

Study of Transformational Leadership, Employee Well-Being and OCB on Performance mediated by Job Satisfaction

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Abstract

Teachers must not only provide a good education, but they must also have the quality to perform their duties as learners. Performance becomes one of the main factors determining whether organizations can achieve their goals. This study examines how transformational leadership, well-being, and OCB affect performance through job satisfaction as an intervention variable. The study used a saturated sampling technique on 60 Al-Fityan Kuburaya Junior High School teachers. Smart PLS 3.0 is used for data management. Convergent validity, discriminant validity and reliability are the measurement models that are utilized. The findings indicate that transformational leadership, employee well-being, and organizational citizenship behavior favorably and substantially impact job satisfaction. However, transformational leadership, employee well-being, and OCB have no significant impact on performance. Thus, job satisfaction can mediate employee well-being, transformational leadership, and OCB on performance.

Keywords: Employee well-being; Job Satisfaction; Organizational Citizenship Behavior; Performance; Transformational Leadership

INTRODUCTION

The role of educators is vital to achieving educational goals, which are the pillars of nation-building. In addition to providing exemplary education, teachers must have the quality of performing their duties as educators. Teachers are one of the most essential jobs for national education development (Kurniawati, 2023). According to (Agung Djaka et al., 2023), a good teacher can motivate students to maximize their potential, and teachers can also create a supportive learning environment because schools can be seen through teacher performance assessments. Student achievement and ability can be influenced by professional teachers who educate students. Performance is among the most critical elements that determine whether an organization can achieve its goals.

As indicated by the outcomes of a pre-survey performed by researcher, some teachers at Al-Fityan Kuburaya Junior High School described difficulties in their work arising from a lack of support from leaders and unsatisfactory well-being. A teacher who fails to meet expected learning objectives will have a negative impact on the quality of school teaching. This suggests that organizational goals can be hampered by performance. Therefore, it is imperative to understand the elements that influence teacher performance to improve education standards.

LITERATUR REVIEWS

Many variables influence performance, and transformational leadership is one of them. This type of leadership is known as transformational leadership, which can inspire and motivate teachers to achieve organizational goals more effectively. An educational unit's principal is responsible for the organization's operation (Efendi et al., 2023). Meanwhile, Robbins (2010: 473)

states that transformational leadership is a leader who observes the difficulties faced by his followers and wants them to develop by motivating and encouraging them to achieve their goals (Armansyah, 2022): 22). The principals who apply transformational leadership can create a clear and inspiring vision, encourage teachers and staff to improve their performance, and make positive changes in the school organization. This is consistent with a study conducted by (Anam & Mukaffi, 2020) indicates that transformational leadership impacts employee performance; increasing transformational leadership results in an increase in performance. Indicators used for making questionnaires on transformational leadership variables according to Bass in Yulk (1998: 297), namely: 1) Intellectual stimulation, 2) Charisma, 3) Inspirational motivation, 4) Individual attention (Armansyah, 2022): 25).

In addition, the well-being received by teachers can impact performance. According to Sedarmayanti (2016: 7), the well-being referred to here is when an employee feels that he is in a condition that materially meets his needs and allows him to live a life safely and peacefully (Afrianti et al., 2023). However, Nurcholis (2011) states that teacher provides a sense of security and decency, internally and externally (Moh. As'adi & Slamet, 2022). Handoko (2008) divides the classification of well-being programs into four parts: 1) Time benefits, including vacation days, leave, illness, and other reasons; 2) Protection against economic risks; 3) Recreational programs, such as educational scholarships; and 4) Additional benefits provided by law (Zailani et al., 2022). According to (Maharani et al., 2022), Schools must pay attention to providing incentives and employee satisfaction to improve teacher well-being and motivation to achieve their performance optimally. Studies conducted by (Moh. As'adi & Slamet, 2022) show that teacher performance is partially influenced by teacher well-being; if well-being is fulfilled, then performance will improve. Indicators of well-being according to Hasibuan (2016), namely: 1) Salary/wages, 2) Allowances, 3) Health insurance, 4) Facilities, 5) Old age insurance (Sinaga, 2024).

