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Dolna 17, Warsaw,
Poland 00-773
+48 226 0 227 03
editorial_office@rsglobal.pl

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THE IMPACT OF TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL CULTURE, AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON TEACHER PERFORMANCE IN KANISIUS ELEMENTARY SCHOOLS

Felisius Oktovianus Bowe

Education Management Study Program, Faculty of Education, Yogyakarta State University, Indonesia

Lia Yuliana

Education Management Study Program, Faculty of Education, Yogyakarta State University, Indonesia

ABSTRACT

The goal of this research is to investigate how transformational leadership, organizational culture, and Organizational Citizenship Behavior (OCB) impact the performance of teachers in Kanisius Catholic Elementary Schools in Yogyakarta City, Indonesia. The research adopts an ex-post facto design with a quantitative approach. The study population consisted of 75 teachers from seven Kanisius Catholic Elementary Schools in Yogyakarta. Information was gathered through questionnaires and examined utilizing SPSS 27, incorporating basic and multiple linear regression techniques. The findings indicate that: (1) Transformational leadership has a significant positive effect on teacher performance ($t = 4.052, p < 0.05$); (2) Organizational culture shows a positive influence in simple regression analysis ($p = 0.001$) but becomes non-significant in multiple regression ($t = -1.310$); (3) OCB has a significant positive impact on teacher performance ($t = 9.184, p < 0.05$); (4) Collectively, the three independent variables significantly affect teacher performance ($F = 92.878, p < 0.05$), with a coefficient of determination (R^2) of 0.788. These findings indicate that teacher performance is influenced by transformational leadership, organizational culture, and OCB.

KEYWORDS

Transformational Leadership, Organizational Culture, Organizational Citizenship Behavior, Teacher Performance

CITATION

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Introduction.

Education constitutes a fundamental pillar in building a sustainable nation, encompassing not only knowledge transfer but also the formation of character and civic values (Zacky et al., 2024). Educational quality is influenced by various factors, including curriculum, policies, facilities, technology, and competent human resources (Halawa & Mulyanti, 2023). One indicator that quality human resources can contribute to student learning achievement and the improvement of educational standards is the presence of good performance by teachers in each educational unit. As the frontline of education, teachers hold a crucial role in determining learning success, where their performance is significantly influenced by transformational leadership, organizational culture, and Organizational Citizenship Behavior (OCB) (Joel et al., 2022; Oktaviani et al., 2023).

These perspectives indicate that the focus lies on elements influencing teacher performance development and improvement. In this regard, Susiloningsih et al. (2023) demonstrate the positive influence of organizational communication and school-based training and development on teacher performance. These

findings show that effective communication among school members as an organization, along with regular training and development programs, can enhance teacher performance.

In the context of the relationship between teacher performance and educational leadership in schools, Yuliana et al. (2022) reveal that teacher performance improves when principals possess strong leadership skills, which foster a supportive school environment, motivate staff, and facilitate teachers' professional development.

The research also reveals that the way teachers perform can be impacted by the use of transformational leadership techniques (Putra Rustamaji et al., 2017; Akbar & Imaniyati, 2019; Addin et.al., 2020; Hermawati et al., 2021; Efendi et al., 2023). These studies conclude that school principals who effectively apply transformational leadership can strengthen teachers' work commitment and directly link improvements in teacher performance to this leadership approach.

Bakker et al. (2023) assert that transformational leadership is crucial for improving follower engagement and performance through encouraging proactive actions like taking personal initiative and utilizing strengths. Leaders who display idealism, show personal attention, and encourage critical thinking have the ability to motivate their followers to reach their full capabilities and show proactive behavior. This enables followers to optimize their contributions while mobilizing energy and enthusiasm to maintain task focus.

Within school contexts as educational institutions with defined leaders and followers, the aforementioned perspective clearly indicates that teacher performance is significantly driven by transformational leadership. When school leaders exhibit transformational leadership, they provide direction, inspiration, and motivation to help teachers achieve collective goals. Oktapratama & Sudibjo (2023) further substantiate this in their research, finding that the effectiveness of teachers is not just impacted by transformational leadership, but also by their proactive personality, where Organizational Citizenship Behavior (OCB) plays a role as an intermediary factor.

In contrast to the aforementioned findings, Zainuddin & Nasikhah (2021) posit that organizational culture plays a pivotal role as a guiding framework for employees in executing organizational activities, thereby enhancing employee performance efficiently and effectively for organizational advancement. This principle similarly applies to schools as organizational entities. Teacher performance improves when organizational culture serves as an effective guideline for pedagogical practices (Nurcahyani et al., 2022).

Sitorus et al. (2023) corroborate this assertion by demonstrating that the prevailing organizational culture in schools significantly influences teacher performance enhancement. Their research reveals that teacher performance shows marked improvement when the school's organizational culture becomes more positive. Parallel findings were reported by Annisa et al. (2023), who established that organizational culture substantially and meaningfully impacts teacher performance through communication channels and teacher competencies. Complementary research (Satibi, 2023; Azzhura et al., 2024) indicates that Organizational Citizenship Behavior (OCB) has a noteworthy impact on teacher performance, indicating that OCB could serve as a tool for enhancing teacher effectiveness within school environments.

This study focuses on Kanisius Elementary Schools throughout Yogyakarta City, Indonesia. Preliminary observations identified challenges such as declining teacher motivation and decreasing student enrollment, alongside opportunities including a strong organizational culture and supportive leadership. By analyzing the effects of transformational leadership, organizational culture, and OCB on teacher performance, this research aims to provide strategic contributions to educational quality improvement efforts. The guiding research questions for this study are:

H1: To what extent does transformational leadership positively and significantly impact teacher performance in Kanisius Elementary Schools within Yogyakarta City, Indonesia?

H2: To what extent does organizational culture positively and significantly impact teacher performance in Kanisius Elementary Schools within Yogyakarta City, Indonesia?

H3: To what extent does organizational citizenship behavior (OCB) positively and significantly impact teacher performance in Kanisius Elementary Schools within Yogyakarta City, Indonesia?

H4: To what extent do transformational leadership, organizational culture, and OCB collectively exert a positive and significant impact on teacher performance in Kanisius Elementary Schools within Yogyakarta City, Indonesia?

2. Literature Review

2.1. Transformational Leadership

The concept of transformational leadership originates from Weber's studies on charismatic leadership, wherein leaders are perceived to possess extraordinary qualities that distinguish them from others (Harsoyo, 2022). Downton was the first scholar to discuss this concept, which was subsequently developed further by James McGregor Burns in his seminal work on leadership. Burns (cited in Harsoyo, 2022) distinguished between two leadership types: transactional leadership, where leader-follower relationships are based on reward exchanges, and transformational leadership, defined as a process through which leaders influence followers to undergo significant changes in behavior, beliefs, and values, thereby enabling them to achieve performance beyond expectations.

