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ORIGINAL RESEARCH ARTICLE

The Effect of Transformational Leadership on Teacher Performance: The Mediating Role of Organizational Citizenship Behavior

Ahmad Muhroni Yusuf^{1*}, Dwi Sugianik¹, Feri Riski Dinata¹, Muslih Qomarudin¹, Ali Kuswadi¹

¹*Institut Agama Islam Al Hikmah Lampung, Indonesia*

Correspondence: [*ahmadmuhrondiyusuf07@gmail.com](mailto:ahmadmuhrondiyusuf07@gmail.com)

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ABSTRACT

This study aims to analyze and develop the performance-based competency of Islamic Religious Education (PAI) teachers at MI Mathlaul Anwar Srirahayu, Banyumas District, Pringsewu Regency. PAI teacher competency is a Teacher performance is an important determinant of educational quality, while effective leadership is essential for creating an environment that encourages teachers to perform beyond routine expectations. This study aims to examine the effect of Transformational Leadership on Teacher Performance and investigate the mediating role of Organizational Citizenship Behavior (OCB) in madrasahs. The study employed a quantitative explanatory approach involving 78 teachers. Data were collected using a five-point Likert-scale questionnaire and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The findings reveal that Transformational Leadership has a positive and significant effect on Organizational Citizenship Behavior ($\beta = 0.292$; $t = 2.663$; $p = 0.009$). Transformational Leadership also has a very strong and significant direct effect on Teacher Performance ($\beta = 0.905$; $t = 26.460$; $p < 0.001$). However, Organizational Citizenship Behavior does not significantly affect Teacher Performance ($\beta = 0.010$; $t = 0.328$; $p = 0.744$). Consequently, OCB does not significantly mediate the relationship between Transformational Leadership and Teacher Performance, with an estimated indirect effect of approximately $\beta = 0.003$. The findings indicate that transformational leadership influences teacher performance primarily through a direct pathway rather than through OCB.

Keywords: Transformational Leadership; Organizational Citizenship Behavior; Teacher Performance; Madrasah; Islamic Educational Management.



ABSTRAK

Kinerja guru merupakan salah satu faktor penting dalam menentukan kualitas pendidikan, sedangkan kepemimpinan yang efektif diperlukan untuk menciptakan lingkungan yang mendorong guru bekerja melampaui tuntutan tugas rutin. Penelitian ini bertujuan untuk menganalisis pengaruh Transformational Leadership terhadap Teacher Performance serta menguji peran mediasi Organizational Citizenship Behavior (OCB) pada madrasah. Penelitian menggunakan pendekatan kuantitatif eksplanatori dengan melibatkan 78 guru sebagai responden. Data dikumpulkan menggunakan kuesioner skala Likert lima tingkat dan dianalisis menggunakan Partial Least Squares–Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan bahwa Transformational Leadership berpengaruh positif dan signifikan terhadap Organizational Citizenship Behavior ($\beta = 0,292$; $t = 2,663$; $p = 0,009$). Transformational Leadership juga memiliki pengaruh langsung yang sangat kuat dan signifikan terhadap Teacher Performance ($\beta = 0,905$; $t = 26,460$; $p < 0,001$). Namun, Organizational Citizenship Behavior tidak berpengaruh signifikan terhadap Teacher Performance ($\beta = 0,010$; $t = 0,328$; $p = 0,744$). Dengan demikian, OCB tidak terbukti memediasi hubungan antara Transformational Leadership dan Teacher Performance, dengan estimasi pengaruh tidak langsung sekitar $\beta = 0,003$. Temuan ini menunjukkan bahwa pengaruh transformational leadership terhadap kinerja guru terutama berlangsung melalui jalur langsung, bukan melalui OCB sebagai mekanisme mediasi.

Kata Kunci: kepemimpinan transformasional; perilaku kewargaan organisasional; kinerja guru; madrasah; manajemen pendidikan islam

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1. INTRODUCTION

Teacher performance is one of the key determinants of educational quality because teachers are directly involved in planning, implementing, and evaluating learning (Halim et al., 2025; Rukin et al., 2025). In madrasahs, improving teacher performance is increasingly important as educational institutions are expected to achieve academic excellence while maintaining Islamic values and institutional goals (Abrori & Hadi, 2020; Haningsih et al., 2026). However, teacher performance is not determined solely by individual competence. The leadership style practiced by school or madrasah leaders can influence how teachers perceive their roles, respond to organizational expectations, and contribute beyond their formal responsibilities (Afin Nida Al Hasanah et al., 2026; Yuliana et al., 2026). In this context, Transformational Leadership becomes an important factor in creating a work environment that encourages motivation, commitment, innovation, and improved teacher performance (Aboubacar Barry et al., 2025; Kuswadi et al., 2026; Luthfi Assagaf, 2026).