Organizational Citizenship Behavior is described as positive conduct or actions from teachers that exceed the duties, roles, and job descriptions that the organization has set. OCB behaviors that teachers do outside of their jobs include helping colleagues, being willing to take on additional tasks (such as student activity committees, grand farewell (graduation), external competition activities, academic and non-academic olympiad/competition guidance), and complying with rules and procedures at school. They demonstrate these actions spontaneously and voluntarily. Teachers carry out their duties optimally, driven by trust in their work; this can show good performance, and they are ready to perform tasks beyond their primary responsibilities (Untung et al., 2023). Overall, showing OCB by employees will increase organizational efficiency (Raharmoni et al., 2022). Previous studies (Maryati & Fernando, 2018) show that employees' high organizational citizenship behavior will improve their performance. According to Organ (Titisari, 2014: 7-8), OCB indicators can be measured such as: 1) Altruism, 2) Conscientiousness, 3) Sportsmanship, and 4) Courtesy, 5) Civic Virtue (Untung et al., 2023).

The definition of job satisfaction is an individual's emotions and assessments about what they do at work, especially about their working conditions, which are related to whether their position can meet their needs, needs, and desires (Paramarta et al., 2021): 97). One of the elements that affects how well teachers perform in their roles is job satisfaction. According to Robbins (2012), several factors affect employee satisfaction, including mental challenges, fair compensation, a good work environment, and coworker assistance (Harahap & Nasution, 2023). Workplace dissatisfaction can result in aggressive conduct or a retreat from social interactions with the environment. This is consistent with earlier studies (Febriantoro & Juariyah, 2018), which

discovered that job satisfaction is favorably and substantially influenced by employee performance. According to a different study (Nasution & Karneli, 2023), job satisfaction significantly and favorably impacts performance. Indicators of job satisfaction according to (Badeni (2017: 43) variables are 1) Job, 2) Salary, 3) Coworkers, 4) Promotion Opportunities (Paramarta et al., 2021).

Performance results from work that teachers have achieved to achieve school goals. According to Lebas and Euske in Sobirin (2016), performance is an effort to produce something rather than the results, consequently, performance can be described as an individual's endeavor to accomplish tasks efficiently and effectively at work (Santika et al., 2023). Generally, teacher performance focuses on the student's behavior in their duties. Performance can be seen from the responsibility of teachers in carrying out their profession and moral values (Untung et al., 2023). According to Mangkunegara (2016: 75) performance indicators, namely: 1) Quality, 2) Quantity, 3) Task execution, 4) Responsibility (Paramarta et al., 2021).

Transformational leadership motivates subordinates to exceed their usual performance levels. In other words, it builds their confidence, leading to improved work outcomes (Karsim et al., 2020). Transformational Leadership is needed to improve employee performance and increase job satisfaction (Dianawati, 2022). Previous studies conducted by (Mahdi et al., 2022) found that job satisfaction can play a vital role in mediating the influence of transformational leadership on performance.

Well-being is the way schools appreciate and respect teachers for their work. If teachers' well-being levels are higher, then their performance is expected to increase, and conversely, if teachers' well-being levels are low, then their performance will decrease (Volta et al., 2024). A previous study (Nur et al., 2023) found that if an employee receives an allowance, it will impact their performance. This is because if employees receive compensation for their hard work, they will be more diligent. Employees who are satisfied with their jobs and benefits will do their jobs well.

Organizational citizenship behavior (OCB) will improve teacher performance when teachers feel satisfied with their work. Thus, employees who show organizational citizenship behavior and are happy with their work perform well and help the organization achieve its goals (Inkiriwang & Wijayadne, 2023). According to research by Lestari (2015), a positive relationship was found between employee performance and OCB, with job satisfaction serving as a mediating factor (Lukito, 2020).

This study will examine the impact of transformational leadership, employee well-being and OCB on teacher performance with the mediating variable job satisfaction. The focus of this research is teachers from Al-Fityan Kuburaya Junior High School. This study differs from previous studies because it involves subjects and combines many variables. In addition, this study aims to assist Al-Fityan Kuburaya Junior High School in managing its human resources better and reconsider the factors affecting its performance.

