

Research Article

The Role of OCB in Mediating Commitment, Motivation, and Performance of Teachers at SD Saraswati Denpasar

Komang Ayu Anggarani Trijati^{1*}, I Ketut Setia Sapta², Agus Wahyudi Salasa Gama³

¹ Universitas Mahasaraswati, Indonesia; e-mail : ayuanggarani15@gmail.com

² Universitas Mahasaraswati, Indonesia; e-mail : ketutsetiasapta@unmas.ac.id

³ Universitas Mahasaraswati, Indonesia; e-mail : salasa.gama@unmas.ac.id

* Corresponding Author : Komang Ayu Anggarani Trijati

Abstract: The purpose of this study is to investigate in depth the mediating role of Organizational Citizenship Behavior (OCB) in the relationship between organizational commitment and work motivation on teacher performance at Saraswati Elementary School, Denpasar. This research is motivated by the crucial role of teachers as the spearhead of educational success, making understanding the factors influencing teacher performance highly relevant. The study population comprised 175 teachers, with a sample size of 85 respondents determined using the Hair formula. Data collection involved a combination of structured questionnaires, in-depth interviews, and supporting document analysis to strengthen the findings. Path analysis was used to examine direct and indirect relationships between variables. The results indicate that organizational commitment has a positive and significant effect on OCB, indicating that the higher a teacher's commitment to the school, the greater their tendency to exhibit extra-role behavior. Similar findings were also evident for work motivation, where high motivation significantly increased OCB. Furthermore, organizational commitment was shown to have a direct, positive, and significant relationship with teacher performance, and work motivation also plays a significant role in improving performance. OCB itself also has a significant influence on strengthening teacher performance. This study specifically confirms that OCB acts as a mediator in the relationship between organizational commitment and work motivation on teacher performance. Thus, the results of this study underscore the crucial role of OCB as a bridge connecting internal factors such as commitment and motivation with optimal work results. The practical implication of this research is the need for schools to strengthen organizational commitment and motivate teachers to develop citizenship behaviors that ultimately drive sustainable performance improvement.

Keywords: Mediation, Organizational Citizenship Behavior (OCB), Organizational Commitment, Teacher Performance, Work Motivation.

1. Introduction

In the current era of digital transformation and rapid technological advancement, educational institutions face increasing demands to enhance their quality of service, particularly through the optimal performance of their human resources. Teachers, as the frontline actors in the learning process, hold a central role in determining the success of educational objectives. Their performance not only reflects individual competencies but also significantly impacts the effectiveness of organizational operations. As such, understanding the factors that influence teacher performance has become a crucial area of educational research.

Previous studies have identified several key factors affecting teacher performance, among which organizational commitment and work motivation are consistently highlighted. An employee's intention to remain with an organization and contribute positively is largely driven by their emotional and psychological connection to the workplace, commonly referred to as organizational commitment [1], [2]. Meanwhile, work motivation encompasses the internal and external forces that initiate, direct, and sustain work-related behavior [3]. While

Received: 25 June, 2025

Revised: 19 July, 2025

Accepted: 18 August, 2025

Published : 20 August, 2025

Curr. Ver.: 20 August, 2025



Copyright: © 2025 by the authors.

Submitted for possible open

access publication under the

terms and conditions of the

Creative Commons Attribution

(CC BY SA) license

([https://creativecommons.org/li](https://creativecommons.org/licenses/by-sa/4.0/)

[censes/by-sa/4.0/](https://creativecommons.org/licenses/by-sa/4.0/))

numerous studies have established positive correlations between these factors and teacher performance [4], [5], others have reported conflicting results[6], [7] , indicating potential inconsistencies influenced by contextual variables.

A notable gap in the literature is the insufficient consideration of potential mediating variables that may bridge the relationship between organizational commitment, motivation, and performance. In this regard, Organizational Citizenship Behavior (OCB) emerges as a relevant construct. OCB refers to voluntary, extra-role behaviors that support organizational effectiveness but are not formally rewarded [8]. It has been shown to enhance organizational outcomes and is itself influenced by factors such as commitment and motivation [9], [10]. Despite its significance, limited research has explored OCB as a mediating factor in the context of elementary education[11], [12].

