



The Influence of Principal's Managerial Skills, Work Commitment, and Motivation on Teacher's Organizational Citizenship Behavior (OCB) at Private Islamic Elementary School

Pengaruh Keterampilan Manajerial Kepala Madrasah, Komitmen Kerja, Motivasi Kerja Terhadap Organizational Citizenship Behavior (OCB) Guru Madrasah Ibtidaiyah Swasta

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Abstract

Teachers are a key factor in educational success. Teacher quality is not only determined by formal performance, but also by their extra-role behavior called Organizational Citizenship Behavior (OCB). This study aims to analyze the influence of madrasah principals' managerial skills, work commitment, and work motivation on OCB of Private Elementary Madrasah (MIS) teachers in Banjarbaru City, both directly and indirectly through mediating variables. The study used a quantitative approach with a correlational design. The population included 214 teachers, with a sample of 139 respondents selected through proportional random sampling technique. Data analysis was performed using multiple linear regression and path analysis using the t-test and Sobel test. The results showed that madrasah principals' managerial skills significantly influenced OCB ($\beta = 0.512$; $p = 0.047$), work commitment ($\beta = 0.513$; $p = 0.024$), and work motivation ($\beta = 0.432$; $p = 0.030$). Work commitment also significantly influenced OCB ($\beta = 0.608$; $p = 0.041$), while work motivation had no direct effect ($p = 0.085$). However, the indirect effect of managerial skills on OCB through commitment and motivation was proven significant ($p < 0.05$). These findings emphasize the importance of strengthening the managerial skills of madrasah principals and increasing teacher commitment and motivation to encourage more optimal OCB.

Keywords: Madrasah Principals' Managerial Skills, Work Commitment, Work Motivation, Organizational Citizenship Behavior

Abstrak

Guru merupakan faktor kunci dalam keberhasilan pendidikan. Kualitas guru tidak hanya ditentukan oleh kinerja formal, tetapi juga oleh perilaku ekstra-rolenya yang disebut Organizational Citizenship Behavior (OCB). Penelitian ini bertujuan menganalisis pengaruh keterampilan manajerial kepala madrasah, komitmen kerja, dan motivasi kerja terhadap OCB guru Madrasah Ibtidaiyah Swasta (MIS) di Kota Banjarbaru, baik secara langsung maupun tidak langsung melalui variabel mediasi. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi meliputi 214 guru, dengan sampel 139 responden yang dipilih melalui teknik proportional random sampling. Analisis data dilakukan dengan regresi linier berganda dan path analysis menggunakan uji t serta uji Sobel. Hasil penelitian menunjukkan keterampilan manajerial kepala madrasah berpengaruh signifikan terhadap OCB ($\beta = 0,512$; $p = 0,047$), komitmen kerja ($\beta = 0,513$; $p = 0,024$), dan motivasi kerja ($\beta = 0,432$; $p = 0,030$). Komitmen kerja juga berpengaruh signifikan terhadap OCB ($\beta = 0,608$; $p = 0,041$), sedangkan motivasi kerja tidak berpengaruh langsung ($p = 0,085$). Namun, pengaruh tidak langsung keterampilan manajerial terhadap OCB melalui komitmen dan motivasi terbukti signifikan ($p < 0,05$). Temuan ini menegaskan pentingnya penguatan keterampilan manajerial kepala madrasah serta peningkatan komitmen dan Motivasi Kerja untuk mendorong OCB yang lebih optimal.

Kata kunci: Keterampilan Manajerial Kepala Madrasah, Komitmen Kerja, Motivasi Kerja, Organizational Citizenship Behavior

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INTRODUCTION

Teachers are one of the main agents in the success of education. Not only do they function as messengers of knowledge, but they also play a role in guiding, nurturing, and shaping the character of students. The Law No. 14 in the year 2005 stated that teachers are professional educators who are required to educate, teach, guide, train, assess and evaluate students at elementary to secondary education levels. Likewise, Law No. 20 of 2003 regarding the National Education System places educators as professionals who have the responsibility to design, implement, and evaluate learning.