The theoretical development of transformational leadership was subsequently advanced by several scholars, including Bass (1985), Bennis & Nanus (1985), Sashkin (1988), and Tichy & Devanna (1986). Among these, Bass's model emerged as the most dominant and widely adopted framework (Harsoyo, 2022). Bass viewed transformational leadership as a constantly shifting procedure in which leaders inspire their team members to focus on group goals rather than personal gains by utilizing charm, motivating messages, mental stimulation, and customized attention (Bakker et al., 2023). This approach has gained widespread recognition among scholars and practitioners as an effective method for achieving performance beyond expectations (Rafferty & Griffin, 2004), despite existing critiques regarding ambiguity in its sub-dimension differentiation.

Furthermore, Jensen et al. (2020) assert that transformational leadership has undergone significant refinements through over three decades of research. Transformational leaders, according to modern research, are described as individuals with the ability to inspire and encourage their followers to move beyond their own interests in order to achieve shared objectives. This theoretical model is implemented through four key components: (1) *idealized influence*, in which leaders act as respected and trustworthy examples for others to follow; (2) *inspirational motivation*, demonstrated by communicating engaging visions that generate excitement and commitment; (3) *intellectual stimulation*, which promotes original thinking and encourages followers to challenge assumptions; and (4) *individualized consideration*, shown by recognizing each follower's unique needs and supporting their growth and development.

The research by Scuotto et al., (2022) demonstrates that transformational leadership is effective in reducing knowledge-hiding tendencies among employees while fostering a collaborative work environment. Meanwhile, Bakker et al. (2023) emphasize that transformational leadership not only focuses on achieving practical goals but also on building strong communities, individual growth, and positive organizational change.

In the context of measurement, Bass & Riggio, (2006) four crucial aspects were pinpointed: admired influence (charisma), motivating inspiration, cognitive encouragement, and personalized care. However, Rafferty & Griffin (2004) added elements such as vision, inspirational communication, supportive leadership, and personal recognition as critical components. Sigalingging & Azmy (2023) further emphasized that transformational leadership remains highly relevant in navigating digital-era changes, as it drives more effective and sustainable organizational strategies.

Based on the above discussion, it is evident that transformational leadership represents a leadership paradigm centered on inspirational influence, follower development, and the attainment of collective goals. Transformational leaders improve performance and create a vibrant organizational culture focused on sustainable growth by incorporating elements like charisma, motivation, intellectual stimulation, and personalized support. Consequently, Bass's theory of transformational leadership serves as the grand theory in this study, given its proven effectiveness in driving positive change and organizational excellence.

2.2. Organizational Culture

Organizational culture represents a dynamically evolving system of shared values, norms, and beliefs within an organization. Ouchi & Wilkins (1985) define it as collectively shared practices and rituals among members, while Marker (2009) emphasizes its manifestation through physical artifacts and core values. This concept plays a pivotal role in shaping member behavior and organizational adaptability to environmental changes (Jones, 2013; Kwantes, 2014).

Scholars concur that organizational culture is cumulative in nature, evolving through daily interactions and transmitted to new members (Aulia et al. (2021). Zainuddin & Nasikhah (2021) further contend that strong cultures enhance internal integration while bolstering organizational resilience against external challenges. In educational contexts, Sudi et al., (2024) said that innovative and cooperative organizational cultures have demonstrated efficacy in improving institutional performance.

Dimensionally, organizational culture can be mapped through three value layers (Subagyo & Pudjirahardjo, 2014): core values shaping behavioral ethics, management-declared supporting values, and observable values reflected in tangible actions. Robbins (as cited in Sari et al., 2022) developed a more detailed framework comprising seven key characteristics, spanning innovation, team orientation, meticulousness, and the balance between stability and growth. These characteristics interact dynamically to create unique organizational behavior patterns. A profound understanding of organizational culture and its dimensions forms a vital foundation for developing adaptive, high-performance work environments - particularly in educational institutions requiring intensive stakeholder collaboration.

2.3. Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) was first described by Organ (as cited in Podsakoff et al., 2009) as personal actions that are not officially acknowledged by an organization's incentive programs but still play a role in improving the organization's overall performance. Thiruvankadam & Durairaj (2017) elucidate that such behaviors emerge from internal motivations including achievement needs, recognition, and belongingness. Organ subsequently refined the definition by emphasizing socio-psychological aspects, wherein OCB helps create supportive work environments despite being unrelated to core tasks (Podsakoff et al., 2009).

A conceptual debate emerged when Van Dyne et al. introduced the term "extra-role behavior," which Organ criticized for its overly subjective nature and dependence on individual interpretations of their roles (Thiruvankadam & Durairaj, 2017). Coyle-Shapiro et al. (2004) and Castro et al. (2004) concur that the essence of OCB lies in employees' voluntary assumption of additional responsibilities to support organizational success. Koyuncu & Demirhan (2021) further posit that OCB manifests without expectation of formal rewards, being purely driven by the desire to make positive contributions.

The dimensional development of OCB has undergone significant diversification since its initial conceptualization. Smith, Organ, and Near (1983) first identified two primary dimensions: altruism and generalized compliance (Thiruvankadam & Durairaj, 2017). Organ subsequently expanded this into the most widely adopted five-dimensional model: (1) *Altruism* - willingness to assist coworkers; (2) *Courtesy* - anticipatory behaviors to prevent problems; (3) *Conscientiousness* - consistently exceeding minimum standards; (4) *Sportsmanship* - tolerating inconveniences without complaint; and (5) *Civic virtue* - active participation in organizational life.

Organ's five-dimensional model remains the primary reference due to its comprehensive coverage of various OCB aspects (Ehtiyar et al., 2010). Its application in educational contexts has demonstrated relevance, as evidenced by examples such as students assisting peers (altruism), actively participating (civic virtue), or maintaining positive attitudes toward campus conditions (sportsmanship). Therefore, this study adopts Organ's five-dimensional model as the grand theory, given its empirically validated capacity to comprehensively depict OCB phenomena across diverse organizational contexts.

2.4. Teacher Performance

Teacher performance represents a professional educator's achievement in executing their duties, encompassing instructional delivery, learning management, and impact on student development. According to Mukhtar & Luqman (2020), teacher performance is defined as work outcomes achieved through maximizing capacity and abilities according to established standards. Baety (2021) expands this concept by emphasizing the impact of teacher performance - the creation of graduates who excel in intellectual, spiritual, and behavioral aspects.

Wahyu et al., (2021) and Zhahira et al., (2022) assert that teacher performance is reflected in the successful delivery of quality instruction, including content mastery, teaching creativity, and interactions that enhance learning motivation. Handayani et al., (2024) conclude that teacher performance results from task execution aligned with competencies, experience, and professional standards.

Mardiana et al., (2024) delineate teacher performance indicators into six aspects: (1) instructional planning, (2) teaching implementation, (3) learning outcome evaluation, (4) remedial programs, (5) enrichment activities, and (6) interpersonal relationship management within the school environment. Thus, teacher performance is assessed not only through technical teaching aspects but also through its impact on student achievement and the overall learning climate. These aspects serve as the foundational framework for the research instrument in examining teacher performance.