By concentrating on SD Saraswati Denpasar, this study evaluates how teacher performance is shaped through the interaction of organizational commitment and work motivation, with Organizational Citizenship Behavior (OCB) acting as a mediating element. Drawing on existing models and empirical evidence, this research hypothesizes that OCB serves as a psychological mechanism through which commitment and motivation translate into higher levels of performance. Teachers with high commitment and motivation are expected to exhibit stronger OCB, thereby enhancing their individual and collective contributions to the school [13], [14].

To test this hypothesis, this research adopts a quantitative methodology, drawing its sample from the cohort of primary school educators at SD Saraswati Denpasar. This research setting is particularly relevant given the school's ongoing challenges in maximizing teacher performance, despite efforts to implement professional development and incentive programs. Observations and preliminary interviews suggest issues related to emotional disengagement, lack of recognition, and reluctance to perform extra-role tasks factors closely tied to OCB. Thus, the school presents a compelling case for examining how OCB can mediate the impact of internal motivational factors on actual performance outcomes.

Recent teacher performance evaluations at SD Saraswati Denpasar further underscore the relevance of this investigation. While several efforts have been undertaken to enhance teacher effectiveness such as professional development and incentive programs key performance indicators remain below the expected targets in some areas. The performance data from the year 2024 is summarized in Table 1 below:

Table 1. Teacher Performance Evaluation at SD Saraswati Denpasar 2024

No	Target	Indicator	Achievement (%)
1	Teaching Process	Teaching duties in accordance with curriculum	89
2	Performing Other School-Related Duties	Acting as class teacher	94
		Supervising learning assessments	93
		Curriculum development	91
		Guiding student organizations (e.g., OSIS)	87
3	Continuing Professional Development	Attending 30 to 80 hours of training	92
4	Scientific Publication	Producing and presenting research reports within the school context	90

Source: SD Saraswati Denpasar (2025)

These figures illustrate that although some indicators demonstrate strong achievement (above 90%), others particularly in instructional practice and organizational involvement fall short of full realization. Such discrepancies highlight the need to explore underlying behavioral and psychological factors, such as OCB, that may influence performance beyond formal job requirements [14], [15].

The main contributions of this study are threefold. Firstly, this study offers empirical insights into how Organizational Citizenship Behavior (OCB) serves as an intermediary between organizational commitment and the performance of teachers. Secondly, it sheds light on the impact of work motivation on both OCB and teacher effectiveness within the context of primary education. Third, it offers practical insights for school administrators on how to foster organizational citizenship behavior through strategic recognition and commitment-building practices.

The following sections of this study present a comprehensive review of existing literature concerning organizational commitment, work motivation, organizational citizenship behavior (OCB), and the performance of teachers; the subsequent section outlines the research methodology, including sampling and data analysis techniques; afterward, the study elaborates on the analysis of the results obtained, and closes with a discussion on the contribution to academic understanding and professional application, accompanied by directions for subsequent investigations. By situating the study within existing research and addressing identified gaps through a mediating framework, this research aims to deepen our understanding of teacher performance drivers and offer actionable recommendations for school improvement strategies in similar educational contexts.

2. Proposed Method

This study employed both quantitative and qualitative approaches to achieve its research objectives. The population consisted of all 175 teachers at SD Saraswati Denpasar, with a sample of 85 respondents determined using Hair's formula. The research employed multiple data collection techniques, including structured surveys, qualitative interviews, and archival review. To interpret the findings, the study utilized the analytical framework of Partial Least Squares (PLS) modeling [16], [17].

