

THE ENHANCEMENT OF ORGANIZATION CITIZENSHIP BEHAVIOR OF A TEACHER BY STRENGTHENING TRANSFORMATIONAL LEADERSHIP AND SELF-EFFICACY.

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Abstract. The success and sustainability of an organization is largely determined by the willingness of employees to behave well not only when doing their main tasks, but also the extra behavior of wanting to be good employees. However, there are indications that teachers at MTs Negeri Jakarta Timur only perform basic tasks and do not show behaviors that support organizational effectiveness outside of this. The purpose of this study is to determine the relationship between Transformational Leadership and Self-Efficacy on Organizational Citizenship Behavior either partially or collectively. The population in this study were MTSn teachers in the East Jakarta area with a sample of 243 respondents consisting of 18 MTSn in the East Jakarta area. Data collection was carried out by distributing questionnaires and data processing was carried out by simple regression analysis and multiple regression analysis. The results showed that (1) Transformational leadership has a positive and significant relationship with teachers' Organizational Citizenship Behavior. (2) Self-efficacy has a positive relationship with teachers' Organizational Citizenship Behavior. (3) Transformational Leadership and Self-Efficacy together have a positive and significant relationship with teachers' Organizational Citizenship Behavior.

Keywords: Organizational Citizenship Behavior; SITOREM; MTs

I. INTRODUCTION

Management is the process of planning, directing, implementing, monitoring, controlling, and evaluating organizational resources to achieve organizational goals. Organizational resources consist of human resources, funding sources, materials, methods, facilities and infrastructure, and information. Therefore, education management is the process of planning, directing, implementing, monitoring, controlling, and evaluating organizational resources education to achieve educational goals. Educational resources consist of educators and education personnel, funding, students, educational regulations, educational facilities and infrastructure, as well as all information related to the world of education.

Madrasah Tsanawiyah (MTs) is an organization engaged in providing basic education services equivalent to junior high school and has Islamic characteristics which are managed and developed under the auspices of the Ministry of Religion of the Republic of Indonesia. As educational institutions that have Islamic characteristics, madrasahs play an important role in the process of shaping the personality of students, because through this madrasah education parents expect their children to have two abilities at once, not only general knowledge (IPTEK) but also personality and commitment who are high on their religion (IMTAQ).

The number of teachers at the basic education level in Jakarta based on data obtained by the Ministry of Education and Culture in 2018 for the first high school (SMP)/MTs level is 18,890 teachers. This number is the lowest compared

to the number of teachers at other basic education levels. The low number of teachers, if followed by good quality and behavior that is willing to give more or in other words, has good behavior among organizational citizens, is expected to produce graduates that are not inferior in quality. However, the level of Organizational Citizenship Behavior of State MTs teachers in East Jakarta is still indicated to be problematic. These teachers have not done their work beyond expectations and only do main tasks and without showing behavior that supports organizational effectiveness outside of their main duties.

There are many different indicators that can be used to assess teachers' Organizational Citizenship Behavior. However, apart from the indicators of the Organizational Citizenship Behavior itself, there are still many other factors that can influence Organizational Citizenship Behavior, including Sahertian [1] and Logahan [2] which stated in their research that belief in their own abilities or self-efficacy is closely related to their willingness. related to Organizational Citizenship Behavior.

Transformational leadership is also stated to have a relationship with Organizational Citizenship Behavior. It is stated that transformational leadership in an organization in order to achieve a vision or set of predetermined goals is highly dependent on transformational leadership. The principal can motivate followers, in this case the teacher, to work loyally and sacrifice personal interests for the sake of the school to do tasks that are not listed in the teacher's job description, the fact shows that schools that have such

teachers have better results (Moghimi [3]; Hutahayan [4]; Sari [5]).

Dennis W. Organ, Philip M. Podsakoff & Scott B. MacKenzie, [6] states that Organizational Citizenship Behavior is individual behavior that is manifested on the individual's own will (voluntary), which accumulatively (overall) will support the effectiveness of organizational functions, and behavior. This, either directly or explicitly, is not reorganized or regulated by the formal reward system prevailing in the organization.

Nadim Jahangir, Mohammad M. Akbar, and Mahmudul Haq [7] suggest that Organizational Citizenship Behavior is referred to as a set of discretionary workplace behaviors that exceed a person's basic job requirements. This is often described as behavior that goes beyond the call of duty. Fred Luthans [8] defines Organizational Citizenship Behavior as certain personality characteristics (traits) contained in individuals, namely cooperative traits, happy to help and care for others, and sincerity to work.

K. Kumar, A. Bakhshi, and E. Rani [9], define Organizational Citizenship Behavior as individual behavior that contributes to organizational effectiveness and is not directly related to organizational reward systems. Nielsen [10] states that Organizational Citizenship Behavior is a work of helping behavior where the behavior exceeds normal work demands and contributes to organizational effectiveness.