3. Research Method

This research utilizes a retrospective quantitative research method. The entire research population comprising 75 teachers from seven Kanisius Elementary Schools across Yogyakarta City participated as respondents, with no sampling technique applied due to the population's homogeneous characteristics and limited size. Validity of the instrument was evaluated through expert assessment and empirical validation utilizing Pearson's Product Moment correlation, with reliability being gauged using Cronbach's Alpha. The traditional assumptions of normality, linearity, and multicollinearity were examined. Simple linear regression was used to examine how each individual factor influences the outcome, while multiple linear regression was used to evaluate the collective impact of all factors on the outcome. The hypotheses of the study are outlined as:

H1: Transformational leadership has a positive and significant impact on teacher performance at Kanisius Elementary Schools within Yogyakarta City, Indonesia.

H2: Organizational culture has a positive and significant impact on teacher performance at Kanisius Elementary Schools within Yogyakarta City, Indonesia.

H3: Organizational Citizenship Behavior (OCB) has a positive and significant impact on teacher performance at Kanisius Elementary Schools within Yogyakarta City, Indonesia.

H4: Transformational leadership, organizational culture, and OCB collectively have a positive and significant impact on teacher performance at Kanisius Elementary Schools within Yogyakarta City, Indonesia.

The following figure displays a conceptual diagram illustrating the hypotheses outlined above.

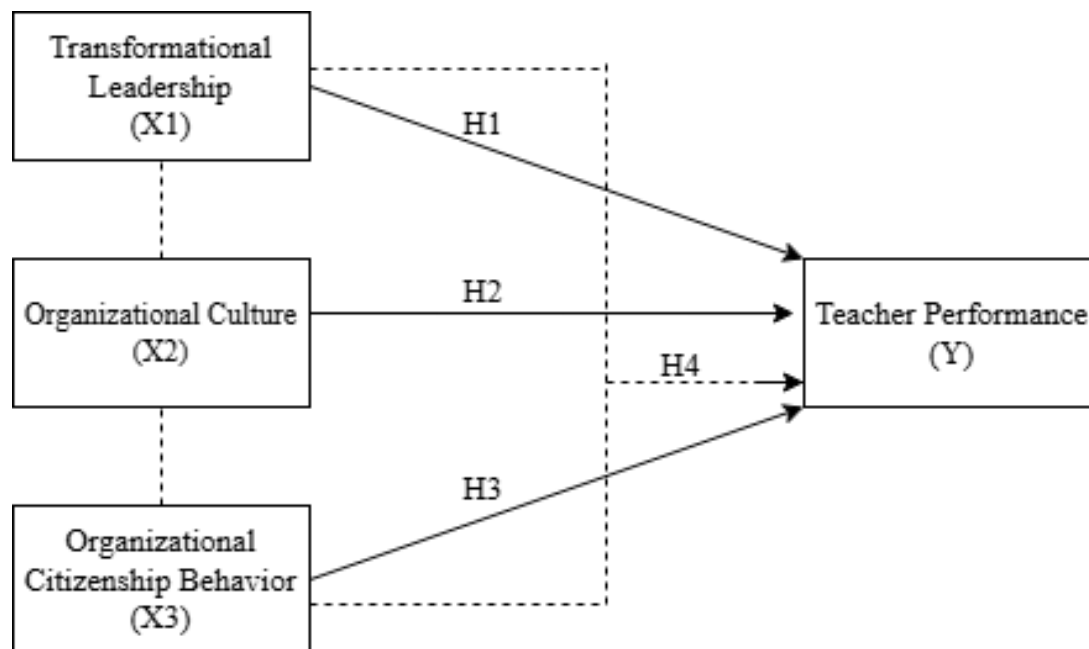


Fig. 1. Research Framework

Description:

- > Regression line of X on Y.
- > Multiple regression line of X1, X2, X3 on Y.

4. Result and discussion

4.1. Results

4.1.1. Descriptive Analysis of Variables

Based on the results of the descriptive variable analysis, it was found that the majority of respondents rated transformational leadership (X1) in the moderate category, with 52 respondents (69.3%), followed by the high category with 12 respondents (16.0%), and the low category with 11 respondents (14.7%). For the organizational culture variable (X2), the majority of respondents also rated it in the moderate category, with 55 respondents (73.3%), while 11 respondents (14.7%) rated it low, and only 9 respondents (12.0%) rated it high. Regarding the Organizational Citizenship Behavior (OCB) variable (X3), 60 respondents (80.0%) fell into the moderate category, 12 respondents (16.0%) were in the high category, and only 3 respondents (4.0%) were in the low category. As for the teacher performance variable (Y), most respondents also indicated a moderate category, with 54 respondents (72.0%), followed by the high category with 13 respondents (17.3%), and the low category with 8 respondents (10.7%).

Table 1. Descriptive Statistics Results for Variables

Variable	Category	Frequency	Percentage
Transformational Leadership (X1)	Low	11	14, 7%
	Moderate	52	69, 3%
	High	12	16, 0%
Organizational Culture (X2)	Low	11	14, 7%
	Moderate	55	73, 3%
	High	9	12, 0%
Organizational Citizenship Behavior (X3)	Low	3	4, 0%
	Moderate	60	80, 0%
	High	12	16, 0%
Teacher Performance (Y)	Low	8	10, 7%
	Moderate	54	72, 0%
	High	13	17, 3%

Source: Compiled by researchers based on the outputs of SPSS 27

In summary, the descriptive findings from the table reveal that most participants assessed all variables including both dependent and independent at moderate levels. This suggests that respondents hold moderate views regarding transformational leadership, organizational culture, organizational citizenship behavior, and teacher performance in the research setting.

4.1.2. Normality Test

Using statistical analysis, data normality was tested by examining the significance value of unstandardized residuals through the Monte Carlo Kolmogorov-Smirnov test. The decision criterion for this test was as follows: if the Sig. value was ≥ 0.05 , the residual distribution was considered normal, thereby satisfying the normality assumption (Ghozali, 2013).

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
Monte Carlo Sig. (2-tailed)	Sig.		0, 344*
	99% Confidence Interval	Lower Bound	0, 331
		Upper Bound	0, 356

* The data are normally distributed (Sig.>0, 05)

Source: Compiled by researchers based on the outputs of SPSS 27

The table data indicates that the p-value is 0.344, which is higher than 0.05. This implies that the residuals conform to a normal distribution. Hence, it can be concluded that the multiple linear regression analysis in this research satisfies all necessary assumptions.

4.1.3. Linearity Test

Determining whether there is a direct correlation between the independent variables and Y is essential. If the p-value for the Deviation from Linearity test is above 0.05, it indicates a linear association between the independent and dependent variables. Conversely, if the p-value is below 0.05, there is no linear relationship. Provided below are the results of the conducted examinations.