3. Results and Discussion

This study examines hypotheses by assessing both the direct and mediated relationships among variables. The analysis, conducted through SmartPLS 3.0 software, is visually represented through a structural model diagram, illustrated in Figure 1:

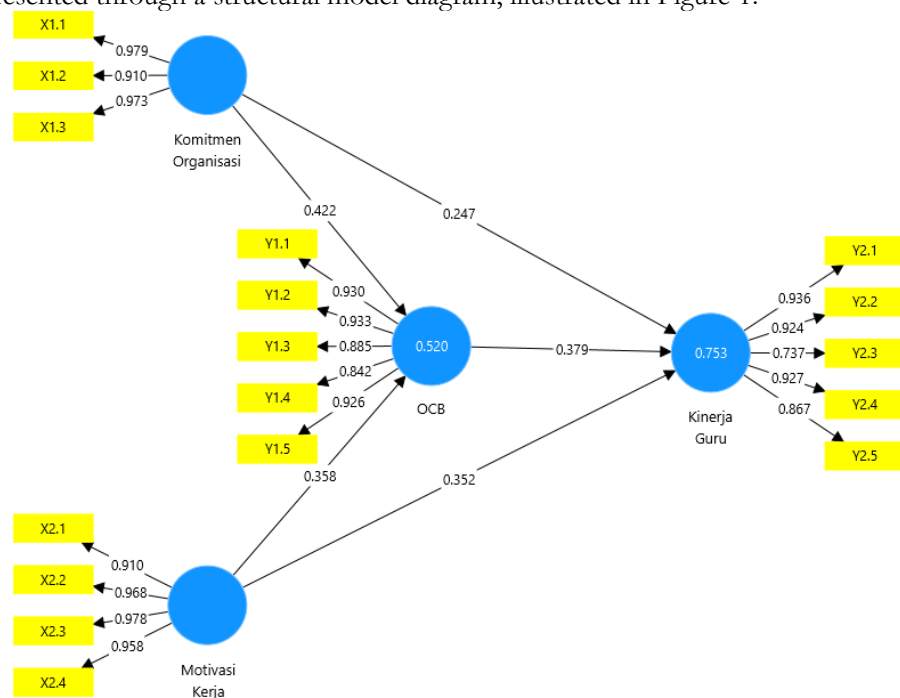


Figure 1. Path Diagram of the Relationship Between Variables

Figure 1 provides a visual representation of the outcomes derived from the statistical analysis performed using SmartPLS 3.0. These findings have been systematically organized and presented in Table 2, which outlines the associations identified among the examined variables.

Table 2. Relationships Between Variables

	Original sample (O)	T statistics	P values
Organizational Commitment → OCB	0.422	4.261	0.000
Work Motivation → OCB	0.358	2.992	0.003
Organizational Commitment → Teacher Performance	0.247	3.129	0.002
Work Motivation → Teacher Performance	0.352	3.181	0.002
OCB → Teacher Performance	0.379	4.853	0.000

Source: Processed Data, 2025

An overview of the variable linkages, derived from the analysis results presented in Table 2, is detailed in the following explanation:

1. The Effect of Organizational Commitment on Organizational Citizenship Behavior (OCB)

The analysis results show a path coefficient of 0.422 with a t-statistic of 4.261 and The significance level of 0.000, which is below the threshold of 0.05, demonstrates that organizational commitment exerts a meaningful and positive influence on organizational citizenship behavior (OCB). This result confirms Hypothesis 1 (H1), which states that organizational commitment positively influences organizational citizenship behavior (OCB), is accepted.

2. Work Motivation as a Determinant of Organizational Citizenship Behavior)

The findings of the analysis indicate that work motivation exerts a significant and positive influence on organizational citizenship behavior (OCB), as evidenced by a path coefficient of 0.358, a t-value of 2.992, and a p-value of 0.003, which is below the 0.05 threshold. These statistical outcomes support the acceptance of Hypothesis 2 (H2), suggesting that higher levels of work motivation are associated with increased demonstration of OCB among employees.

3. Organizational Commitment's Impact on Teacher Performance Outcomes

The statistical analysis produced a path coefficient of 0.247, a t-value of 3.129, and a significance level of 0.002, which falls below the standard threshold of 0.05. These figures demonstrate a statistically significant and favorable relationship between organizational commitment and teacher performance. Accordingly, Hypothesis 3 (H3) is supported, indicating that greater organizational commitment contributes positively to enhanced teacher performance.

4. Impact of Intrinsic Work Motivation on Educators' Occupational Achievement

The findings reveal that work motivation significantly contributes to enhancing teacher performance, as reflected in the path coefficient of 0.352, a t-value of 3.181, and a p-value of 0.002, which is below the 0.05 threshold. These statistical outcomes support the acceptance of Hypothesis 4 (H4), affirming that increased work motivation leads to improved teacher performance.