J. Farh, C. Zhong, and Dennis W. Organ [11], state that Organizational Citizenship Behavior is a discretionary individual behavior, which does not directly and explicitly receive rewards from formal reward systems, and which as a whole encourages effectiveness. organizational functions. R. Aldag and W. Reschke [12], emphasized that Organizational Citizenship Behavior is an individual's contribution to exceeding the demands of a role in the workplace. Stephen Robbins and Timothy A. Judge [13] define Organizational Citizenship Behavior as an employee work behavior in an organization that is voluntary outside of a predetermined job description to improve the progress of organizational performance.

P.M. Podsakoff, S.B MacKenzie, J.B. Paine, and D.G. Bachrach [14], affirms Organizational Citizenship Behavior as discretionary individual behavior, which does not directly and explicitly receive rewards from formal reward systems, and which as a whole encourages the effectiveness of organizational functions. Free and voluntary in nature, because such behavior is not required by role requirements or job descriptions, which are expressly required under a contract with the organization; it's a personal choice.

Organizational citizenship behavior is an individual contribution that exceeds the demands of a role in the workplace, is not directly related to or explicitly related to reward systems and can improve the effective functioning of the organization. Furthermore, Organ, Podsakoff & MacKenzie [14] states that there are five aspects in forming Organizational Citizenship Behavior.

The five aspects are:

- a. Conscientiousness, which is voluntary behavior which is not an obligation or duty of the worker. This behavior is characterized by neatness, punctuality, caution, discipline, and reliability.
- b. Altruism, which is the behavior of willing to help others, whether it is related to tasks in the organization or other people's personal problems.
- c. Civic Virtue, namely behavior that shows a desire to be responsible for the continuity of the organization, provides constructive opinions, supports and maintains organizational goals.
- d. Courtesy, which is an effort to prevent work problems that will arise against outsiders or work relations. A person who has this courtesy in a high level is a person who respects and cares for others.
- e. Sportmanship, which is behavior that shows a willingness to tolerate, without complaining in facing problems and finding solutions to existing problems. A person who has a high level of sportmanship will behave positively and avoid unnecessary complaints.

Basically, Organizational Citizenship Behavior is influenced by six things, namely cultural factors and organizational climate, personality, perceptions of organizational support, perceptions of the quality of boss-subordinate interactions, tenure, and gender. These factors are related to one another.

Furthermore, transformational leadership is defined as actions taken by leaders to achieve predetermined goals by motivating employees with good attitudes, explaining their vision clearly, explaining roles, and being able to bring these employees to their best performance (Robbins and Judge, [13]).

The profound essence of transformational leadership includes components:

- a. Charisma (ideal influence): gives a vision and sense of mission, instills pride, earns respect and trust. Leaders display confidence, emphasize trust, take difficult issues, present their most important values, and emphasize the importance of purpose, commitment, and ethical consequences of decisions. Such leaders are admired as role models for pride, loyalty, trust, and common goal alignment.
- b. Inspirational motivation: communicating high expectations, using symbols to focus efforts, describing important goals in simple terms. The leader articulates a compelling vision of the future, challenges followers to high standards, speaks optimistically with enthusiasm, and provides encouragement and meaning to take necessary action.
- c. Intellectual stimulation: increasing intelligence, rationality, and careful problem solving. Leaders are not fixated on old ways, traditions, and beliefs. Leaders try to stimulate new perspectives and ways of doing things, and encourage the expression of ideas from subordinates.
- d. Individual attention: giving personal attention, treating each employee personally. Participate in training and

advising subordinates. Relate or communicate with subordinates personally, taking into account their needs, abilities and aspirations. Listening attentively further development of them.

Self-efficacy is defined as the belief that a teacher can master situations and produce positive results through their cognitive, social and emotional abilities (Colquitt, Lepine, & Wesson [15]). The measurement used regarding self-efficacy is the item General Self-Efficacy (GSE) from Schwarzer & Jerusalem cited by Rahadianto and Yoenanto [16], namely:

1. Magnitude or Level, the level of difficulty of the task reveals the dimensions of ingenuity, energy, accuracy, productivity, or self-regulation required to mention several dimensions of performance behavior.
2. Generality. The feeling of being able to be possessed by a person as an act he has to master a task under certain conditions. "
3. Strength, the level of a person's belief about one's perceived ability.

II. RESEARCH METHODS

In order for a study to obtain maximum results, a study must be based on an appropriate method and can be justified. This study used a survey method, namely research that took a sample of one population and used a questionnaire as a primary data collection tool with a correlation approach to obtain information on the relationship between transformational leadership and self-efficacy together with organizational citizenship behavior of MTS Negeri teachers in East Jakarta.