Table 3. Linearity Test Results

Variable	Deviation from Linearity				
	Sum of Squares	df	Mean Square	F	Sig.
Transformational Leadership (X1)	1108, 779	28	39, 599	1, 001	0,
Organizational Culture (X2)	1189, 010	35	33, 972	0, 677	0,
Organizational Citizenship Behavior (X3)	682, 602	26	26, 254	1, 324	0,

Source: Compiled by researchers based on the outputs of SPSS 27

The information in the table confirms that the independent variables meet the assumption of linearity when compared to the dependent variable. This is supported by the Sig. values for the Deviation from Linearity test, which are all greater than 0.05. Specifically, X1 = 0.488, X2 = 0.876, and X3 = 0.198. With all significance values exceeding the 0.05 threshold, it suggests a robust linear connection between each independent variable and the dependent variable.

4.1.4. Multicollinearity Test

This examination is used to check if the regression model shows connections between the independent variables, as part of the traditional assumption tests. Multicollinearity can be identified by assessing the tolerance value and VIF (Variance Inflation Factor), with a presence indicated by VIF > 10 or tolerance < 0.1 (Ghozali, 2013). A successful regression model must not have issues with multicollinearity, indicating that there shouldn't be any strong correlations among the independent variables. The results of the analysis are outlined below.

Table 4. Multicollinearity Test Results

Variable	Collinearity Statistics	
	Tolerance	VIF
Transformational Leadership (X1)	0, 295	3, 395
Organizational Culture (X2)	0, 235	4, 251
Organizational Citizenship Behavior (X3)	0, 479	2, 088

Source: Compiled by researchers based on the outputs of SPSS 27

The table above demonstrates that all independent variables exhibit tolerance values > 0.1 and VIF values < 10. Specifically, variable X1 shows a tolerance value of 0.295 and VIF of 3.395; X2 displays a tolerance of 0.235 and VIF of 4.251; while X3 presents a tolerance of 0.479 and VIF of 2.088. These values indicate the absence of multicollinearity among the independent variables in the regression model. Therefore, the model is deemed appropriate for further analysis.

4.1.5. Hypothesis Test

The results of the hypothesis test are split into two parts. The first part involves a simple linear regression analysis to study the separate effects of each independent variable (X1, X2, X3) on the dependent variable (Y). The second part includes a multiple linear regression analysis to assess the combined impact of all independent variables (X1, X2, X3) on the dependent variable (Y).

4.1.5.1. The Impact of Transformational Leadership on Teacher Performance

The statistical correlation between transformational leadership (X1) and teacher performance (Y) is illustrated in the table below.

Table 5. Model Summary of X1 on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726 ^a	.526	.520	6.290

a. Predictors: (Constant), Total_X1

Source: Compiled by researchers based on the outputs of SPSS 27

The R value interpretation guideline spans from $-1 \leq R \leq 1$, where coefficients near 1 signify a robust positive association, and coefficients near -1 signify a robust negative association. According to the Model Summary table, the obtained R value of 0.726 reveals that the correlation coefficient establishes a strong positive association between variables X1 and Y. Additionally, the R Square (R^2) value of 0.526 indicates that variable X1 accounts for roughly 52.6% of the variance in variable Y, with the remaining 47.4% attributed to other elements not included in this research framework.

Table 6. Coefficients of X1 on Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.918	8.592		5.577	<.001
	Total_X1	.614	.068	.726	9.009	<.001

a. Dependent Variable: Total_Y

Source: Compiled by researchers based on the outputs of SPSS 27

The table reveals that the significance value (Sig.) of 0.001 is less than 0.05 (Sig. $0.001 < 0.05$), indicating that variable X1 has a statistically significant impact on variable Y.

4.1.5.2. The Impact of Organizational Culture on Teacher Performance

The table 7 shows the analysis of how the culture within an organization influences the performance of teachers.

Table 7. Model Summary of X2 on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.702 ^a	.493	.486	6.511

a. Predictors: (Constant), Total_X2

Source: Compiled by researchers based on the outputs of SPSS 27

The findings show a significant association between variables X2 and Y, with an R value of 0.702. The R Square value of 0.493 suggests that X2 explains around 49.3% of the variance in Y, leaving 50.7% attributed to other factors not considered in the study.

Table 8. Coefficients of X2 on Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.696	8.983		5.532	<.001
	Total X2	.606	.072	.702	8.417	<.001

a. Dependent Variable: Total_Y

Source: Compiled by researchers based on the outputs of SPSS 27

Moreover, the value of significance (Sig. = 0.001 < 0.05) provides evidence that X2 greatly influences Y.

4.1.5.3. The Impact of OCB on Teacher Performance

The table below shows the statistical analysis results of how going above and beyond in their role (X3) affects a teacher's performance (Y).

Table 9. Model Summary of X3 on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.857 ^a	.735	.732	4.703

a. Predictors: (Constant), Total_X3

Source: Compiled by researchers based on the outputs of SPSS 27

The information displayed in the table indicates a strong correlation between variable X3 and Y, as evidenced by an R value of 0.857. Moreover, the R Square value of 0.735 indicates that approximately 73.5% of the changes in Y can be explained by variable X3, while the remaining 26.5% may be influenced by other factors not examined in this study.

Table 10. Coefficients of X3 on Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.748	7.275		2.989	.004
	Total_X3	.817	.057	.857	14.238	<.001

a. Dependent Variable: Total_Y

Source: Compiled by researchers based on the outputs of SPSS 27

The table 10 indicates a statistically significant impact of variable X3 on variable Y, as evidenced by the significance value (Sig. = 0.004 < 0.05).

4.1.5.4. The Impact of Transformational Leadership, Organizational Culture, and OCB on Teacher Performance

Statistical analysis of the simultaneous influence of transformational leadership (X1), organizational culture (X2), and OCB (X3) on teacher performance (Y) was conducted through multiple linear regression with an F-test, as presented in the following table.

Table 11. Overall Model Test Results for Multiple Regression

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4860, 383	3	1620, 128	92, 878	0, 000 ^b
	Residual	1238, 497	71	17, 444		
	Total	6098, 880	74			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Organizational Citizenship Behavior, Transformational Leadership, Organizational Culture						

Source: Compiled by researchers based on the outputs of SPSS 27

The findings reveal a significance value of $0.000 < 0.05$ (α), accompanied by a comparison between the computed F-statistic (92.878) and the F-table value (2.73) at a significance level (α) of 0.05. Given that the computed F-statistic (92.878) surpasses the F-table value (2.73), the regression model (X1, X2, and X3) jointly demonstrates a statistically significant impact on teacher performance at a 95% confidence interval. Consequently, it can be determined that transformational leadership, organizational culture, and OCB concurrently produce a positive and significant effect on teacher performance in Kanisius Elementary Schools across Yogyakarta City, Indonesia. This demonstrates that all three predictor variables within the regression model work together to meaningfully improve teacher performance outcomes.