Transformational leaders seek to inspire followers through a shared vision, intellectual stimulation, individualized consideration, and idealized influence (Aboubacar Barry et al., 2025; Muslim et al., 2026). Such leadership can encourage teachers to go beyond routine tasks and demonstrate behaviors that support the broader interests of the institution. One behavioral mechanism that may explain this relationship is Organizational Citizenship Behavior (OCB) (Dinata Feri Riski et al., 2025; Moh. Solikul Hadi, Alifia Azzahra Budi, Ali Kuswadi, 2025; Zaenal Arifin, Luthfi Assagaf, 2026). OCB refers to voluntary and discretionary behaviors that are not necessarily included in

formal job descriptions but contribute to the effectiveness of an organization, such as helping colleagues, showing responsibility, cooperating, maintaining a positive attitude, and taking initiatives to support institutional goals. In educational institutions, these behaviors can strengthen collaboration and create a supportive environment that ultimately contributes to teacher performance.

Previous studies have generally demonstrated a positive relationship between transformational leadership and employee performance (Ariyanto et al., 2026; Emery, 2019). Transformational leaders can motivate employees, develop their potential, and encourage them to pursue organizational goals beyond individual interests. Other studies have also found that transformational leadership is associated with stronger Organizational Citizenship Behavior, as inspirational and supportive leadership may encourage employees to voluntarily contribute beyond their formal duties (Hadi et al., 2025; Sibawaihi et al., 2025). Meanwhile, OCB has been widely associated with improved organizational functioning, cooperation, and employee performance. These findings suggest that OCB may serve as an important behavioral mechanism connecting transformational leadership with teacher performance (Xin et al., 2025).

Nevertheless, an important research gap remains. Previous studies have frequently examined the direct relationship between transformational leadership and teacher performance or investigated OCB as an independent predictor of performance. Relatively limited research has simultaneously examined Organizational Citizenship Behavior as a mediating mechanism between transformational leadership and teacher performance, particularly in the context of madrasahs (Ilmia habibati Laudza'i et al., 2026; Suparman et al., 2025). Moreover, much of the existing evidence comes from general educational institutions, corporate organizations, or non-Islamic educational settings. The distinctive organizational culture of madrasahs, which combines professional responsibilities with Islamic values and collective educational goals, provides an important context for examining this relationship.

Based on this gap, this study aims to examine the effect of Transformational Leadership on Teacher Performance and investigate the mediating role of Organizational Citizenship Behavior. The study seeks to determine whether transformational leadership directly improves teacher performance and whether its influence is strengthened through teachers' voluntary organizational behaviors. The novelty of this study lies in developing an integrated behavioral mediation model linking Transformational Leadership, Organizational Citizenship Behavior, and Teacher Performance within the madrasah context. Rather than viewing leadership as having only a direct influence on teacher performance, this study proposes that transformational leadership may improve performance by encouraging teachers to voluntarily engage in behaviors that support colleagues and institutional objectives. This perspective contributes to Islamic educational management by highlighting the importance of leadership not only in directing teachers' formal work but also in cultivating positive organizational behaviors that support sustainable improvements in teacher performance.

2. RESEARCH METHODS

This study employed a quantitative approach with an explanatory research design to examine the effect of Transformational Leadership on Teacher Performance and the mediating role of Organizational Citizenship Behavior (OCB) in madrasahs (Roblek et al., 2021; Stadtländer, 2009). The research was designed to explain both the direct relationship between transformational leadership and teacher performance and the indirect relationship through OCB.

The population consisted of teachers working in madrasahs (Creswell, 2018, 2023). Respondents were selected using purposive sampling, with the criteria that participants were active teachers and had sufficient experience working under the leadership of the madrasah. Data were collected through a structured questionnaire using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Three main constructs were measured. Transformational Leadership (TL) was measured through indicators reflecting idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Organizational Citizenship Behavior (OCB) was measured through dimensions including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Meanwhile, Teacher Performance (TP) was measured through indicators related to lesson planning, implementation of learning, assessment, classroom management, professional responsibilities, and achievement of instructional objectives.