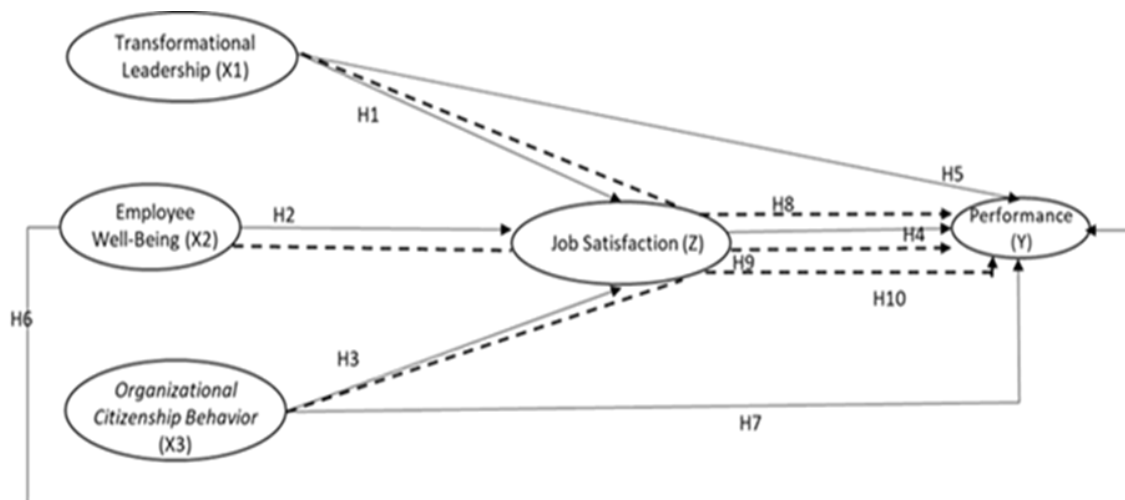
METHODS

The research falls under the category of quantitative research. Sugiyono (2013: 11) uses quantitative research methods that focus more on cause and effect (causal), seeing how variables relate to research subjects (Afrianti et al., 2023). This study uses primary data as an instrument to collect data obtained directly from respondents without any intermediaries. This study utilizes descriptive analysis as its data analysis technique.

The population in this study involved all Al-Fityan Kuburaya Junior High School teachers, with a total of 60 people. Sugiono (2014) the entire population is utilized as samples through saturated sampling methods; sampling techniques are usually random or random, and data is collected with research instruments (Mardhatillah et al., 2023). A questionnaire is the data collection method utilized. The research data measurement technique uses a Likert scale. Each statement item is given five answer options, expressly: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). The data analysis used in testing this research is Smart PLS 3.0. The models utilized for measurement are convergent validity, discriminant validity and reliability. The research variables measured are transformational leadership (X1), employee well-being (X2), and OCB (X3) as independent variables; job satisfaction (Z) as the mediating variable; and performance (Y) as the dependent variable.

The entire population, or 60 people, was used as the research sample—the distribution of respondent identity data to show the respondent's circumstances. The data shows that most respondents are over 25 years old (93.9%) or 56 people and most respondents are under 25 (6.7%) or four. Thus, the productive age category includes the average age of working teachers. The data shows that (30%) of 18 teachers have over five years of experience, (70%) of 42 teachers have worked for less than 5 years, and the majority of the last education is S1 (Strata 1). According to the description above, the following is the research model formed:

Figure 1. Research Model



The following is the hypothesis of this study based on the research model above :

- H1: Transformational leadership significantly and favorably impacts job satisfaction.
- H2: Employee well-being has a positive and significant effect on job satisfaction
- H3: OCB positively and significantly affects job satisfaction.
- H4: Job satisfaction has a significant and positive effect on performance.
- H5: Transformational leadership significantly and favorably impacts performance
- H6: Employee well-being has a positive and significant effect on performance

H7: OCB positively and significantly impacts performance.

H8: Transformational leadership indirectly positively and significantly affects Performance through job satisfaction.

H9: Employee well-being indirectly positively and significantly affects performance through job satisfaction.

H10: OCB indirectly positively and significantly affects performance through job satisfaction.

RESULTS AND DISCUSSION

Convergent Validity & Reliability

This model is measured using reflexive indicators of the relationship between indicators or item scores and construct scores. Based on Table 1. the AVE value above 0.50 indicates that the structure is responsible for more than half of the variation in its indicators (Hair et al., 2019). Table 1 shows if each variable possesses a composite reliability value and Cronbach's alpha is higher than 0.70, proving that all variables used are reliable and acceptable (Hair et al., 2019).