In this study, there are two independent variables and one dependent variable. The independent variables are transformational leadership and self-efficacy, while the dependent variable is organizational citizenship behavior. The questionnaire in this study is a questionnaire whose answers have been provided so that the respondent only needs to choose one answer that suits him. The questionnaire was designed to be shown to respondents, namely the State MTS teacher who served in the East Jakarta area who was also the unit of analysis in this study. After all the data from the valid answers to the statement items are declared normal, homogeneous and linear, then the research hypothesis testing is carried out using simple regression analysis and multiple regression analysis.

Furthermore, SITOREM analysis, which is a method of analyzing suggestions or recommendations for research results which stands for Scientific Identification Theory to Conduct Operation Research in Education Management is used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Soewarto Hardhienata [17]). The results of this analysis are used as a basis for consideration to arrange problem handlers (suggestions) through the following steps:

- 1) Identifying the relationship between Independent Variables and Bound Variables.

- 2) Analyze the weight of each indicator from each research variable based on the criteria "Cost. Benefit, Urgency and Importance".
- 3) Analyze the weighted value results to obtain the priority order for improvement of the dependent variable under study.

III. RESULTS AND DISCUSSION

Relationship between Transformational Leadership and Organizational Citizenship Behavior

The results showed a positive relationship between transformational leadership and organizational citizenship behavior, meaning that the principal had a behavior in motivating teachers in MTs Negeri in East Jakarta with a good attitude, was able to explain the vision and role of the teachers, and was able to bring the teacher to issue performance. the best. The strength of the relationship between transformational leadership and organizational citizenship behavior can be seen in the results of the correlation test with a coefficient of determination of 0.2317 so that the diversity that exists in organizational citizenship behavior can be explained by transformational leadership with a contribution of 23.17%. While 76.83% is influenced by other factors outside of transformational leadership.

The results of this study are in line with the results of research by Moghimi [3]; Hutahayan [4]; Sari [5]; Podsakof [6]; Khan, Ghouri, and Awang [18], who state that there is a significant relationship between transformational leadership and organizational citizenship behavior. In other words, strengthening intellectual stimulation and motivation from the Principal, along with the charisma and attention the Principal gives to teachers, is able to increase voluntary behavior, socialize well, be willing to help others and respect others from the teachers under his leadership. This is also reinforced by a descriptive analysis of the teacher's answer score where the majority of teachers' answers fall in the range 133 - 145 and above which are included in the high category.

Leaders who can stimulate employees well are able to bring employees to achieve organizational goals. Likewise, leaders who facilitate by guiding and building creations in their subordinates. This statement is reinforced by the results of research by Agustina and Kriwangko [19] which state that the higher transformational leadership, the higher organizational citizenship behavior will be.

Relationship between Self Efficacy and Organizational Citizenship Behavior

The results showed a positive relationship between self-efficacy and organizational citizenship behavior, meaning that State MTs teachers in the East Jakarta area were confident in their own strength, in completing difficult tasks and in their cognitive, social and emotional abilities in general so that they were willing to give their best, even more so for the success of the school where he works.

The strength of the relationship between self-efficacy and organizational citizenship behavior can be seen in the results of the correlation test with a coefficient of determination of 0.0316 so that the diversity that exists in organizational citizenship behavior can be explained by self-efficacy with a contribution of 3.16%. Meanwhile 96.84% is influenced by other factors beyond self-efficacy. So it can be interpreted that teachers believe that they have worked beyond the requirements and have played a role in school success through their abilities related to solving difficulty levels of tasks, as well as generalization and self-strength in controlling situations and producing positive results through their cognitive, social and emotional abilities. .

The results of this study are in line with the results of research by Shahidi [20]; Nugroho [21]; where self-efficacy is stated to have a positive relationship to organizational citizenship behavior (OCB). These results are also reinforced by descriptive analysis of the teacher's answers related to self-efficacy indicators where most of the respondents' answers are in the score range 125-137 which are classified as high category.

Relationship between Transformational Leadership and Self Efficacy with Organizational Citizenship Behavior

The results showed a positive relationship between transformational leadership and self-efficacy with organizational citizenship behavior. This means that an increase in the willingness of teachers to behave voluntarily, in good community, willing to help others and behave in respect of others is influenced by the strengthening of intellectual stimulation and motivation of charisma and attention given by the Principal, which is accompanied by the confidence of the teachers in their own strength, ability to solve. task difficulty levels, and generalizations.

The strength of the relationship between transformational leadership and self-efficacy together with organizational citizenship behavior can be seen in the results of the correlation test with a coefficient of determination of 0.2625 so that the diversity that exists in organizational citizenship behavior can be explained by transformational leadership and self-efficacy together with contribution of 26.25%. Meanwhile, 73.75% is influenced by other factors outside of transformational leadership and self-efficacy.