The collected data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) (Hair et al., 2014; Joseph F. Hair, n.d.). The analysis was conducted in two stages: evaluation of the measurement model (outer model) and evaluation of the structural model (inner model). PLS-SEM was selected because the study focuses on explaining relationships among latent constructs and testing the proposed mediation mechanism. The measurement model was evaluated to establish the reliability and validity of the instruments. Outer loading was examined to assess indicator reliability. Internal consistency was evaluated using Cronbach's Alpha and Composite Reliability (CR). Convergent validity was assessed using the Average Variance Extracted (AVE), while discriminant validity was examined using the Heterotrait–Monotrait (HTMT) ratio. Indicators that failed to meet the required validity criteria were excluded from the final model where appropriate.

The structural model was evaluated using Variance Inflation Factor (VIF), path coefficients (β), coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2). These measures were used to assess multicollinearity, explanatory power, effect magnitude, and predictive capability of the structural model. Hypothesis testing was conducted using bootstrapping with 5,000 resamples. Statistical significance was determined using t-statistics and p-values, with a p-value below 0.05 indicating a significant relationship.

The mediation analysis examined whether Organizational Citizenship Behavior mediates the relationship between Transformational Leadership and Teacher Performance. The indirect effect was tested through bootstrapping by examining the indirect path coefficient, t-statistic, p-value,

and confidence interval. The mediation type was determined by considering the significance of both the direct and indirect effects. The proposed structural model consists of three direct relationships: Transformational Leadership → Organizational Citizenship Behavior, Organizational Citizenship Behavior → Teacher Performance, and Transformational Leadership → Teacher Performance. The indirect pathway, Transformational Leadership → Organizational Citizenship Behavior → Teacher Performance, was subsequently examined to determine whether OCB functions as a mediating mechanism.

3. RESULTS AND DISCUSSION

The study analyzed data from 78 teachers. Three constructs were examined: Transformational Leadership (TL), Organizational Citizenship Behavior (OCB), and Teacher Performance (TP). The descriptive results show relatively positive perceptions across all three constructs. Teacher Performance obtained the highest mean score (3.276), followed by Transformational Leadership (3.272) and Organizational Citizenship Behavior (3.256). The results indicate that respondents generally perceived transformational leadership, OCB, and teacher performance positively.

The reliability analysis indicates that the three constructs demonstrate acceptable internal consistency for an exploratory study. Cronbach's Alpha values were 0.698 for Transformational Leadership, 0.707 for Organizational Citizenship Behavior, and 0.665 for Teacher Performance. The values indicate that the instruments provide a reasonable level of internal consistency, although Teacher Performance remains relatively close to the minimum recommended level and should therefore be interpreted carefully. The measurement model was subsequently assessed through indicator reliability, convergent validity, and discriminant validity. Indicators that did not meet the required criteria should be excluded from the final PLS-SEM model to ensure that only valid indicators are retained.

The structural model reveals three important relationships. First, Transformational Leadership has a positive and significant effect on Organizational Citizenship Behavior. The path coefficient is $\beta = 0.292$, with a t-statistic of 2.663 and $p = 0.009$. Since $p < 0.05$, the first hypothesis is supported. This finding indicates that stronger transformational leadership is associated with stronger voluntary and supportive organizational behaviors among teachers. The model produces an R^2 value of 0.085 for Organizational Citizenship Behavior, meaning that Transformational Leadership explains approximately 8.5% of the variance in OCB. Although the explanatory contribution is relatively modest, the significant path confirms that leadership represents an important factor in encouraging teachers' citizenship behaviors.

Second, the direct relationship between Transformational Leadership and Teacher Performance is very strong and statistically significant. The path coefficient is $\beta = 0.905$, with a t-statistic of 26.460 and $p < 0.001$. This result provides strong evidence that transformational leadership contributes directly to teacher performance. Teachers who perceive stronger transformational leadership tend to demonstrate better performance in carrying out their professional responsibilities.

Third, Organizational Citizenship Behavior does not significantly affect Teacher Performance when Transformational Leadership is included in the structural model. The path coefficient is only $\beta = 0.010$, with a t-statistic of 0.328 and $p = 0.744$. Because $p > 0.05$, the hypothesis proposing a significant effect of OCB on Teacher Performance is not supported. The R^2 value for Teacher Performance is 0.911, indicating that approximately 91.1% of the variance in Teacher Performance is explained by Transformational Leadership and Organizational Citizenship Behavior. This represents a very high explanatory capacity of the structural model, although the result is predominantly driven by the strong direct contribution of Transformational Leadership.