5. The Influence of Voluntary Organizational Engagement on the Professional Effectiveness of Educators

The statistical evaluation revealed that the standardized path coefficient was approximately thirty-eight percent, accompanied by a t-value approaching 4.9 and a p-value reported as less than one-thousandth. These indicators provide strong evidence of a significant and positive association between organizational citizenship behavior and teacher performance. Consequently, Hypothesis 5 (H5), which predicts that OCB positively affects teacher performance, is supported by the data.

Table 3. Summary of Mediation Variable Testing Results

No.	Mediation Variable	(a)	(b)	(c)	(d)	Description
1	X1. Organizational Commitment → Y1. OCB → Y2. Teacher Performance	0,247 (Sig)	0,408 (Sig)	0,422 (Sig)	0,379 (Sig)	partially mediated
2	X2. Work Motivation → Y1. OCB → Y2. Teacher Performance	0,352 (Sig)	0,487 (Sig)	0,358 (Sig)	0,379 (Sig)	partially mediated

Source: Appendix 4

1. Examining the Contribution of Organizational Citizenship Behavior in Linking Organizational Commitment to Teacher Job Effectiveness
This result is demonstrated by the mediation test where effects c, d, and a are significant, and the path coefficient of effect a is less than that of effect b. The evidence demonstrates that dedication to the organization has the potential to shape educators' effectiveness through the facilitating role of discretionary work behavior (OCB), as substantiated by empirical data. Moreover, it is identified that the influence of organizational commitment on teacher effectiveness is only partially transmitted via this behavioral construct, indicating that discretionary work behavior (OCB) serves as an intermediary mechanism in the indirect association between organizational dedication and professional performance.
2. Investigating the Role of Organizational Citizenship Behavior in Bridging the Impact of Work Motivation on Teachers' Performance Outcomes
This result is demonstrated by the mediation test where effects c, d, and a are significant, and the path coefficient of effect a is less than that of effect b. Empirical analysis confirms that teachers' performance is indirectly shaped by their level of motivation, with organizational citizenship behavior (OCB) acting as a contributing factor in this dynamic. Although OCB does not entirely bridge the relationship between motivation and performance, it significantly facilitates the translation of motivated intent into productive outcomes. This highlights OCB's partial yet impactful function in linking motivational drive to job effectiveness.

4. Conclusions

Based on the results of the research conducted at SD Saraswati Denpasar, it can be concluded that organizational commitment has a positive and significant effect on organizational citizenship behavior (OCB) at SD Saraswati Denpasar; work motivation has a positive and significant effect on OCB at SD Saraswati Denpasar; organizational commitment has a positive and significant effect on teacher performance at SD Saraswati Denpasar; work motivation has a positive and significant effect on teacher performance at SD Saraswati Denpasar; OCB has a positive and significant effect on teacher performance at SD Saraswati Denpasar; organizational commitment positively and significantly influences teacher performance through OCB; and work motivation positively and significantly influences teacher performance through OCB.

References

- Amalia, P. R., Wahyuningsih, S. H., & Surwanti, A. (2021). The mediating role of organizational citizenship behavior on the effect of passion and empowerment on job performance. *Jurnal Manajemen Bisnis*, 12(2), 2. <https://doi.org/10.18196/mb.v12i2.11035>
- Damayanti, F., & Darmawan, D. (2025). The influence of organizational commitment and job satisfaction on employee performance. *Jurnal Manajemen Bisnis dan Terap*, 3(1), 104–108. <https://doi.org/10.20961/meister.v3i1.2063>
- Darmawan, A., & Maisaroh, M. (2017). Pengaruh kepemimpinan transformasional dan kepuasan kerja terhadap organizational citizenship behavior pada Islamic Boarding School tingkat SMA di Yogyakarta. *JABIS*, 17(2), 93–113. <https://doi.org/10.20885/jabis.vol17.iss2.art6>
- Dewi, D. A. P. R., Sapta, I. K. S., & Rihayana, G. (2022). Pengaruh kompensasi, pengembangan karir dan komitmen organisasional terhadap kinerja karyawan Puskesmas 1 Seririt. *EMAS*, 3(3), 71–90.
- Fauziah, S., Hali, A. U., & Jaya, A. R. (2025). The influence of organizational citizenship behavior on the performance of teachers in elementary school. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(1), 1. <https://doi.org/10.31538/munaddhomah.v6i1.1545>
- Fauziah, S., Hali, A. U., & Jaya, A. R. (2025). The influence of organizational citizenship behavior on the performance of teachers in elementary school. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(1), 1. <https://doi.org/10.31538/munaddhomah.v6i1.1545>