Educational success is greatly influenced by the quality of teachers, both in terms of formal performance and extra-role behavior known as *Organizational Citizenship Behavior* (OCB). Organ (Organ, 2018) defines OCB as voluntary behavior outside of formal job descriptions that supports organizational effectiveness. In an educational context, OCB is reflected in teachers' willingness to help colleagues, participate in school activities, and maintain compliance and loyalty beyond formal obligations.

Various previous studies have shown that OCB contributes to improving organizational performance and climate ((Lestari & Ghaby, 2018);(Said Ashlan et al., 2021)). However, most studies focused more on individual teacher factors, while the role of leadership, especially the managerial skills of school principals, has rarely received adequate empirical attention. Katz (2009) emphasized that managerial skills encompass technical, human, and conceptual abilities that determine leadership effectiveness. A managerially competent principal is able to create a conducive work environment, increase motivation, and strengthen teacher commitment.

A research gap emerged in the context of Private Elementary Madrasahs (Madrasah Ibtidaiyah Swasta/MIS) in Banjarbaru City, Initial observations revealed weak supervision, minimal performance evaluation, and limited internal discussion forums. These conditions indicated that the principal's managerial skills have not yet been fully optimized. While on the other hand, the teachers' Organizational Citizenship Behavior (OCB) has actually begun to be seen and has the potential to develop. This situation is important to examine further, considering the strategic role of the principal in managing human resources in an educational environment. Therefore, this study is urgent to examine the extent to which the principal's managerial skills, along with teachers' work

commitment and work motivation, influence teacher OCB, both directly and through indirect mechanisms as mediating variables.

The novelty of this research lies in its simultaneous analysis of the influence of managerial skills, work commitment, and work motivation on teacher OCB in the context of private Islamic elementary schools (Madrasah Swasta). Furthermore, the use of path analysis allows researchers to identify in more detail the patterns of direct and indirect influences between the variables studied. This approach is rarely used in similar research, particularly in elementary Islamic educational institutions.

Conceptually, a principal's managerial skills play a strategic role in shaping teacher work behavior. Effective managerial skills not only impact the technical aspects of school management but also enhance teacher commitment and motivation. Principals who create a focused, supportive, and communicative work environment tend to make teachers feel valued and supported, and emotionally and professionally connected to the school. This is reflected in increased teacher commitment.

Furthermore, managerial skills also play a role in strengthening teacher work motivation, including appreciation, opportunities for self-development, and empowerment in decision-making. When teachers feel motivated, they not only carry out their duties according to formal requirements but are also encouraged to contribute more to the school. This strong commitment and work motivation then function as mediating variables, linking the principal's managerial skills to the emergence of teacher OCB behaviors, such as willingness to help colleagues, being proactive, and actively participating in various school activities.

Unlike previous studies that generally examined these variables separately or limited to public schools, this study provides a new contribution to the development of Islamic education management literature. In addition to providing empirical evidence regarding the indirect influence of managerial skills on teachers' extra-role behavior, the findings also have practical implications as a basis for formulating policies to improve the managerial capacity of madrasah principals, particularly in the regions, in order to improve the quality of human resources in schools.

Previous research had tended to examine this variable partially or limitedly within public schools. Therefore, this study offers a new contribution to the Islamic education management literature and provides an empirical basis for improving the managerial capacity of madrasah principals in the region. The findings of this study not only enrich

the empirical evidence regarding the indirect influence of managerial skills on extra-role behavior but also provide practical implications for developing policies to improve the quality of human resources in schools. The results are expected to serve as a reference for principals in designing more effective leadership strategies to increase teacher commitment and motivation, thereby creating a collaborative work culture and teacher performance that exceeds formal standards. More broadly, this research contributes to strengthening the quality of educational services, increasing the effectiveness of school organizations, and creating a productive learning environment by enhancing positive aspects of teacher work behavior.

METHOD

This study uses a quantitative approach with a correlational design. The purpose of correlational research is to determine whether or not there is a relationship, and if so, how close the relationship is and whether or not it is significant (Arikunto, 2019). The variables in this study are the managerial skills of madrasah principals (X), work commitment (Z₁), work motivation (Z₂), and organizational citizenship behavior (Y). The following is an overview of the research design in Figure 1.

