms involved. Additional mediating or moderating variables, such as work engagement, organizational commitment, job satisfaction, perceived organizational support, or organizational justice, may also be incorporated to develop a more comprehensive model of human resource performance in educational organizations.

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