The mediation analysis was conducted to determine whether Organizational Citizenship Behavior mediates the relationship between Transformational Leadership and Teacher Performance. The indirect pathway is calculated through the relationship between Transformational Leadership and OCB and the relationship between OCB and Teacher Performance.

Because the $OCB \rightarrow$ Teacher Performance relationship is not statistically significant, the indirect pathway does not provide evidence of meaningful mediation. Therefore, Organizational Citizenship Behavior does not significantly mediate the relationship between Transformational Leadership and Teacher Performance.

This finding indicates that the influence of Transformational Leadership on Teacher Performance occurs primarily through a direct pathway, rather than through teachers' Organizational Citizenship Behavior. Overall, the results demonstrate that Transformational Leadership is the dominant predictor of Teacher Performance in the observed madrasahs. Transformational Leadership significantly strengthens Organizational Citizenship Behavior and has a particularly strong direct effect on Teacher Performance. However, OCB does not provide a significant additional contribution to Teacher Performance once transformational leadership is taken into account.

The findings therefore indicate a direct-effect model rather than a mediation model. Transformational leadership appears to influence teacher performance more immediately through leadership practices such as inspiration, intellectual stimulation, individualized consideration, and the development of a shared vision. Although transformational leadership also encourages OCB, these voluntary organizational behaviors do not significantly translate into additional improvements in teacher performance in the present model.

Discussion

The findings show that Transformational Leadership has a positive and significant effect on Organizational Citizenship Behavior (OCB) ($\beta = 0.292$; $t = 2.663$; $p = 0.009$). This result indicates that transformational leadership practiced by madrasah leaders can encourage teachers to demonstrate voluntary behaviors that go beyond their formal duties, such as helping colleagues, maintaining cooperation, showing responsibility, and supporting institutional activities. The finding is consistent with the transformational leadership theory developed by Bass and Avolio, which emphasizes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration as mechanisms through which leaders influence followers' attitudes and behaviors. In the madrasah context, leaders who provide a clear vision, inspire teachers, stimulate new ideas, and give individual support can create psychological conditions that

encourage teachers to contribute voluntarily to the institution. This result therefore supports previous research showing that transformational leadership positively influences teachers' OCB.

The finding that Transformational Leadership significantly influences OCB is also supported by recent educational research. Studies involving teachers have demonstrated that transformational leadership is an important antecedent of organizational citizenship behavior because teachers tend to reciprocate supportive and inspirational leadership through additional contributions to their schools. This is particularly relevant to madrasahs, where educational activities often require teachers to collaborate, assist one another, participate in institutional programs, and contribute beyond narrowly defined teaching responsibilities. Thus, the present finding strengthens the argument that transformational leadership is not merely a mechanism for directing teachers but also a means of cultivating voluntary and collective organizational behavior.

The strongest finding of the study is the direct effect of Transformational Leadership on Teacher Performance ($\beta = 0.905$; $t = 26.460$; $p < 0.001$). This result demonstrates that transformational leadership is a very strong predictor of teacher performance in the observed madrasahs. The finding is consistent with transformational leadership theory, which argues that leaders can improve followers' performance by creating a shared vision, stimulating higher-order motivation, developing individual potential, and encouraging followers to transcend routine expectations. Previous educational research has likewise reported that transformational leadership positively affects teacher performance. A recent study of teachers in Kanisius elementary schools in Yogyakarta also found a significant positive effect of transformational leadership on teacher performance. Therefore, the present finding strongly supports previous empirical evidence.

This strong direct effect is particularly meaningful because teacher performance in madrasahs is multidimensional, encompassing lesson planning, instructional implementation, assessment, classroom management, professional responsibility, and achievement of learning objectives. Transformational leadership can influence these aspects by providing direction and motivation while simultaneously encouraging teachers to develop professionally. In other words, the role of the madrasah leader extends beyond administrative supervision: transformational leadership can become a mechanism for translating institutional vision into teachers' daily professional practices. This interpretation is also supported by research demonstrating that transformational leadership can enhance teachers' instructional practices and pedagogical improvement.

However, a different result emerges for the relationship between Organizational Citizenship Behavior and Teacher Performance. The path is very weak and statistically insignificant ($\beta = 0.010$; $t = 0.328$; $p = 0.744$). This finding does not support studies that have identified OCB as a significant predictor of teacher performance. For example, research among teachers at SMA Gembala Baik Pontianak found that transformational leadership and OCB significantly affected teacher performance. Similarly, research in Yogyakarta and other educational settings has suggested that OCB can contribute to teachers' work outcomes and instructional practices. The difference between these findings suggests that OCB does not necessarily translate automatically into measurable teacher performance.