Table 1. AVE, Cronbach's Alpha, and Composite Reliability Values

Variable	AVE	Cronbach's Alpha	CR
Transformational Leadership (X1)	0.690	0.975	0.977
Employee Well-Being (X2)	0.861	0.986	0.988
Organizational Citizenship Behavior (X3)	0.888	0.982	0.984
Job Satisfaction (Z)	0.904	0.965	0.974
Performance (Y)	0.920	0.971	0.979

Indicator KJ3 should be removed because its loading factor is less than 0.70, indicating that it is unsuitable for measuring the variable. All other indicators have loading factor values exceeding 0.70, suggesting they can be used to evaluate the construct. A loading factor of 0.70 or above indicates that the indicator is appropriate for assessing the construct, consistent with the views of (Hair et al., 2019).

Discriminant Validity

In this test, the loading values for each variable are more significant than the others. Therefore, it can be concluded that the research indicators have effectively measured their latent variables, consistent with (Hair et al., 2019) opinions.

Table 2. Fornell-Larcker

	KI	KJ	KP	KT	OCB
KI	0.959				
KJ	0.793	0.928			
KP	0.944	0.877	0.951		
KT	0.710	0.773	0.755	0.831	
OCB	0.842	0.875	0.895	0.680	0.942

Table 2 illustrates that the individual construct values are more significant compared to the correlations between the constructs. Therefore, on the basis of the Fornell-Larcker approach, the instruments and questionnaires developed demonstrate good discriminant validity (Hair et al., 2019).

R-Square

The R² value indicates whether the model is criteria of 0.75, 0.50, and 0.25 for robust, moderate and weak (Ghozali & Latan, 2015), as cited in (Verameta et al., 2021). Table 3 reveals that the performance variable has a considerable effect, with an R-square of 0.897 and an adjusted R-Square value of 0.890. This indicates that the transformational leadership variables (X1), Employee Well-Being (X2), and Organizational Citizenship Behavior (OCB) (X3) can explain 89% of the variation in the dependent variable, which is performance (Y). Additionally, the element of job satisfaction also demonstrates a powerful influence, whose R-Square value is 0.853 as well as an adjusted R-Square value of 0.845. This indicates that Transformational Leadership (X1), Employee Well-Being (X2), and Organizational Citizenship Behavior our (OCB) (X3) can describe 84.5% of the variation in the dependent variable, which is Job Satisfaction (Z).

Table 3. R-Square (R²)

	R Square	R Square Adjusted
Performance (Y)	0.897	0.890
Job Satisfaction (Z)	0.853	0.845

Hypothesis Testing

Table 4. Hypothesis Testing

Hypothesis	Direct & Indirect effect	Original Sample (O)	T Statistics ((O/STDEV))	P Values	Hasil
H1	X1 -> Z	0.184	2.174	0.030	Accepted
H2	X2 -> Z	0.262	2.183	0.029	Accepted
H3	X3 -> Z	0.541	5.382	0.000	Accepted
H4	Z -> Y	1.020	8.905	0.000	Accepted
H5	X1 -> Y	0.046	0.727	0.468	Rejected
H6	X2 -> Y	-0.203	1.537	0.125	Rejected
H7	X3 -> Y	0.074	0.450	0.653	Rejected
H8	X1-> Z -> Y	0.188	1.996	0.047	Accepted
H9	X2 -> Z-> Y	0.267	2.192	0.029	Accepted
H10	X3 -> Z-> Y	0.552	4.307	0.000	Accepted

Table 4 shows that H1 has a path coefficient of 0.184, indicating that job satisfaction is positively impacted by transformational leadership. According to (Hair et al., 2019), significance is established when the P-value is below 0.05. The T-Statistics value for this hypothesis is 2.174, which exceeds 1.96, and the P-value is 0.030, below 0.05. This indicates that Transformational Leadership positively and significantly impacts Job Satisfaction. The conclusions of the above tests show data indicating that transformational leadership possesses a significant and favorable influence on teachers' job satisfaction at Al-Fityan Kuburaya Junior High School. When teachers can work in alignment with transformational leadership guidance, they are probably going to be content with their jobs (Dianawati, 2022). Earlier studies conducted by (Verameta et al., 2021) and (Mahdi et al., 2022) also found a favorable and noteworthy impact on job satisfaction. If the degree of transformational leadership rises, teachers' satisfaction with their work will likely increase.