The results of this study are in line with the results of research by Nugroho [21]; Agustina and Kriwangko [19] in which transformational leadership and self-efficacy are stated to have a positive relationship together with organizational citizenship behavior (OCB). The support of previous research on the results of this study was also strengthened by the results of descriptive analysis of the three variables of transformational leadership, self-efficacy and organizational citizenship behavior, all of which showed the respondent's score in the high category. In other words, the strong transformational leadership of the principal and the self-efficacy of the teachers were able to increase organizational citizenship behavior of State MTs teachers in the East Jakarta area.

Analysis of the Weighted Value Results of the SITOREM Model

After obtaining the weight of the scores above, the next step is to determine the classification of indicators, where indicators with an average score weight of 1.00 - 3.99 are included in the priority classification for immediate improvement, while indicators with an average weighting score of 4.00 - 5 .00 entered in the classification maintained or developed.

Table 1. Determination of Indicator Classification of Organiational Citizenship Behavior (Y)

No	Indicator	Value	Weight (%)	Average Score Rating	Indicator Rating
1.	Altruism	18	24%	4,32	Maintained or developed
2.	Civic Virtue	10	14%	1,4	Fix it immediately
3.	Courtesy	14	19%	2,66	Fix it immediately
4.	Conscientiousness	19	26%	4,94	Maintained or developed
5.	Sportmanship	13	18%	2,34	Fix it immediately
amount		74	100%	15,66	

Table 2. Determination of the Indicator Classification of Transformational Leadership Variables (X₁)

No	Indicator	Value	Weight (%)	Average Score Rating	Indicator Rating
1.	Charisma	10	18%	1,8	Fix it immediately
2.	Intellectual stimulation	14	26%	3,6	Fix it immediately
3.	Individual attention	15	28%	4,2	Maintained or developed
4.	motivation	15	28%	4,2	Maintained or developed
amount		54	100%	13,8	

Table 3. Determination of the Classification of the Self-Efficacy Variable Indicators (X₂)

No	Indicator	Value	Weight (%)	Average Score Rating	Indicator Rating
1.	Magnitude or level	12	38%	4,56	Maintained or developed
2.	Generality	10	31%	3,1	Fix it immediately
3.	Strenght	10	31%	3,1	Fix it immediately
amount		32	100%	10,76	

Furthermore, the priority indicators are the research findings used to formulate an action plan. In brief, the final results of the SITOREM analysis can be described below figure 1.

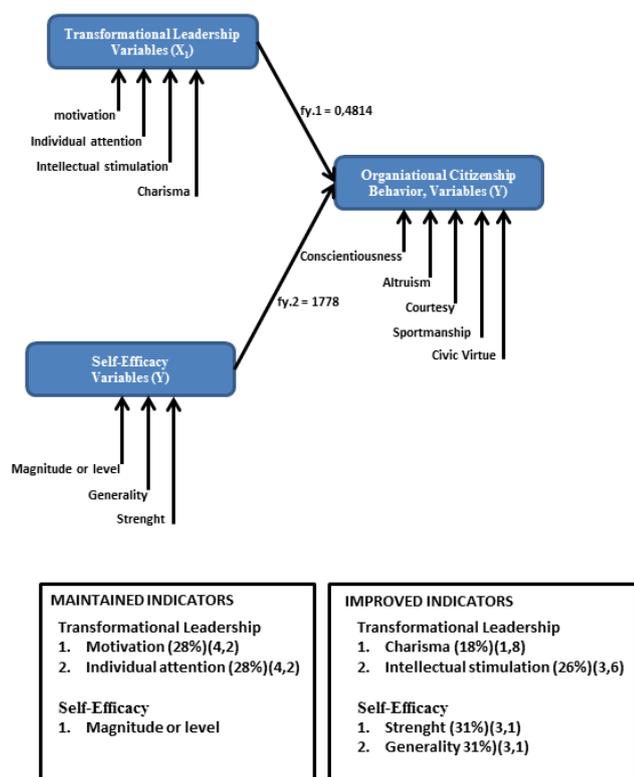


Figure 1. SITOREM analysis

IV. CONCLUSION

Based on the analysis, it can be concluded that the relationship between Transformational Leadership and Organizational Citizenship Behavior of teachers is positive and significant. The relationship between Self-Efficacy and Organizational Citizenship Behavior of teachers is positive and significant. The relationship between transformational leadership and self-efficacy together with teacher organizational citizenship behavior is positive and significant. As for transformational leadership, the indicators that are maintained are motivation and individual attention, for self-efficacy, the indicators that are maintained are indicators of magnitude or level. Whereas in transformational leadership, the indicators that must be improved are charisma and intellectual stimulation, for self-efficacy, the indicators that should be improved are Generality and Strength.