4.2. Discussion

The findings of this study were achieved by conducting statistical analyses to determine the connection and intensity between independent variables and the dependent variable. To test the individual hypotheses related to the effects of transformational leadership, organizational culture, and OCB on teacher performance, simple linear regression analysis was employed. Conversely, the joint impact of transformational leadership, organizational culture, and OCB on teacher performance was evaluated using multiple linear regression analysis. The specific results of the statistical calculations carried out with SPSS 27 software will be discussed in detail in the following sections.

4.2.1. The Impact of Transformational Leadership on Teacher Performance

Based on the research data analysis of 75 respondents, the transformational leadership variable exhibited a diverse distribution. The descriptive statistics revealed a mean score of 125.63 (median = 125.00), with values ranging from 101 to 150. The standard deviation (SD) of 10.730 indicates moderate variation in respondents' perceptions. Following categorization calculations, 52 respondents (69.3%) fell within the score interval of $84 \leq X < 168$, demonstrating that the majority of respondents perceived transformational leadership at a "moderate" level.

The simple linear regression analysis revealed that transformational leadership positively affects teacher performance, with a regression coefficient of 0.338 (t-statistic = 4.052 > t-table = 1.666, $p = 0.000 < 0.05$). These findings are consistent with previous studies conducted by Chunhui et al. (2024), which demonstrated that transformational leadership enhances teacher performance through inspirational vision, effective communication, and personal support. School leaders who adopt this leadership style tend to motivate teachers to innovate, collaborate, and achieve higher performance targets.

In the context of this study, the results confirm that transformational leadership among principals across seven Kanisius Elementary Schools in Yogyakarta City positively influences teacher performance. This finding is consistent with recent research by Anas (2025) which established that principals demonstrating transformational leadership characteristics significantly and positively affect teacher performance outcomes.

Additional empirical support for these findings emerges from the multiple linear regression analysis, which confirms that transformational leadership significantly influences teacher performance ($\beta=0.338$, $p<0.001$). This finding gains deeper theoretical significance when examined through the five sub-dimensions proposed by Rafferty & Griffin (2004).

First, Vision as Foundational Element. Transformational leadership is fundamentally rooted in vision. Rafferty & Griffin (2004) emphasize that leaders must articulate an idealized future aligned with organizational values. In Kanisius Elementary Schools, this manifests through educational visions that prioritize both academic excellence and character development. When principals successfully align teacher performance

targets with institutional missions, teachers transition from routine task-completion to becoming stakeholders in a greater purpose.

Second, Inspirational Communication. The strategic delivery of motivational messaging proves critical. Empirical observations reveal how principals' communication of long-term school objectives fosters professional pride among teachers. This practice not only mitigates burnout risks but also enhances curriculum adaptation resilience, particularly during educational reforms.

Third, Supportive Leadership Practices. Supportive Leadership Practices emphasizes individualized consideration. In contrast to Bass and Riggio's concept, Rafferty & Griffin (2004) emphasize concrete actions such as encouraging teachers to perceive change as an opportunity rather than an obstacle and motivating them to maintain enthusiasm as a cohesive team. This approach fosters psychological safety, wherein teachers feel valued as whole individuals.

Fourth, Intellectual Stimulation. Transformational leaders foster critical and innovative thinking among teachers. In the context of Kanisius Elementary Schools, principals demonstrated significant capability in stimulating educators' critical reflection. School leaders provided cognitive stimuli that encouraged teachers to reflect deeply on their professional responsibilities. This approach prevented instructional stagnation while continuously motivating pedagogical innovation.

Fifth, Personal Recognition. It is a determining factor that is often overlooked. Rafferty & Griffin (2004) emphasise the importance of non-material rewards such as praise and public recognition. The mention of an outstanding teacher's name in a school ceremony or a written note of appreciation from the principal fulfils psychological esteem needs, which in turn fuels intrinsic motivation.

Based on the results of statistical data processing, it was found that the mean scores for the five dimensions were as follows: Vision scored 4.19, Inspirational Communication 4.16, Intellectual Stimulation 4.08, Supportive Leadership 4.15, and Personalized Recognition 4.28. Among these dimensions, Personalized Recognition had the highest mean score, indicating that this dimension is the most dominant in influencing teacher performance. This dimension encompasses recognition of individual contributions, appreciation for achievements, and personal attention from leaders. Other dimensions, such as Vision and Inspirational Communication, also exhibited strong influence and could be synergized with Personalized Recognition for more optimal results.

These findings hold significant theoretical and practical relevance. Theoretically, this study reinforces the claim by Rafferty & Griffin (2004) that transformational leadership comprises a set of measurable, specific practices. In the context of Kanisius Elementary School, these five dimensions resonate particularly well, as they align with Christian values emphasizing care and community.

However, it should be noted that not all dimensions contribute equally. In the context of elementary education, which is rich in social interactions—as observed in the seven Kanisius Elementary Schools in Yogyakarta City, Indonesia—the aspect of supportive leadership may be more crucial than intellectual stimulation. This is evident from the respondents' perceptions, which were predominantly categorized as "moderate," suggesting room for improving the effectiveness of transformational leadership at Kanisius Elementary Schools. For instance, aspects such as intellectual stimulation and personalized recognition could be enhanced through leadership training for principals or regular feedback programs from teachers.

These findings further reinforce Bass's (1985) theory that transformational leadership is not solely focused on achieving organizational goals but also on developing individual potential. In the researcher's view, this focus on individual growth remains an area requiring further development, particularly since the Effective Contribution (EC) analysis indicates that transformational leadership contributes only moderately, at 36.4%. While this contribution is higher than that of organizational culture (-12.7%), it remains significantly lower than the 76.3% contribution from OCB. This percentage comparison suggests that there are still unexplored dimensions within the transformational leadership variable that warrant further refinement.

As conceptualized by Bass (1985), this phenomenon represents the development of organizational members' personal capacities. Within the context of this study, such developmental efforts constitute a fundamental responsibility that school principals at Kanisius Elementary Schools must demonstrate toward their teachers. Ideally, this individual capacity building should serve as a benchmark to address other dimensions that remain suboptimally implemented by principals at these institutions.

Supporting this perspective, Irawati et al. (2025) posit that transformational leadership emphasizes a leader's ability to inspire teams toward collective goals by establishing trust and clearly articulating organizational vision. This aligns with the concept of individual capacity development for shared objectives,

predicated on the expectation of subsequent improvements in teacher performance as a natural consequence of the principal's transformational leadership approach.

The implementation of this concept in our findings reveals that principals across Kanisius Elementary Schools in Yogyakarta City, Indonesia have generally adopted this macro-level practice. However, teacher perceptions indicate that the transformational leadership behaviors remain at a 'moderate' level. This suggests that while the principals' transformational leadership style has positively influenced teacher performance enhancement, these outcomes simultaneously present opportunities for further development of school leaders' managerial competencies, particularly across all dimensions of transformational leadership.