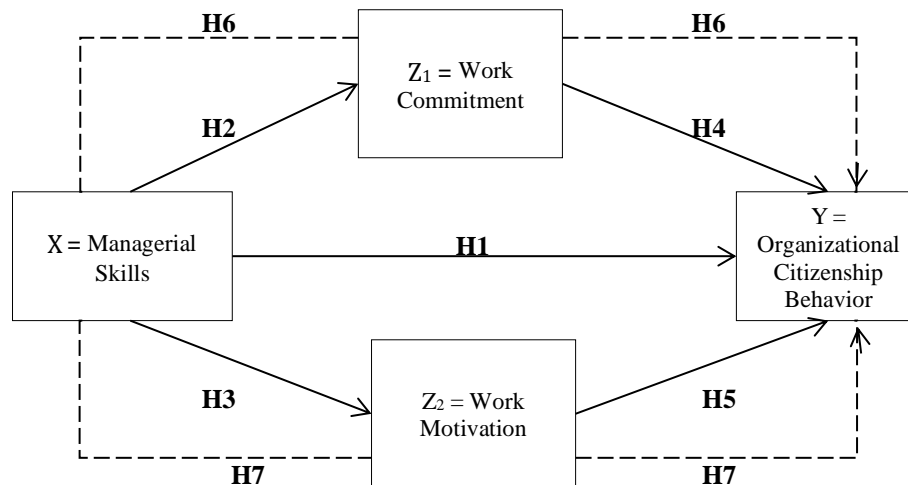


Figure 1. Research Design

The population of this study was all teachers in 12 Private Elementary Madrasah (Madrasah Ibtidaiyah (MI) Swasta) in Banjarbaru City, South Kalimantan Province, with a total of 214 people. The sample was determined using the Slovin formula, resulting in 139 respondents through proportional random sampling. Data were collected using a closed-ended questionnaire with a Likert scale of 1–5. The madrasah principal managerial skills instrument consisted of 40 items, adapted from Robert Katz's three-

dimensional theory (Laghari et al., 2024). The work commitment instrument consists of 30 items developed from the Organizational Commitment Scale (Meyer & Allen, 2007). The work motivation instrument consists of 45 items based on Herzberg's two-factor theory (Tan & Waheed, 2011). The teacher OCB instrument consists of 18 items which refer to the Organ theory (Organ, 2018).

Before use, the instrument was tested for validity and reliability. Validity testing was conducted through item-total correlation (Pearson Product Moment). The results show that all items have a calculated r value greater than the table r (0,166; $n = 139$, $\alpha = 0,05$), so it is declared valid. The reliability test uses Cronbach's Alpha, with the following results: managerial skills ($\alpha = 0,921$), work commitment ($\alpha = 0,904$), work motivation ($\alpha = 0,918$), and OCB ($\alpha = 0,887$). All instruments meet the reliability criteria for having $\alpha > 0,70$.

The data analysis stages in this research consist of prerequisite analysis tests and hypothesis testing. Before testing the hypotheses, prerequisite tests are conducted, including normality and linearity tests. The normality test uses the Kolmogorov-Smirnov method to ensure that the data is normally distributed, with a significance value of >0.05 . Meanwhile, the linearity test aims to assess whether the relationship between independent and dependent variables is linear, with the basis for decision making based on the significance value of the deviation from linearity.

Hypothesis testing was carried out using multiple linear regression analysis and path analysis approaches. The path model used in this study was designed to measure the direct and indirect effects of managerial skills on teachers' OCB, through the mediating roles of work commitment and work motivation. Partial testing was conducted using a t -test, while the coefficient of determination was used to determine the extent of the influence of the independent variables on the dependent variable. The guidelines that form the basis for drawing hypotheses in this study are as shown in Table 1.

Table 1. Research Hypothesis Testing

Hypothesis	Independent Variable	Dependent Variable	Details
H1: Managerial Skills → Teacher OCB	Managerial Skills (X)	Teacher OCB (Y)	Tested to see the direct effect
H2: Managerial Skills → Work Commitment	Managerial Skills (X)	Work Commitment (Z1)	Tested to see the direct effect
H3: Managerial Skills → Work Motivation	Managerial Skills (X)	Work Motivation (Z2)	Tested to see the direct effect
H4: Work Commitment → Teacher OCB	Work Commitment (Z1)	Teacher OCB (Y)	Tested to see the direct effect
H5: Work Motivation → Teacher OCB	Work Motivation (Z2)	Teacher OCB (Y)	Tested to see the direct effect