- Hidayat, R., & Patras, Y. E. (2022). Improving teacher organizational citizenship behavior (OCB) through servant leadership, justice and self-efficacy: Indonesian teacher perspective. *Pedagonal: Jurnal Ilmiah Pendidikan*, 6(2), 180–193. <https://doi.org/10.55215/pedagonal.v6i2.5612>
- Hutapea, M., Dalimunthe, R. F., & Sirozujilam, S. (2025). The effect of organizational citizenship behavior and employee psychological capital on employee performance at Bank Sumut with job satisfaction as a moderating variable. *Formosa Journal of Multidisciplinary Research*, 4(1), 1. <https://doi.org/10.55927/fjmr.v4i1.13139>
- Juniarti, A. T., Setia, B. I., Nusantara, B. D. A., & Alghifari, E. S. (2025). The role of organizational citizenship behavior in mediating the effect of work-life balance and job stress on employee performance. *Jambura Science Management*, 7(1), 1–24. <https://doi.org/10.37479/jsm.v7i1.26445>
- Koroh, T. R., Parsa, I. M., Baitanu, Z. Y., & Boesday, L. (2023). Peningkatan penelitian tindakan kelas guru-guru SD Saraswati dengan analisis berbasis statistik deskriptif. *Jurnal TEKMAS*, 3(1).
- Kusumajati, D. A. (2014). Organizational citizenship behavior (OCB) karyawan pada perusahaan. *Humaniora*, 5(1), 1. <https://doi.org/10.21512/humaniora.v5i1.2981>
- Nugroho, Y. A., Wijaya, M. R., Jainuri, Pramono, T., & Johan, M. (2022). Did career development, organizational citizenship behavior and leadership reinforce teachers performance? Answer from elementary schools in Tangerang. *International Journal of Social and Management Studies*, 3(1), 1. <https://doi.org/10.5555/ijosmas.v3i1.103>
- Puspadina, M., Yusuf, F. A., & Nuryanto, U. W. (2024). Analisis faktor-faktor yang mempengaruhi organizational citizenship behavior dan dampaknya terhadap kinerja guru di Pesantren Darunnajah. *Jesya (Jurnal Ekonomi dan Ekonomi Syariah)*, 7(1), 1. <https://doi.org/10.36778/jesya.v7i1.1365>
- Sahadi, Sunarti, N., & Puspitasari, E. (2022). Pengembangan organisasi (Tinjauan umum pada semua organisasi). *Moderat: Jurnal Ilmiah Ilmu Pemerintahan*, 8(2), 2. <https://doi.org/10.25157/moderat.v8i2.2712>
- Suandewi, N. N. Y., Mariani, N. N., & Prathiwi, K. J. R. (2025). Pengembangan media pembelajaran gambar berseri berbasis pop up book dalam menulis karangan narasi pada pembelajaran Bahasa Indonesia di kelas IV SD Saraswati 4 Denpasar. *JPIM: Jurnal Penelitian Ilmiah Multidisipliner*, 1(5).
- Utami, D. (2022). Pengaruh modal usaha, lama usaha dan jam kerja terhadap pendapatan pedagang di Pasar Puring Kecamatan Pontianak Utara. *Jurnal Pembangunan dan Pemerataan*, 11(1). <https://jurnal.untan.ac.id/index.php/jcc/article/view/51768>
- Zulher, Z., Ismail, I., & Tamrin, T. (2023). Analisis budaya organisasi dan motivasi kerja dan pengaruhnya terhadap komitmen kerja guru. *Insight Management Journal*, 3(2), 2. <https://doi.org/10.47065/imj.v3i2.234>