4.2.2. The Impact of Organizational Culture on Teacher Performance

The statistical data analysis indicated that organizational culture demonstrates a somewhat contradictory impact on teacher performance. This contradiction emerges from the varying outcomes obtained through simple linear regression versus multiple linear regression analyses.

The simple linear regression was executed to evaluate the standalone effect of organizational culture on teacher performance without adjusting for other independent variables in this research, namely transformational leadership and OCB. The analysis showed that organizational culture produces a positive and significant influence on teacher performance, as supported by the statistical evidence (Sig. value = $0.001 < 0.05$). These results are congruent with earlier research (Zainuddin & Nasikhah, 2021; Sitorus et al., 2023; Annisa et al., 2023; Tambunan & Sudjibjo, 2025), which reported that organizational culture positively influences teacher performance.

In contrast to the findings above, the multiple linear regression analysis revealed that organizational culture has a negative and non-significant effect on teacher performance ($\beta = -0.125$, $p\text{-value} = 0.194 (> 0.05)$). The negative regression coefficient suggests that the current implementation of organizational culture is not yet optimal in supporting teacher performance improvement.

In the multiple regression model, organizational culture exhibited a negative effect likely because high OCB compensates for—or even 'substitutes'—the role of formal culture. This indicates that teachers with strong OCB tend to rely less on organizational culture structures to achieve performance. In other words, this finding is counterintuitive, as general theory posits that a strong organizational culture should enhance performance (Sitorus et al., 2023; Annisa et al., 2023; Aini et al., 2024). For clarity, the figure summarizes the identified negative and non-significant impact in the multiple regression model.

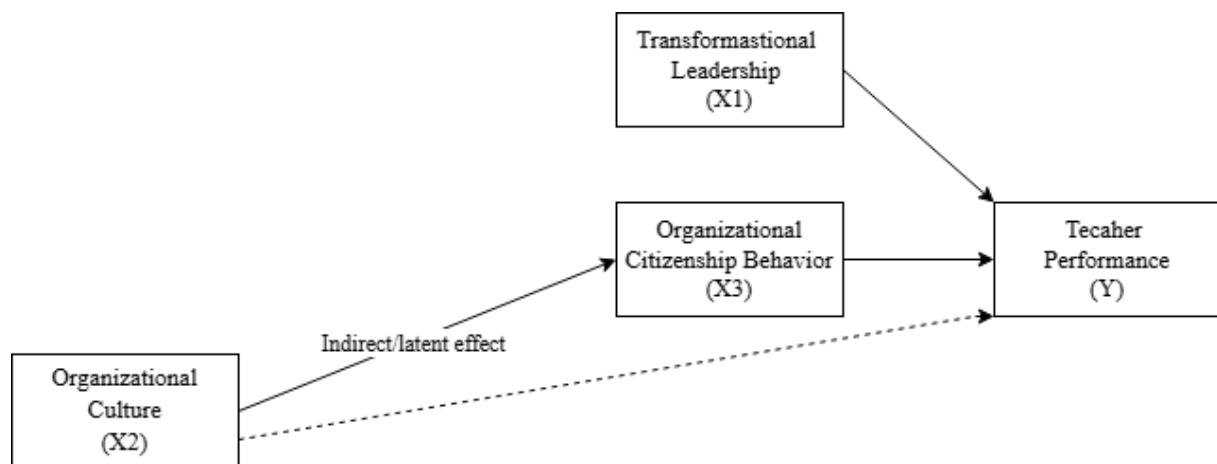


Fig. 2. The Impact of Organizational Culture on Teacher Performance

The illustration shows that when analyzed through multiple regression analysis, organizational culture has an indirect impact on teacher performance. In other words, the figure integrates findings from simple regression analysis (which showed a positive and significant influence) with those from multiple regression analysis (which did not demonstrate a positive or significant effect).

Several key factors may explain these observations. *First*, the characteristics of organizational culture at Kanisius Elementary School (Table 1) reveal that 73.3% of respondents fall into the "moderate" category, while only 12% perceive it as "high." The remaining 14.7% are in the "low" category. A deeper analysis of

cultural dimensions highlights several weaknesses: (1) An overly risk-averse culture restricts teachers' creativity in developing new teaching methods; (2) Excessive focus on administrative precision reduces time that could otherwise be devoted to pedagogical innovation; and (3) Poorly structured team collaboration may hinder teachers responsible for multiple subjects simultaneously.

Second, the gap between ideal values and daily practices poses a significant challenge. Although Kanisius Elementary School is founded on Christian values emphasizing care and solidarity, their implementation remains suboptimal. This is evident in teachers' low perception of organizational culture, particularly at Kanisius Wirobrajan, which has the largest teacher population. Overly rigid policies and excessive stability foster resistance to change, especially among senior teachers with over 10 years of service (29.3%, n=22). This resistance likely contributes to the non-significant effect on performance.

Third, the school's specific context plays a role: (1) Educational background: While 94.7% of teachers hold bachelor's degrees (S1), only 1.3% have master's degrees (S2), and 4.0% hold diplomas; (2) Workload: 32% teach all grades as subject teachers, while 62.7% handle all subjects as homeroom teachers. These demanding responsibilities may impede their engagement with organizational culture values.

Nevertheless, the non-significant effect of organizational culture on teacher performance does not imply that culture is unimportant. These findings rather reflect a misalignment between the existing cultural dimensions and the actual needs of teachers at Kanisius Elementary School. Targeted interventions, particularly in aspects of innovation and team support, could transform the organizational culture into an effective performance driver. Therefore, what is needed is a redefinition of organizational culture to make it more adaptive, with emphasis on three key aspects: (1) simplifying bureaucratic procedures that currently burden teachers; (2) strengthening genuine teacher collaboration through structured programs; and (3) implementing a reward system genuinely based on concrete contributions to the teaching-learning process.

In addition to the aforementioned organizational culture redefinition efforts, another factor contributing to the diminished role of organizational culture in influencing performance emerges when organizational citizenship behavior (OCB) among members is exceptionally high. Regarding this phenomenon, Organ et al. (2005) revealed that in organizations with high OCB, performance is more strongly influenced by individual intrinsic motivation than by cultural factors. Consequently, organizational culture (including aspects like innovation or hierarchy) does not significantly affect performance when employees already possess strong prosocial commitment. This finding aligns with Robbins' (2003) earlier assertion that strong organizational cultures create norms and values that motivate employees to exceed formal job requirements through OCB - such as helping colleagues or demonstrating extra commitment - due to their emotional attachment to organizational values.

The multiple linear regression results are consistent with Organ et al.'s (2005) argument that when employee (in this case, teachers') OCB is already highly developed, organizational culture loses its significant role in influencing performance. The teachers at Kanisius Elementary School exhibit strong intrinsic motivation and prosocial commitment (manifested in behaviors like helping colleagues and selfless dedication), making their performance more dependent on individual factors than on organizational cultural norms. In other words, organizational culture ceases to be the primary driver as high OCB effectively "substitutes" its function.