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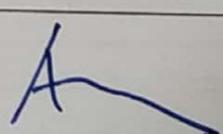
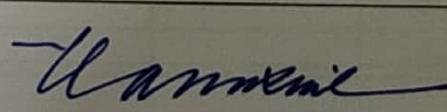
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Kelengkapan unsur isi artikel baik. Kedalaman Pembahasan sudah dilakukan secara mendalam dan komprehensif. Kemutakhiran data dan metodologi baik. Kualitas Penerbitan baik.

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THE ENHANCEMENT OF ORGANIZATION CITIZENSHIP BEHAVIOR OF A TEACHER BY STRENGTHENING TRANSFORMATIONAL LEADERSHIP AND SELF-EFFICATION.

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Abstract. The success and sustainability of an organization is largely determined by the willingness of employees to behave well not only when doing their main tasks, but also the extra behavior of wanting to be good employees. However, there are indications that teachers at MTs Negeri Jakarta Timur only perform basic tasks and do not show behaviors that support organizational effectiveness outside of this. The purpose of this study is to determine the relationship between Transformational Leadership and Self-Efficacy on Organizational Citizenship Behavior either partially or collectively. The population in this study were MTSn teachers in the East Jakarta area with a sample of 243 respondents consisting of 18 MTSn in the East Jakarta area. Data collection was carried out by distributing questionnaires and data processing was carried out by simple regression analysis and multiple regression analysis. The results showed that (1) Transformational leadership has a positive and significant relationship with teachers' Organizational Citizenship Behavior. (2) Self-efficacy has a positive relationship with teachers' Organizational Citizenship Behavior. (3) Transformational Leadership and Self-Efficacy together have a positive and significant relationship with teachers' Organizational Citizenship Behavior.

Keywords: Organizational Citizenship Behavior; SITOREM; MTs

I. INTRODUCTION

Management is the process of planning, directing, implementing, monitoring, controlling, and evaluating organizational resources to achieve organizational goals. Organizational resources consist of human resources, funding sources, materials, methods, facilities and infrastructure, and information. Therefore, education management is the process of planning, directing, implementing, monitoring, controlling, and evaluating organizational resources education to achieve educational goals. Educational resources consist of educators and education personnel, funding, students, educational regulations, educational facilities and infrastructure, as well as all information related to the world of education.

Madrasah Tsanawiyah (MTs) is an organization engaged in providing basic education services equivalent to junior high school and has Islamic characteristics which are managed and developed under the auspices of the Ministry of Religion of the Republic of Indonesia. As educational institutions that have Islamic characteristics, madrasahs play an important role in the process of shaping the personality of students, because through this madrasah education parents expect their children to have two abilities at once, not only general knowledge (IPTEK) but also personality and commitment who are high on their religion (IMTAQ).

The number of teachers at the basic education level in Jakarta based on data obtained by the Ministry of Education and Culture in 2018 for the first high school (SMP)/MTs level is 18,890 teachers. This number is the lowest compared

to the number of teachers at other basic education levels. The low number of teachers, if followed by good quality and behavior that is willing to give more or in other words, has good behavior among organizational citizens, is expected to produce graduates that are not inferior in quality. However, the level of Organizational Citizenship Behavior of State MTs teachers in East Jakarta is still indicated to be problematic. These teachers have not done their work beyond expectations and only do main tasks and without showing behavior that supports organizational effectiveness outside of their main duties.

There are many different indicators that can be used to assess teachers' Organizational Citizenship Behavior. However, apart from the indicators of the Organizational Citizenship Behavior itself, there are still many other factors that can influence Organizational Citizenship Behavior, including Sahertian [1] and Logahan [2] which stated in their research that belief in their own abilities or self-efficacy is closely related to their willingness. related to Organizational Citizenship Behavior.

Transformational leadership is also stated to have a relationship with Organizational Citizenship Behavior. It is stated that transformational leadership in an organization in order to achieve a vision or set of predetermined goals is highly dependent on transformational leadership. The principal can motivate followers, in this case the teacher, to work loyally and sacrifice personal interests for the sake of the school to do tasks that are not listed in the teacher's job description, the fact shows that schools that have such

teachers have better results (Moghimi [3]; Hutahayan [4]; Sari [5]).

Dennis W. Organ, Philip M. Podsakoff & Scott B. MacKenzie, [6] states that Organizational Citizenship Behavior is individual behavior that is manifested on the individual's own will (voluntary), which accumulatively (overall) will support the effectiveness of organizational functions, and behavior. This, either directly or explicitly, is not reorganized or regulated by the formal reward system prevailing in the organization.