H6: Managerial Skills → Work Commitment → Teacher OCB	Managerial Skills (X), Work Commitment (Z1)	Teacher OCB (Y)	Tested to see direct and indirect effects
H7: Managerial Skills → Work Motivation → Teacher OCB	Managerial Skills (X), Work Motivation (Z2)	Teacher OCB (Y)	Tested to see direct and indirect effects

RESULTS AND DISCUSSION

Description of Findings

Descriptive analysis was used to identify trends or highs and lows in variables by using the average score for each variable. This was summarized in Table 2.

Table 2. Average score of variables

Variable	Sub Variable	Average	Category
Principal's Managerial Skills (X)	Conceptual Skills	4,22	Very High
	Human Relations Skills	3,76	High
	Technical Skills	3,61	High
Work Commitment (Z1)	Affective Commitment	3,39	Moderate
	Ongoing Commitment	4,03	High
	Normative Commitment	3,51	High
Work Motivation (Z2)	Motivation Factor	3,71	High
	Hygiene Factor	3,76	High
Organizational Citizenship Behavior (OCB) (Y)	Helpful Behavior	4,47	Very High
	Sportsmanship	3,06	Moderate
	General Compliance	3,74	High
	Organizational Loyalty	3,54	High
	Organizational Participation	3,73	High
	Individual Initiative	3,78	High

Based on the results in Table 2, the data obtained with conceptual skills showed an average score of 4.22 (Very High), human relations skills an average of 3.76 (High), while the technical skills score got an average of 3.61 (High). Based on these results it can be said that the principal's managerial ability is in the high category, with aspects that can still be improved in technical skills, for example aspects of staff development and administration.

The work commitment variable on the affective commitment indicator has an average of 3.39 (Moderate), ongoing commitment is higher with an average of 4.03 (High), while normative commitment has an average of 3.51 (High). These results indicate that the ongoing and normative dimensions are stronger than the affective, indicating the need to increase the emotional attachment between teachers and the

institution, providing a sense of happiness and security for teachers can increase affective commitment.

The work motivation variable obtained an average motivation factor with an average of 3.71 (High), with the highest indicators such as pride in being a teacher and performance in a conducive atmosphere. The Hygiene factor averaged 3.76 (High), with communication with superior leaders. Overall, work motivation is strong, but still can be maximized in the aspects of responsibility and discipline.

Next is the descriptive analysis for the Organizational Citizenship Behavior Teacher variable (Y) helping behavior has an average of 4.47 (Very High), sportsmanship has a lower average of 3.06 (Moderate), general compliance has an average of 3.74 (High), organizational loyalty and organizational participation have an average of 3.54 and 3.73 (High) respectively. These results indicate superior helping behavior, but sportsmanship requires *special attention*.

Normality Test

A normality test was conducted to determine whether the independent and dependent variables in this regression model were normally distributed. In this study, the one-sample Kolmogorov-Smirnov test was used. Further details regarding the results of the data normality test in this study can be seen in Table 3.

Table 3. Normality Test Results

N		139
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.80820413
Most Extreme Differences	Absolute	.057
	Positive	.050
	Negative	-.057
Test Statistic		.057
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on Table 2, it can be concluded that the significance value of Asymp. Sig (2-tailed) of 0.200 is greater than 0.05, meaning the sample comes from normal data or research data with normal distribution.

Linearity Test

The linearity test is used to determine the linearity of the data, namely whether two variables have a linear effect or not. Further details regarding the results of the linearity test in this study can be seen in Table 4.

Table 4. Linearity Test Results

Sum of Squares	df	Mean Square	F	Sig.
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OCB	(Combined)	191.704	23	8.335	.593	.926
Managerial	Linearity	.493	1	.493	.035	.852
Leadership	Deviation from Linearity	191.211	22	8.691	.619	.903
Within Groups		1615.045	115	14.044		
Total		1806.748	138			

Based on table 3, it can be seen that the Deviation from Linearity Sig. 0.903 > 0.05, so there is a significant linear relationship between the independent variable and the dependent variable. Based on the F value of 0.619 < F table, there is a significant linear relationship between the independent variable and the dependent variable.