Robbins (2003) posits that strong organizational culture, such as that possessed by Kanisius Elementary School, does foster OCB through emotional attachment. However, within the context of this study, the high level of OCB renders the influence of organizational culture redundant. This is substantiated by statistical analysis confirming that once OCB reaches a certain threshold, organizational culture demonstrates a negative association. There are indications that this negative relationship occurs because teachers perceive rigid cultural norms as constraining individual initiatives previously developed through OCB. Regarding these indications, further investigation using alternative methods, such as in-depth teacher interviews, remains necessary.

From this analysis, it is clear that organizational culture produces a positive and significant influence on teacher performance when examined independently without other variable controls. In contrast, organizational culture exhibits a negative and non-significant influence on teacher performance when additional variables (transformational leadership and especially OCB) are included as control factors.

4.2.3. The Impact of Organizational Citizenship Behavior on Teacher Performance

The findings from the simple linear regression analysis revealed a notable result of 0.004, falling below the threshold of 0.05. This suggests that engaging in OCB has a moderately beneficial and statistically significant effect on the effectiveness of teachers. Furthermore, supplementary statistical information supports this assertion, given that the t-value of 14.238 surpasses the t-table value of 1.666, providing evidence that OCB plays a substantial role in shaping teacher performance. Additionally, the Standardized Coefficient (Beta) value of 0.857 which approaching 1 and further substantiates the strong effect of OCB on teacher performance.

Consistent results were obtained in the multiple linear regression analysis, which identified OCB as the most dominant predictor of teacher performance. The standardized beta coefficient for OCB was 0.710, statistically significant ($*p* < 0.001$). The robustness of this relationship was reinforced by a high t-statistic (9.184) and a 95% confidence interval ranging from 0.529 to 0.823, which excluded zero. Moreover, OCB contributed substantially to the model, accounting for 79.7% of the variance ($R^2 = 0.797$), indicating that OCB explains a major proportion of teacher performance variability at Kanisius Elementary School.

OCB range, indicating a strong tendency to assist colleagues proactively without being prompted. This suggests a workplace culture rooted in mutual support and spontaneous collaboration. Another significant aspect is conscientiousness, reflected in the mean OCB score of 126.45 out of 150, which reveals that teachers consistently perform their duties beyond baseline expectations. This high level of self-discipline and commitment underscores their dedication to maintaining high work standards.

Additionally, civic virtue is evident in the willingness of 62.7% of teachers to voluntarily teach all subjects, despite it not necessarily being a formal obligation. This flexibility highlights a collective mindset where educators prioritize the school's broader needs over individual convenience. Together, these behaviors illustrate how OCB at Kanisius Elementary fosters organizational efficiency while strengthening social cohesion among staff, reinforcing Organ's view that such extra-role actions serve as vital mechanisms for smooth and harmonious workplace dynamics.

A comparative analysis revealed that OCB's influence ($\beta = 0.710$) was stronger than that of transformational leadership ($\beta = 0.399$). Conversely, organizational culture exhibited a nonsignificant negative effect ($\beta = -0.144$; $*p* = 0.194$) in the multiple regression model. These results remained stable after classical assumption testing, with a tolerance value of 0.479 and a VIF of 2.088, indicating no serious multicollinearity issues.

Among the five OCB dimensions identified in this study, altruism (80%) was the most frequently demonstrated by teachers at Kanisius Elementary School. This dimension manifested concretely in behaviors such as: Assisting fellow teachers facing difficulties in completing tasks; Voluntarily dedicating time to mentor or train new colleagues; and Providing emotional support to peers dealing with personal challenges. These actions were carried out based on the teachers' personal initiative, reflecting a strong culture of mutual support.

The second most prominent dimension was conscientiousness (mean score = 126.45). The high score in this dimension was attributed to behaviors such as: Consistently arriving on time for teaching and school-related activities; Thoroughly preparing teaching materials before classes; Ensuring the readiness of learning support tools prior to teaching sessions; Actively contributing to school-organized events; and Participating in meetings and offering constructive input.

Civic virtue ranked third in terms of prevalence among the teachers. Key manifestations included: Active involvement in school activity planning; Supporting the implementation of school management programs; Demonstrating concern for social issues within the organization and community; Encouraging colleagues to share opinions in team discussions; and fostering a comfortable environment for open communication.

The remaining two dimensions, sportsmanship and courtesy exhibited lower intensity compared to the top three. Statistical analysis confirmed that these dimensions were less frequently observed among teachers, as they relate to: Maintaining a positive attitude toward challenges; Tolerating inconveniences; Supporting peers through effective communication; Respecting others' time; and Demonstrating politeness. Quantitatively, fewer teachers exhibited these behaviors compared to those associated with altruism, conscientiousness, and civic virtue.

At a macro level, the findings suggest several policy recommendations. First, non-material reward systems should be developed to sustain and enhance teacher OCB. Second, collaborative culture aligned with the school's Christian values must be strengthened. Third, reduction of administrative burdens (mean = 124.43) is necessary, as excessive workload may inhibit OCB. The study adhered to regression analysis assumptions, with satisfactory results: Residual normality (Kolmogorov-Smirnov, $p = 0.033$), Absence of heteroskedasticity ($p = 0.238$), and Significant F-statistics for all independent variables, confirming linearity.

The present findings strongly support Podsakoff et al.'s (2000) proposition regarding the five-dimensional OCB framework, as demonstrated in the actual practices at Kanisius Elementary School. The

altruism dimension was manifested through senior teachers' consistent mentoring of junior colleagues in developing Lesson Plans. Meanwhile, conscientiousness was evident in teachers' voluntary provision of additional time for student remedial programs without expectation of compensation.

Notably, within the sportsmanship dimension, teachers at Kanisius Elementary School demonstrated commendable attitudes by maintaining positive perspectives when facing infrastructure limitations, refraining from excessive complaints. Regarding courtesy, a positive behavioral pattern emerged through teachers' mutual reminders about administrative deadlines among colleagues. Furthermore, as previously discussed, the civic virtue dimension was operationalized through active participation in school development meetings. These empirical observations substantiate the theoretical framework while providing contextualized evidence of OCB manifestations in educational settings.

The supporting data indicate that 80% of respondents fell into the medium-high OCB category, with concrete indicators showing 62.7% of teachers voluntarily teaching cross-curricular subjects or serving as homeroom teachers. This finding substantially strengthens empirical evidence that OCB functions as a catalyst for educational performance enhancement (Putra et al., 2025; Robi'in & Fadila, 2025; Schwabsky & Somech, 2025).

Within the socially intensive ecosystem of Kanisius Elementary School, these voluntary behaviors foster a collaborative and mutually supportive work environment. The implementation of various OCB dimensions by teachers not only improves school operational efficiency but also creates a positive organizational climate that contributes to overall teaching quality improvement. This compelling evidence establishes OCB as having the strongest and most significant impact on teacher performance at Kanisius Elementary School when compared to transformational leadership and organizational culture.