Nadim Jahangir, Mohammad M. Akbar, and Mahmudul Haq [7] suggest that Organizational Citizenship Behavior is referred to as a set of discretionary workplace behaviors that exceed a person's basic job requirements. This is often described as behavior that goes beyond the call of duty. Fred Luthans [8] defines Organizational Citizenship Behavior as certain personality characteristics (traits) contained in individuals, namely cooperative traits, happy to help and care for others, and sincerity to work.

K. Kumar, A. Bakhshi, and E. Rani [9], define Organizational Citizenship Behavior as individual behavior that contributes to organizational effectiveness and is not directly related to organizational reward systems. Nielsen [10] states that Organizational Citizenship Behavior is a work of helping behavior where the behavior exceeds normal work demands and contributes to organizational effectiveness.

J. Farh, C. Zhong, and Dennis W. Organ [11], state that Organizational Citizenship Behavior is a discretionary individual behavior, which does not directly and explicitly receive rewards from formal reward systems, and which as a whole encourages effectiveness. organizational functions. R. Aldag and W. Reschke [12], emphasized that Organizational Citizenship Behavior is an individual's contribution to exceeding the demands of a role in the workplace. Stephen Robbins and Timothy A. Judge [13] define Organizational Citizenship Behavior as an employee work behavior in an organization that is voluntary outside of a predetermined job description to improve the progress of organizational performance.

P.M. Podsakoff, S.B MacKenzie, J.B. Paine, and D.G. Bachrach [14], affirms Organizational Citizenship Behavior as discretionary individual behavior, which does not directly and explicitly receive rewards from formal reward systems, and which as a whole encourages the effectiveness of organizational functions. Free and voluntary in nature, because such behavior is not required by role requirements or job descriptions, which are expressly required under a contract with the organization; it's a personal choice.

Organizational citizenship behavior is an individual contribution that exceeds the demands of a role in the workplace, is not directly related to or explicitly related to reward systems and can improve the effective functioning of the organization. Furthermore, Organ, Podsakoff & MacKenzie [14] states that there are five aspects in forming Organizational Citizenship Behavior.

The five aspects are:

- a. Conscientiousness, which is voluntary behavior which is not an obligation or duty of the worker. This behavior is characterized by neatness, punctuality, caution, discipline, and reliability.
- b. Altruism, which is the behavior of willing to help others, whether it is related to tasks in the organization or other people's personal problems.
- c. Civic Virtue, namely behavior that shows a desire to be responsible for the continuity of the organization, provides constructive opinions, supports and maintains organizational goals.
- d. Courtesy, which is an effort to prevent work problems that will arise against outsiders or work relations. A person who has this courtesy in a high level is a person who respects and cares for others.
- e. Sportsmanship, which is behavior that shows a willingness to tolerate, without complaining in facing problems and finding solutions to existing problems. A person who has a high level of sportsmanship will behave positively and avoid unnecessary complaints.

Basically, Organizational Citizenship Behavior is influenced by six things, namely cultural factors and organizational climate, personality, perceptions of organizational support, perceptions of the quality of boss-subordinate interactions, tenure, and gender. These factors are related to one another.

Furthermore, transformational leadership is defined as actions taken by leaders to achieve predetermined goals by motivating employees with good attitudes, explaining their vision clearly, explaining roles, and being able to bring these employees to their best performance (Robbins and Judge, [13]).

The profound essence of transformational leadership includes components:

- a. Charisma (ideal influence): gives a vision and sense of mission, instills pride, earns respect and trust. Leaders display confidence, emphasize trust, take difficult issues, present their most important values, and emphasize the importance of purpose, commitment, and ethical consequences of decisions. Such leaders are admired as role models for pride, loyalty, trust, and common goal alignment.
- b. Inspirational motivation: communicating high expectations, using symbols to focus efforts, describing important goals in simple terms. The leader articulates a compelling vision of the future, challenges followers to high standards, speaks optimistically with enthusiasm, and provides encouragement and meaning to take necessary action.
- c. Intellectual stimulation: increasing intelligence, rationality, and careful problem solving. Leaders are not fixated on old ways, traditions, and beliefs. Leaders try to stimulate new perspectives and ways of doing things, and encourage the expression of ideas from subordinates.
- d. Individual attention: giving personal attention, treating each employee personally. Participate in training and

advising subordinates. Relate or communicate with subordinates personally, taking into account their needs, abilities and aspirations. Listening attentively further development of them.

Self-efficacy is defined as the belief that a teacher can master situations and produce positive results through their cognitive, social and emotional abilities (Colquitt, Lepine, & Wesson [15]). The measurement used regarding self-efficacy is the item General Self-Efficacy (GSE) from Schwarzer & Jerusalem cited by Rahadianto and Yoenanto [16], namely:

1. Magnitude or Level, the level of difficulty of the task reveals the dimensions of ingenuity, energy, accuracy, productivity, or self-regulation required to mention several dimensions of performance behavior.
2. Generality. The feeling of being able to be possessed by a person as an act he has to master a task under certain conditions. "
3. Strength, the level of a person's belief about one's perceived ability.