Hypothesis Test

Path analysis is used to determine the extent of influence of one variable on another, both direct and indirect. The results of the path analysis test are considered significant if the significance value is ≤ 0.05 . The results of the path analysis of variables X, Z1, Z2, and Y are shown in the following table.

Table 5. Path Analysis Results

Path	B	t value	Sig.	Decision
X → Y	0,512	2,193	0,047	Significant
X → Z1	0,513	2,322	0,024	Significant
X → Z2	0,432	1,900	0,030	Significant
Z1 → Y	0,608	2,138	0,041	Significant
Z2 → Y	0,064	1,537	0,085	Not Significant
X → Z1 → Y	0,813/0,609	2,208 / 1,758	0,036 / 0,047	Significant
X → Z2 → Y	0,521/1,065	1,829 / 2,152	0,043 / 0,028	Significant

Based on table 5, the probability of significance, the significance value of 0.47 < 0.05 means that there is an influence of the principal's managerial skills variable (X) on the teacher's OCB variable (Y). Based on the table value with t value, the T value value is 2.193 > T-table which is 1.656, meaning that there is an influence of the independent variable (X) on the dependent variable (Y).

The Influence of Managerial Skills on Teachers' OCB

The results of the study show that the managerial skills of madrasah principals have a significant influence on teachers' OCB ($\beta = 0,512$; $p = 0,047$). This proves that the better the managerial skills of the madrasah principal, the higher the tendency of teachers to engage in extra-role behavior. Organ (2018) emphasized that OCB emerges when

individuals feel supported by their environment. In the madrasah context, a principal who is able to manage, plan, and lead effectively will encourage teachers to be proactive, help colleagues, and ensure compliance with regulations. These findings further strengthen the argument that madrasah principal leadership plays a role not only in administrative aspects but also positively influences teachers' behavior outside of their formal duties.

This finding is strengthened by the findings of previous research conducted by Aslamiah (2016), Maulida & Suriansyah (2019), Wilda Oktaviani et al. (2022) and Noor et al. (2024), which stated that the principal's managerial competence has a positive and significant influence on teacher performance and OCB behavior. The results also show that the principal's managerial skills and good school management create conditions in which teachers are more encouraged to make extra-role contributions.

The Influence of Managerial Skills on Teachers' Work Commitment

The managerial skills of madrasah principals have also been shown to have a significant influence on teachers' work commitment ($\beta = 0,513$; $p = 0,024$). These findings indicate that the greater the principal's ability to plan, organize, direct, and evaluate school performance, the stronger the teachers' emotional and professional attachment to the institution where they work. A competent principal creates a conducive and supportive work environment, fostering trust, psychological comfort, and a sense of belonging, which ultimately increases teachers' willingness to contribute their best to the advancement of the madrasah.

The findings in this study are in line with Meyer and Allen's theory (Meyer & Allen, 2007; Bouckennooghe & Schwarz, 2014) which emphasizes commitment as an emotional, normative, and ongoing attachment to the organization. A principal who is skilled at organizing and providing clear direction can foster teacher loyalty and strengthen their involvement in carrying out their duties. The results of this study are supported by previous research by Ambarwati (2020), Abidin et al., (2022), Chairiani et al., (2022) and Rahmawati et al., (2025); which shows that principals' managerial skills have a positive and significant influence on teachers' work commitment. These findings reinforce the idea that improving principals' managerial skills is a strategic factor in building teacher work commitment. Therefore, developing principals' leadership capacity needs to be a focus in efforts to improve school performance.

The Influence of Managerial Skills on Teacher Work Motivation

Testing shows that managerial skills have a significant influence on work motivation ($\beta = 0,432$; $p = 0,030$). This finding is in line with Herzberg's two-factor theory of motivation (Tan & Waheed, 2011) that good leadership can foster motivating factors such as recognition, achievement, and responsibility. A principal who is able to create a conducive work environment and provide rewards will increase teacher motivation, both intrinsically and extrinsically.