The insignificant OCB $\rightarrow$ Teacher Performance relationship can be theoretically explained by distinguishing between extra-role behavior and formal performance. OCB represents voluntary

behaviors that support colleagues and organizational functioning, whereas teacher performance in this study is more directly related to formal professional responsibilities such as teaching preparation, classroom implementation, assessment, and achievement of instructional objectives. A teacher may frequently help colleagues, participate in school activities, and demonstrate civic virtue without necessarily improving measurable classroom performance. Thus, OCB may contribute more strongly to organizational functioning and school climate than directly to individual instructional performance.

The most distinctive finding concerns the mediating role of OCB. The indirect effect of Transformational Leadership on Teacher Performance through OCB is approximately $\beta = 0.003$ and is not significant. Consequently, OCB does not mediate the relationship between Transformational Leadership and Teacher Performance. This finding contrasts with several recent studies. A 2025 study involving public high-school teachers in Yogyakarta reported that OCB significantly mediated the relationship between transformational leadership and employee performance. Likewise, research on teachers in the United Arab Emirates found that change-oriented OCB fully mediated the relationship between transformational leadership and instructional practices. The present study therefore does not support these mediation findings, suggesting that the mediating function of OCB may be highly dependent on institutional context and on how teacher performance is operationalized.

Interestingly, the present finding is also consistent with recent evidence showing that the relationship between transformational leadership and teacher performance can be complex. A 2025 PLS-SEM study of teachers in Indonesia found that transformational leadership had a negative direct effect on teacher performance, while its influence became positive when mediated by organizational culture, OCB, and self-efficacy. This contrasts sharply with the current study, where transformational leadership has a very strong direct positive effect and OCB does not function as a mediator. The contrast suggests that there is no single universal mechanism through which transformational leadership improves teacher performance. In some educational settings, leadership may work primarily through direct motivation and professional guidance; in others, its effect may require intermediary psychological or organizational mechanisms.

The results therefore provide an important theoretical contribution. Rather than confirming the assumption that transformational leadership improves teacher performance primarily by encouraging extra-role behavior, this study indicates that transformational leadership can operate more directly. The very strong direct path from Transformational Leadership to Teacher Performance ($\beta = 0.905$) suggests that leadership practices themselves may be sufficient to influence teachers' formal performance in the observed madrasahs. OCB is strengthened by transformational leadership, but the increased OCB does not subsequently produce a significant increase in teacher performance. This distinction enriches the application of transformational leadership theory in Islamic educational management by separating the leadership effect on voluntary organizational behavior from its effect on formal professional performance.

Overall, the study supports transformational leadership theory and previous research regarding the positive effects of transformational leadership on OCB and teacher performance, but it does not support the proposed effect of OCB on teacher performance or its mediating role. The novelty of

the findings lies in demonstrating that, within the madrasah context, transformational leadership appears to influence teacher performance primarily through a direct leadership pathway rather than an OCB-mediated pathway. This suggests that madrasah leaders should not rely solely on encouraging teachers to perform extra-role behaviors; they should also focus directly on vision, motivation, intellectual stimulation, individualized support, and professional development because these leadership practices appear to have the strongest connection with teachers' formal performance.

4. CONCLUSION

This study concludes that Transformational Leadership has an important role in improving teacher-related outcomes in madrasahs. The findings demonstrate that Transformational Leadership has a positive and significant effect on Organizational Citizenship Behavior (OCB), indicating that inspirational, supportive, and intellectually stimulating leadership can encourage teachers to demonstrate voluntary behaviors that support their colleagues and institutions.

More importantly, Transformational Leadership has a very strong and significant direct effect on Teacher Performance ($\beta = 0.905$; $t = 26.460$; $p < 0.001$). This finding confirms that transformational leadership is a dominant factor in strengthening teachers' professional performance. However, OCB does not have a significant effect on Teacher Performance ($\beta = 0.010$; $p = 0.744$). Consequently, OCB does not significantly mediate the relationship between Transformational Leadership and Teacher Performance. The indirect effect is very small (approximately $\beta = 0.003$).

These findings suggest that the influence of transformational leadership on teacher performance occurs primarily through a direct pathway rather than through OCB as a mediating mechanism. The study therefore contributes a contextual perspective to transformational leadership theory by demonstrating that, in madrasahs, leadership practices themselves may have a stronger influence on teachers' formal professional performance than voluntary extra-role behaviors.

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