4.2.4. The Simultaneous Impact of Transformational Leadership, Organizational Culture, and Organizational Citizenship Behavior on Teacher Performance

Analyzing the data revealed that the interaction of transformational leadership, organizational culture, and OCB positively influenced teachers' performance. The results of the F-test ($F = 92.878$, $p = 0.000 < 0.05$) supported this conclusion, demonstrating the significant statistical impact of these three variables on teacher performance. These results align with Bass & Riggio's (2006) theory positing that transformational leadership motivates followers through inspirational vision and empathetic approaches. Concurrently, organizational culture (Schein, 2010) and OCB (Organ et al., 2005) contribute to fostering a collaborative work environment and encouraging voluntary behaviors beyond formal job requirements.

The predictive strength of this model is further evidenced by an Adjusted R^2 value of 0.788, indicating that 78.8% of teacher performance variation can be explained by these three variables. The remaining 21.2% is influenced by other factors not included in the model, such as teachers' intrinsic motivation (Susanti et al., 2023), pedagogical competence, or school facility availability. Following Ghazali's (2018) criterion, models with *Adjusted* R^2 values exceeding 0.7 are considered to possess high predictive power. Consequently, interventions targeting these three variables may serve as an effective strategy for enhancing teacher performance.

The analysis reveals that Transformational Leadership (X_1) exerts a significant positive influence ($\beta = 0.338$; $p < 0.001$), indicating that leadership styles focused on teacher development and empowerment directly contribute to performance enhancement. Meanwhile, OCB (X_3) demonstrates the highest regression coefficient ($\beta = 0.676$; $p < 0.001$), confirming that voluntary behaviors such as assisting colleagues or initiating teaching material development (Podsakoff et al., 2000) play a pivotal role in driving collective performance. However, organizational culture shows a negative coefficient ($\beta = -0.125$) that is statistically non-significant ($p = 0.194$), with a VIF of 4.251 approaching the threshold of 5. This suggests potential multicollinearity between organizational culture and OCB, possibly indicating a suppressor effect where these variables overlap in their influence on performance (Tabachnick & Fidell, 2019).

To strengthen these findings, additional analyses such as factor analysis are recommended to disentangle the unique contributions of each variable. Furthermore, the remaining 21.2% unexplained variance warrants deeper exploration through the inclusion of potential mediator variables (e.g., job satisfaction) or moderator variables (e.g., parental support).

The negative partial effect of organizational culture on teacher performance in the multiple linear regression analysis, as previously discussed, substantiates Organ et al.'s (2005) assertion that when organizational members demonstrate relatively high levels of OCB, the impact of organizational culture on performance enhancement becomes supplanted. This theoretical proposition finds empirical support in our study, particularly evidenced by the t-test results (-1.310) in the multiple regression analysis, which revealed

a negative and non-significant impact of organizational culture on teacher performance in Kanisius Elementary Schools within Yogyakarta City, Indonesia.

Regardless of these considerations, the present study conclusively demonstrates that transformational leadership, organizational culture, and OCB constitute significant determinants of teacher performance, with OCB emerging as the strongest predictor. However, caution must be exercised when interpreting the role of organizational culture due to evident multicollinearity indicators. Future research should examine variable interactions or expand the model by incorporating additional factors to enhance predictive accuracy.

5. Conclusions

The study findings and ensuing conversation suggest that transformational leadership significantly benefits teachers' performance, supported by data from various statistical analyses, both basic and advanced. However, the effect of organizational culture reveals more complex dynamics. While the simple regression showed a positive influence, the second hypothesis was not fully supported as organizational culture became statistically non-significant ($t = -1.310$) in the multiple regression analysis, contributing a negative effective contribution (-12.7%) when controlled with the other two independent variables.

In contrast, Organizational Citizenship Behavior (OCB) exhibited the strongest positive and highly significant impact, contributing the largest effective share (76.3%) to the model. This finding remains consistent across both simple and multiple regression analyses, confirming OCB's pivotal role as the primary predictor of teacher performance. The simultaneous influence of transformational leadership, organizational culture, and OCB on teacher performance also yielded positive and significant results. The overall regression model achieved statistical significance with $R^2 = 0.788$, indicating that 78.8% of teacher performance variation can be explained by the combined effect of these three independent variables. The dominance of OCB in the model substantiates the critical importance of extra-role behaviors in performance enhancement.

The study conclusively demonstrates that strengthening transformational leadership and OCB serves as the primary mechanism for enhancing teacher performance. However, the role of organizational culture in value-based educational institutions requires more comprehensive investigation, as our findings reveal complex dynamics. Notably, while organizational culture exhibits positive effects on teacher performance in isolation, its influence manifests differently when analyzed in conjunction with OCB.

In this research context, it is evident that organizational culture has an insignificant effect on teacher performance when teachers possess a sufficiently high level of OCB. This finding also indicates that schools with teachers or staff demonstrating high OCB have the potential to achieve good performance without necessarily relying on the prevailing organizational culture within the institution.

Nevertheless, the data analysis and discussion also reveal that organizational culture exerts a positive and significant effect when combined with transformational leadership and OCB. This indicates that the organizational culture in Kanisius Elementary Schools across Yogyakarta City, Indonesia, enhances teacher performance only when integrated with the principals' transformational leadership and the teachers' OCB.

This study provides empirical support for the importance of transformational leadership and Organizational Citizenship Behavior (OCB) in enhancing teacher performance at elementary schools. The findings reveal an interesting aspect in which organizational culture appears to have an insignificant influence, thus opening opportunities for further investigation into the dynamics between institutional values and personal factors in value-based educational environments. These findings also contribute a comprehensive conceptual framework for understanding the determinants of teacher performance in educational institutions with specific characteristics.

From an applied perspective, this study recommends the development of transformation-oriented leadership capacity and the cultivation of voluntary behaviors among teachers as strategies for improving performance. The nonsignificant effect of organizational culture suggests the need for a comprehensive review of school management systems by educational administrators, with an emphasis on enhancing aspects such as openness and participation. These implications hold broad relevance for educational practitioners, policymakers, and academics engaged in advancing educational quality.

Concretely, school principals can comprehensively implement a transformational leadership approach through: (a) Formulating and disseminating an inspiring educational vision, (b) Providing individualized mentoring tailored to teachers' professional development needs, (c) Facilitating tiered and sustained academic discussion forums and instructional innovation workshops, and (d) Developing non-material recognition mechanisms for teachers' voluntary behavioral contributions.

Furthermore, teachers are encouraged to proactively develop Organizational Citizenship Behavior (OCB) through substantive contributions that extend beyond formal duties, such as institutional development

initiatives and collaboration with fellow educators. The transformational leadership of school administrators can be optimally utilized as a stimulus for professional capacity development, including through active participation in innovative pedagogical programs. When these elements are effectively implemented and integrated, transformational leadership, organizational culture, and OCB collectively provide a robust foundation for enhancing elementary school teachers' performance.

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