The principal's managerial abilities can be measured from planning, organizing, managing teachers and staff, directing, evaluating and reporting, managing facilities and infrastructure, and managing school finances transparently (Wahjosumidjo, 2011), which plays an important role in creating a structured and conducive work environment. This condition can increase teacher work motivation because they feel supported, clearly directed, and their contributions are appreciated. This is in line with the opinion of Robbins & Judge (Robbins et al., 2017). They stated that good leadership quality and organizational governance can increase employee intrinsic and extrinsic motivation.

The findings of this study align with previous research by Huda (2022), which found that principals' managerial skills significantly influence teacher work motivation. Likewise, other studies consistently show that principals' managerial skills have a positive effect on teacher work motivation (Abidin et al., 2022);(Cahyaningrum & Purnama, 2022);(Nurhayati et al., 2024).

The Influence of Work Commitment on Teachers' OCB

Teachers' work commitment has been proven to have a significant influence on OCB ($\beta = 0,608$; $p = 0,041$). This means that teachers with high commitment are more likely to engage in voluntary behaviors that support the organization, such as helping colleagues, actively participating, and maintaining loyalty. This reaffirms Meyer & Allen's (2007) view that individuals who are emotionally attached to an organization will demonstrate extra dedication beyond their formal obligations. The research findings indicate that the higher a teacher's work commitment, the greater their tendency to engage in extra-role behaviors such as helping colleagues, taking initiative, and demonstrating loyalty to the school.

The findings in this study are in line with previous research showing that there is a direct, positive and significant contribution between teachers' work commitment and

teachers' organizational citizenship behavior (OCB) (Hidayat, 2020); (Anuar, 2022); (Ristinah et al., 2023). This correlation strengthens empirical evidence that work commitment is a fundamental factor driving teachers to perform beyond the demands of their formal roles. Therefore, increasing teacher work commitment can be seen as a key strategy for optimizing the emergence of OCB in the school environment.

The Influence of Work Motivation on Teachers' OCB

The results of the study show that work motivation does not have a significant direct effect on teachers' OCB ($p = 0,085$). These findings suggest that motivation alone is insufficient to foster extra-role behavior without adequate support from the work environment and leadership. In the context of madrasas in Banjarbaru, organizational culture, collaboration between teachers, and leadership style were more dominant in driving the emergence of OCB.

These findings further strengthen the theoretical view that work motivation, while important, is not always a direct determinant of extra-role behavior (OCB). According to Organ (2018), Organizational Citizenship Behavior (OCB) is more influenced by contextual factors, such as perceptions of organizational justice, the quality of relationships between leaders and subordinates, and a collective work culture. Therefore, individual motivation does not always automatically manifest itself in behavior outside of formal duties if the work environment does not provide adequate support. A less supportive organizational environment can limit the space for teachers to express extra-role behavior, even if they have a high personal work drive.

Previous research shows that there is a significant relationship between OCB and work motivation on organizational performance, especially in educational contexts such as schools (Juninarita et al., 2025). These findings indicate that motivation plays a significant role, but it is more appropriately positioned as a bridging variable between other variables, rather than as a stand-alone factor. In this case, motivation functions as a mediating variable. This is in line with research findings showing that the direct influence of work motivation on OCB is not always significant. Similar findings were also presented by Chaerunisa and Khalid (2024), who stated that work motivation acts as a mediator in the relationship between perceived organizational support and organizational citizenship behavior (OCB). This means that motivation will be more effective in driving OCB when supported by a positive organizational context and adequate leadership.

The Effect of Mediating Work Commitment and Work Motivation on OCB

The results of the path analysis in this study show that the managerial skills of the madrasah principal have an indirect effect on teachers' OCB through work commitment ($p = 0,036$) and work motivation ($p = 0,028$). These findings suggest that managerial skills not only directly impact but also strengthen OCB behaviors when teachers have high levels of commitment and feel motivated in carrying out their work. In other words, commitment and motivation are important mechanisms explaining how leadership can influence teachers' extra-role behaviors.

These results emphasize the importance of mediating variables in explaining the relationship between leadership and OCB. These findings align with Social Exchange Theory (Blau, 2017), which explains that individuals tend to exhibit extra-role behavior as a form of reciprocity when they perceive support, fairness, and competent leadership from the organization where they work. This is consistent with previous research showing that continuance commitment is a driver of loyalty to interpersonal helping and individual initiative (Lathifah et al., 2020). Similarly, work motivation arises from a combination of internal and external drives that encourage someone to choose a particular action (Wibowo, 2019). This drive should lead to the achievement of organizational goals. When employees are strongly motivated to achieve personal goals, they are more likely to exhibit OCB behaviors within the organization.