II. RESEARCH METHODS

In order for a study to obtain maximum results, a study must be based on an appropriate method and can be justified. This study used a survey method, namely research that took a sample of one population and used a questionnaire as a primary data collection tool with a correlation approach to obtain information on the relationship between transformational leadership and self-efficacy together with organizational citizenship behavior of MTS Negeri teachers in East Jakarta.

In this study, there are two independent variables and one dependent variable. The independent variables are transformational leadership and self-efficacy, while the dependent variable is organizational citizenship behavior. The questionnaire in this study is a questionnaire whose answers have been provided so that the respondent only needs to choose one answer that suits him. The questionnaire was designed to be shown to respondents, namely the State MTS teacher who served in the East Jakarta area who was also the unit of analysis in this study. After all the data from the valid answers to the statement items are declared normal, homogeneous and linear, then the research hypothesis testing is carried out using simple regression analysis and multiple regression analysis.

Furthermore, SITOREM analysis, which is a method of analyzing suggestions or recommendations for research results which stands for Scientific Identification Theory to Conduct Operation Research in Education Management is used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Soewarto Hardhienata [17]). The results of this analysis are used as a basis for consideration to arrange problem handlers (suggestions) through the following steps:

- 1) Identifying the relationship between Independent Variables and Bound Variables.

- 2) Analyze the weight of each indicator from each research variable based on the criteria "Cost. Benefit, Urgency and Importance".
- 3) Analyze the weighted value results to obtain the priority order for improvement of the dependent variable under study.

III. RESULTS AND DISCUSSION

Relationship between Transformational Leadership and Organizational Citizenship Behavior

The results showed a positive relationship between transformational leadership and organizational citizenship behavior, meaning that the principal had a behavior in motivating teachers in MTs Negeri in East Jakarta with a good attitude, was able to explain the vision and role of the teachers, and was able to bring the teacher to issue performance. the best. The strength of the relationship between transformational leadership and organizational citizenship behavior can be seen in the results of the correlation test with a coefficient determination of 0.2317 so that the diversity that exists in organizational citizenship behavior can be explained by transformational leadership with a contribution of 23.17%. While 76.83% is influenced by other factors outside of transformational leadership.

The results of this study are in line with the results of research by Moghimi [3]; Hutahayan [4]; Sari [5]; Podsakof [6]; Khan, Ghouri, and Awang [18], who state that there is a significant relationship between transformational leadership and organizational citizenship behavior. In other words, strengthening intellectual stimulation and motivation from the Principal, along with the charisma and attention the Principal gives to teachers, is able to increase voluntary behavior, socialize well, be willing to help others and respect others from the teachers under his leadership. This is also reinforced by a descriptive analysis of the teacher's answer score where the majority of teachers' answers fall in the range 133 - 145 and above which are included in the high category.

Leaders who can stimulate employees well are able to bring employees to achieve organizational goals. Likewise, leaders who facilitate by guiding and building creations in their subordinates. This statement is reinforced by the results of research by Agustina and Kriwangko [19] which state that the higher transformational leadership, the higher organizational citizenship behavior will be.

Relationship between Self Efficacy and Organizational Citizenship Behavior

The results showed a positive relationship between self-efficacy and organizational citizenship behavior, meaning that State MTs teachers in the East Jakarta area were confident in their own strength, in completing difficult tasks and in their cognitive, social and emotional abilities in general so that they were willing to give their best, even more so for the success of the school where he works.

The strength of the relationship between self-efficacy and organizational citizenship behavior can be seen in the results of the correlation test with a coefficient of determination of 0.0316 so that the diversity that exists in organizational citizenship behavior can be explained by self-efficacy with a contribution of 3.16%. Meanwhile 96.84% is influenced by other factors beyond self-efficacy. So it can be interpreted that teachers believe that they have worked beyond the requirements and have played a role in school success through their abilities related to solving difficulty levels of tasks, as well as generalization and self-strength in controlling situations and producing positive results through their cognitive, social and emotional abilities.

The results of this study are in line with the results of research by Shahidi [20]; Nugroho [21]; where self-efficacy is stated to have a positive relationship to organizational citizenship behavior (OCB). These results are also reinforced by descriptive analysis of the teacher's answers related to self-efficacy indicators where most of the respondents' answers are in the score range 125-137 which are classified as high category.

Relationship between Transformational Leadership and Self Efficacy with Organizational Citizenship Behavior

The results showed a positive relationship between transformational leadership and self-efficacy with organizational citizenship behavior. This means that an increase in the willingness of teachers to behave voluntarily, in good community, willing to help others and behave in respect of others is influenced by the strengthening of intellectual stimulation and motivation of charisma and attention given by the Principal, which is accompanied by the confidence of the teachers in their own strength, ability to solve. task difficulty levels, and generalizations.