H2 is also accepted, as it has a path coefficient of 0.262. The T-Statistics value for this hypothesis is 2.183, above 1.96, and the P-value is 0.029, lower than 0.05. Therefore, we conclude that Employee Well-Being positively and significantly affects Job Satisfaction. Consistent with research, (Nur et al., 2023) suggest that job satisfaction also tends to increase as well-being improves. In the workplace, satisfaction stems from beneficial elements for teachers, such as allowances, which enhance their well-being. Therefore, there is little reason for employees to feel

dissatisfied when their benefits are substantial. The findings are additionally reinforced by studies carried out (Makutika et al., 2018), (Nevityanda & Ubaidillah, 2023) and (Prasetyo, 2023), which emphasize the relationship between well-being and job satisfaction.

H3 shows a route coefficient of 0.541, indicating that Organizational Citizenship Behavior (O.C.B.) positively affects Job Satisfaction. The T-statistics for this hypothesis is 5.382, more significant compared to 1.96, and the P-value is 0.000, which is substantially less than 0.05. Consequently, we may say that (O.C.B.) positively and substantially impacts Job Satisfaction, and H3 is approved. This discovery was supported by previous studies (Ekobelawati et al., 2023), (Suryadinata & Mashyuni, 2023) and (Selviandry & Noviantoro, 2024), who found that OCB positively and significantly influenced job satisfaction. This implies that the more effectively Organizational Citizenship Behavior (OCB) is implemented in schools, the more significant the increase in teacher job satisfaction. A teacher with a high Organizational Citizenship Behavior (OCB) level will undoubtedly be more satisfied. This suggests increasing a teacher's job satisfaction can be achieved through voluntary behavior, such as helping a colleague in distress.

H4 is confirmed as well as it has a path coefficient of 1.020, suggesting that Performance is positively impacted by job satisfaction. The T-statistics value for this hypothesis is 8.905, more significant than 1.96, and the P-value is 0.000, less than 0.05. This shows that Job Satisfaction has a significant effect on Performance. According to the test results, job satisfaction significantly and favorably affect the performance of Al-Fityan Kuburaya Junior High School teachers. In line with previous research (Dianawati, 2022), (Nasution & Karneli, 2023) and (Sallyuana et al., 2024), job satisfaction greatly and positively affect performance. In other words, high job satisfaction will positively affect performance; if a teacher is content with their workplace, it will help improve their performance.

Table 4 shows that H5 has a path coefficient of 0.046, indicating that Transformational Leadership does not positively and significantly impact performance. The T-statistics value for this hypothesis is 0.727, less than 1.96, and the P-value is 0.468, more significant than 0.05. This suggests that Transformational Leadership has an insignificant impact Performance. The test's outcome demonstrated that transformational leadership did not have a substantial and favorable impact on teachers' performance at Al Fityan Kuburaya Junior High School. This aligns with previous studies (Dianawati, 2022) and (Verameta et al., 2021), which indicates transformational leadership has an insignificant effect on performance. Transformational leadership cannot keep pace with performance growth so that teachers can perform well in line with organizational expectations. As a result, teachers feel that their performance is unaffected. However, this is contrary to research by (Winarti, 2022) and (Anggriany & Hasnawati, 2023), who discover that performance is positively and significantly impacted by transformational leadership. When transformational leadership is good within an organization, the performance of employees increases.

H6 is also rejected, as it has a coefficient of the path of -0.203, showing that Employee Well-Being hurts Performance. For this hypothesis, the T-statistics value is 1.537, less than 1.96, and the P-value is 0.125, more significant than 0.05. This illustrates that Employee Well-Being does not significantly affect Performance. Based on the findings, employee Well-being had no beneficial and negligible impact on the performance of Al-Fityan Kuburaya Junior High School teachers. The level of well-being provided is inadequate to satisfy the financial demands of teachers. This was consistent with how the respondent answered the wage statement. This aligns with the study conducted by (Herlambang et al., 2021), (Pratiwi et al., 2023) and (Triany et al.,

2023) that found that employee well-being had a negative and negligible effect on performance. The conclusion is that one aspect of well-being is financial, which is that the wage is not considered to meet financial needs. As a result, this could not improve the performance of Al-Fityan Kuburaya Junior High School teachers. However, this finding contradicts previous research (Pratama & Yulianti, 2023), which found that employee well-being favorably and considerably affected performance. In other words, happier employees in a company will lead to better business performance.