Implications of the Research

The overall research results indicate that the managerial skills of madrasah principals play a strategic role in shaping teachers' organizational behavior. These skills not only directly influence the emergence of teachers' OCB but also enhance their work commitment and motivation. This means that the principal's competence in planning, organizing, and building effective communication is a crucial foundation for creating a work environment that encourages extra-role behavior.

Furthermore, this study confirms that teacher commitment and work motivation are psychological factors that significantly contribute to OCB. Teachers who have a strong attachment to the school and feel motivated in their work tend to demonstrate a willingness to work beyond formal duties. This indicates that strengthening teacher psychological aspects needs to be a priority in human resource management policies in madrasah schools.

Mediation findings indicate that the influence of managerial skills on OCB is not only direct but also occurs through increased commitment and work motivation. Therefore, efforts to improve OCB must be carried out holistically, encompassing strengthening the principal's managerial capacity while simultaneously creating a work climate that builds commitment and motivates teachers. This integrated approach is key to encouraging sustainable OCB behavior and improving the overall effectiveness of madrasah performance.

Sobel Test Results

The significance between variables will be tested using the Sobel test as follows:

$$Sp2p3 = \sqrt{p3^2 Sp2^2 + p2^2 Sp3^2 + Sp2^2 Sp3^2}$$

$$Sp2p3 = \sqrt{2.37^2 + 1.22^2 + (0.64 \times 0.359)}$$

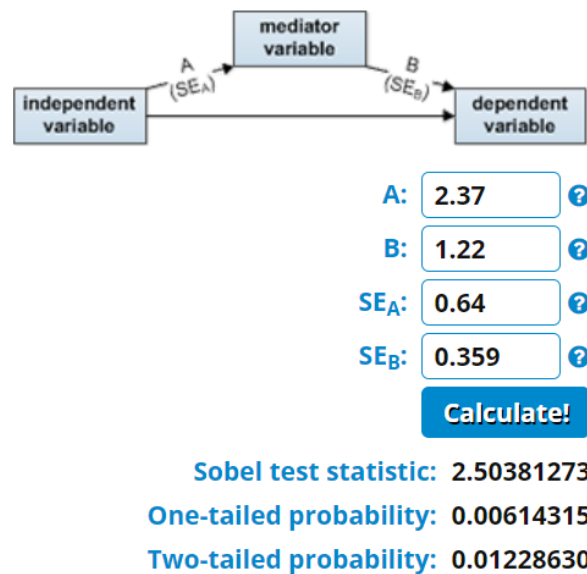


Figure 2. Sobel Test

Based on the Two-Tailed Probability value of $0.012 < 0.05$, there is an influence of mediating variables, namely work commitment and work motivation, in influencing the influence of the teacher OCB variable.

$$t \text{ value} = \frac{2,37 \times 1,22}{0,64 \times 0,359}$$

$$t \text{ value} = \frac{2,891}{0,229}$$

$$t \text{ value} = 12,624$$

Reviewed through the results of the calculated t , which is $12.624 > t\text{-table} (1.656)$, the calculated t value of 12.624 which is much greater than the t -table of 1.656 indicates that the mediating role of work commitment and work motivation is proven to be significant

in influencing OCB. This can be interpreted that the mediating variable really provides a real contribution in explaining how the previous variable can improve teacher OCB behavior. In other words, OCB is not only directly influenced by the main variable, but is also greatly influenced by the high level of work commitment and motivation possessed by teachers, thus strengthening the causal relationship in the research model.

CONCLUSION

This study confirms that the Managerial Skills of Madrasah Principals have a direct influence on OCB, Work Commitment, and Work Motivation of Teachers, as well as providing an indirect influence through the mediating role of Commitment and Motivation. Work Commitment is proven to significantly increase OCB, while Work Motivation does not have a direct effect on OCB, although it still plays a role as a mediating variable. These findings indicate that the increase in OCB of Private Elementary Madrasah Teachers in Banjarbaru City is more determined by strong leadership and teacher commitment to the organization than individual motivational factors alone.

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