The strength of the relationship between transformational leadership and self-efficacy together with organizational citizenship behavior can be seen in the results of the correlation test with a coefficient of determination of 0.2625 so that the diversity that exists in organizational citizenship behavior can be explained by transformational leadership and self-efficacy together with contribution of 26.25%. Meanwhile, 73.75% is influenced by other factors outside of transformational leadership and self-efficacy.

The results of this study are in line with the results of research by Nugroho [21]; Agustina and Kriwangko [19] in which transformational leadership and self-efficacy are stated to have a positive relationship together with organizational citizenship behavior (OCB). The support of previous research on the results of this study was also strengthened by the results of descriptive analysis of the three variables of transformational leadership, self-efficacy and organizational citizenship behavior, all of which showed the respondent's score in the high category. In other words, the strong transformational leadership of the principal and the self-efficacy of the teachers were able to increase organizational citizenship behavior of State MTs teachers in the East Jakarta area.

Analysis of the Weighted Value Results of the SITOREM Model

After obtaining the weight of the scores above, the next step is to determine the classification of indicators, where indicators with an average score weight of 1.00 - 3.99 are included in the priority classification for immediate improvement, while indicators with an average weighting score of 4.00 - 5.00 entered in the classification maintained or developed.

Table 1. Determination of Indicator Classification of Organizational Citizenship Behavior (Y)

No	Indicator	Value	Weight (%)	Average Score Rating	Indicator Rating
1.	Altruism	18	24%	4,32	Maintained or developed
2.	Civic Virtue	10	14%	1,4	Fix it immediately
3.	Courtesy	14	19%	2,66	Fix it immediately
4.	Conscientiousness	19	26%	4,94	Maintained or developed
5.	Sportmanship	13	18%	2,34	Fix it immediately
amount		74	100%	15,66	

Table 2. Determination of the Indicator Classification of Transformational Leadership Variables (X₁)

No	Indicator	Value	Weight (%)	Average Score Rating	Indicator Rating
1.	Charisma	10	18%	1,8	Fix it immediately
2.	Intellectual stimulation	14	26%	3,6	Fix it immediately
3.	Individual attention	15	28%	4,2	Maintained or developed
4.	motivation	15	28%	4,2	Maintained or developed
amount		54	100%	13,8	

Table 3. Determination of the Classification of the Self-Efficacy Variable Indicators (X₂)

No	Indicator	Value	Weight (%)	Average Score Rating	Indicator Rating
1.	Magnitude or level	12	38%	4,56	Maintained or developed
2.	Generality	10	31%	3,1	Fix it immediately
3.	Strenght	10	31%	3,1	Fix it immediately
amount		32	100%	10,76	

Furthermore, the priority indicators are the research findings used to formulate an action plan. In brief, the final results of the SITOREM analysis can be described below figure 1.

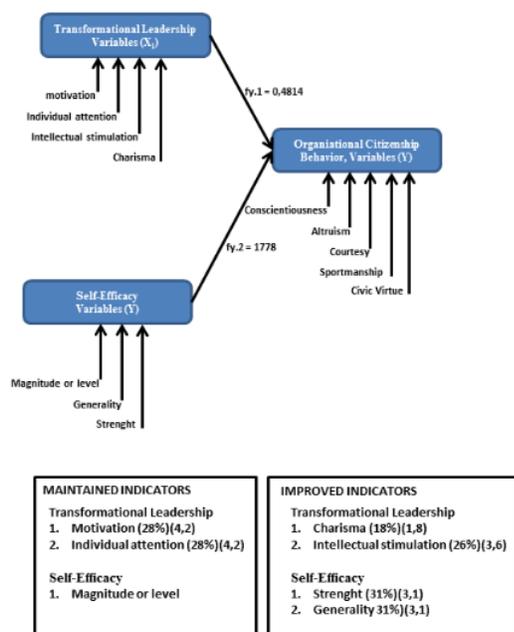


Figure 1. SITOREM analysis

IV. CONCLUSION

Based on the analysis, it can be concluded that the relationship between Transformational Leadership and Organizational Citizenship Behavior of teachers is positive and significant. The relationship between Self-Efficacy and Organizational Citizenship Behavior of teachers is positive and significant. The relationship between transformational leadership and self-efficacy together with teacher organizational citizenship behavior is positive and significant. As for transformational leadership, the indicators that are maintained are motivation and individual attention, for self-efficacy, the indicators that are maintained are indicators of magnitude or level. Whereas in transformational leadership, the indicators that must be improved are charisma and intellectual stimulation, for self-efficacy, the indicators that should be improved are Generality and Strength.

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