H7 yields a path coefficient of 0.074, suggesting that Organizational Citizenship Behavior (OCB) positively affects Performance. However, the T-statistics value for this hypothesis is 0.450, less than 1.96 with the P-value being 0.653, above 0.05. The outcomes of the test showed that Organizational Citizenship Behavior (OCB) did not significantly affect teachers' performance at Al-Fityan Kuburaya Junior High School. This result aligns with the study carried out by (Saputri & Kuswanto, 2023), (Lukito, 2020) and (Fitri & Endratno, 2021), who similarly determined that OCB does not significantly impact performance. When teachers engage in OCB at their workplace, their performance is not influenced by taking on tasks beyond their capacity. However, (Ekobelawati et al., 2023) and (Tampi et al., 2023) suggest that OCB significantly and favorably affects performance. These results show that teachers are willing to take on more tasks than they should, and schools will likely appreciate this by providing appropriate compensation.

In Table 5, a value of 0.188 for Transformational Leadership's impact on Performance through Job Satisfaction. According to this hypothesis, the P-value is 0.047, the test results revealed that job satisfaction can significantly and positively mediate the impact of transformational leadership on performance. This statement aligns with the research conducted by (Verameta et al., 2021), (Adnyana Putra & Bagus, 2020) and (Qoim et al., 2023), which indicates that the connection between transformational leadership and performance can be considerably mediated by job satisfaction. In other words, job satisfaction can connect transformational leadership and teachers' performance at Al-Fityan Kuburaya Junior High School. It can be concluded that the principal of Al-Fityan Kuburaya Junior High School has effectively implemented a transformational leadership style, which fosters high job satisfaction and improves teacher performance.

The value for the connection Employee Well-Being and Performance as viewed through Job Satisfaction is 0.267. The P-value for this hypothesis is 0.029, which is below 0.05. This means that Employee Well-Being produces a significant and favourable indirect effect on performance through job satisfaction. When a teacher feels that their well-being is being met, they are likely to improve their performance beyond previous levels, and they will feel satisfied with their job because their well-being needs have been fulfilled. Benefits are one of the components of well-being that can have an impact. Consistent with the research (Nur et al., 2023) and (Volta et al., 2024) show that job satisfaction can affect well-being and performance. Schools that prioritize well-being can foster positive working relationships among their teachers. Job satisfaction and performance will likely improve when teachers can carry out their tasks comfortably and enthusiastically.

Table 5 shows a value of 0.552 regarding the connection between OCB and performance as assessed through job satisfaction. The P-value for this hypothesis is 0.000, which is below 0.05. This indicates that OCB exerts a significant and positive indirect influence on performance through job satisfaction, leading to the acceptance of H10. An increase in OCB and enhanced job satisfaction will positively impact teachers' performance. This finding aligns with research by (Anwar, 2021), (Inkiriwang & Wijayadne, 2023), (Suryadinata & Mashyuni, 2023) which shows

that job satisfaction can substantially and favorably mediate the relationship between OCB and performance. Schools can implement OCB behaviors to boost teachers' performance and job satisfaction.

CONCLUSIONS AND RECOMMENDATION

The test outcomes demonstrate that H1, H2, and H3, which confirm that transformational leadership, employee well-being, and OCB have a favorable and substantial influence on job satisfaction. Hypothesis testing conducted to measure the direct effect of H5, H6, and H7, which shows that transformational leadership, employee well-being, and OCB do not result in a positive and significant impact on teacher performance. Hypothesis testing to measure indirect effects, namely H8, H9, and H10, indicates that job satisfaction can connect transformational leadership, employee well-being, and OCB to teacher performance. For future research, other variables that affect teacher performance are recommended. In addition, the research sample needs to be extended to include other schools. The researchers also suggest that principals can give praise to teachers whose performance achieves good results. This will make teachers feel appreciated for their hard work and valued for their efforts. In addition, schools can reconsider the health facilities provided to teachers to ensure that teachers' health facilities are available and can work well. From the researcher's perspective, the school should increase voluntary peer-helping behavior among Al-Fityan Kuburaya Junior High School teachers. That way, fellow teachers will be able to build good collaboration. The researcher also pointed out that teachers need to maintain discipline in completing their tasks and managing their time well.

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