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“Entrepreneurship on Global Economics Development in the Era of Society 5.0”

The Impact of Transformational Leadership on Organizational Citizenship Behavior with Employee Engagement Mediation**Lila Bismala^{1*}, Syaifuddin², Rasmulia Sembiring³**¹Doctoral Student, Faculty of Economic, Universitas Prima Indonesia
Jl. Sampul No 4 Medan, Indonesia.²Universitas Prima Indonesia³Universitas Prima Indonesia***Email:** lila1976bismala@gmail.com**ABSTRACT**

Organizational Citizenship Behavior (OCB) is very important for teachers to have and demonstrate, given the lagging behind in student subject matter during the past pandemic. By having and demonstrating OCB, teachers are expected to be able to assist students in achieving the targeted competencies. This study examines the mediating role of employee engagement in the relationship between transformational leadership and OCB. Respondents in this study were elementary school teachers in Deli Serdang Regency, a total of 99 teachers. By using structural equation modeling, researchers use SmartPLS for data processing. The results of the study show that employee engagement acts as a mediating variable in the relationship between transformational leadership and OCB.

Keywords: Transformational Leadership, Organizational Citizenship Behavior, Employee Engagement

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INTRODUCTION

The COVID-19 pandemic has had a significant impact on education. The change in methods, i.e. offline to online, was addressed differently by teachers, students and parents. However, parents have completely surrendered their children's education to schools and teachers, so parents hope that the results of online learning will be the same as offline learning. Teachers face challenges as well as obstacles in implementing it. The biggest challenges and obstacles come from the availability of facilities and infrastructure, the expertise of teachers and students, the availability of time for teachers to carry out online learning. This of course has an impact on the effectiveness of learning. In the post-pandemic period, where learning has returned to normal, but it remains a challenge. The lack of material among students is a challenge for teachers.

However, the teacher as a central figure in education, performs his role as much as possible so that the effectiveness of learning is felt by students and has an impact on school performance. In fact, this role is often carried out outside working hours, even though online learning is the main task, but due to time constraints, the teacher is willing to do it. This behavior is referred to as extra role behavior or Organizational Citizenship Behavior (OCB). OCB is the positive behavior of members of the organization (Jufrizen et al., 2020). Nasra & Heilbrunn (2016) defines OCB in an educational context, as teachers who carry out activities beyond and beyond their formal work obligations with schools, teaching staff and students, with the aim of advancing the organization and achieving its goals. OCB is very important for schools because the teacher's role spans many levels, and it is difficult to include all of them in an objective job description (Mahipalan et al., 2019). The position of a teacher is better characterized by discretionary responsibilities than by predefined job descriptions (Mahipalan et al., 2019). OCB is a set of interpersonal behaviors with the aim of benefiting society, which is demonstrated by extra-role behavior of altruism and civic virtue and conscientiousness (Kao, 2017). OCB refers to employee behavior that goes beyond formal job requirements and employees can decide whether they want to go to what extent to do OCB (Rurkkhum & Bartlett, 2012). OCB is directed at others in the organization—whether for their personal benefit or for the organization (Turnipseed & Vandewaa, 2012). Performance citizenship facilitates contact among employees, fosters interpersonal liking and trust, and facilitates understanding – these dimensions of social capital, in turn, enhance organizational performance (Zellars & Tepper, 2003). OCB consists of informal contributions that members can choose from, regardless of formal sanctions or incentives (Majid & Ohen, 2015).

Several studies have found that OCB is influenced by several variables, directly or indirectly. OCB is influenced by employee engagement. Engaged individuals experience connection with their work at multiple levels (Christian et al., 2011), more creative, more productive, and more willing to go the extra mile (Bakker & Demerouti, 2008). In addition, engagement, focuses on the work being done and represents a willingness to dedicate physical, cognitive, and emotional resources to work (Christian et al., 2011). Employee

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engagement can be measured as an essential instrument for managerial success and is essential in achieving its goals and objectives along with keeping employees satisfied and happy (Rashidin et al., 2020).

Engaged teachers will be willing to show OCB in their service at school, especially in dealing with students who have missed a lot of lessons during the COVID-19 pandemic. Engaged employees will become more alert and more focused on their work tasks, so engagement is positively related to performance (Bakker & Bal, 2010; Christian et al., 2011). Especially for teachers, work engagement is important because the more teachers are involved in their work, the better the performance of their students, and the less likely teachers are to quit their jobs (Runhaar et al., 2013). Runhaar et al. (2013) found an unexpectedly negative relationship between age and dedication, suggesting that older teachers show less and less dedication to their work compared to their younger counterparts. Work engagement at multiple levels aligns with potentially motivating work contexts and can be facilitated through job design (Christian et al., 2011). Engaged employees have a sense of energy and an effective relationship with their work activities, they see themselves as able to handle well with the demands of their work (Schaufeli et al., 2006). While disengagement refers to abstaining from work, means of work (e.g., computers, recipients), or job content (e.g., programming software, providing services) (Bakker et al., 2004; Hayward et al., 2015). The engagement serves to fulfill the human spirit at work (Hayward et al., 2015). Engagement requires the active use of emotions and behavior, in addition to cognition. Finally, engagement can be considered as an antecedent to job engagement in that individuals who experience deep engagement in their role must come to identify with the job (Hayward et al., 2015).

OCB can be explained by Social Exchange Theory (Elstad et al., 2011), which explains that OCB will be shown by the teacher when social exchange occurs. One of the social exchanges that can explain OCB is leadership (Zacher & Jimmieson, 2013). Social exchange involves the mingling of informal agreements among the parties involved, which can be interpreted openly by individuals (Zellars & Tepper, 2003). Employees will reciprocate fair treatment using OCB, contributions that fall outside the formal role requirements and reward structures and are therefore structurally similar to the social rewards employees enjoy when they are treated well (Zellars & Tepper, 2003). Leaders are an important element of the work context that can influence how individuals view their jobs (Christian et al., 2011).

Every organization needs leadership to resolve coordination problems: someone has to decide—alone or with others—what the organization's strategy is, who to hire, who to fire, and how conflicts between staff members or between staff and clients can be resolved, so that Tummers & Bakker (2021) defines leadership as a process of influencing, specifically intentional influence to guide, structure, and facilitate others. Transformational leaders aim to motivate employees to go beyond their personal interests for the sake of the organization, transforming people by developing an inspiring vision, sharing this vision, and sustaining it (Tummers & Bakker, 2021). Transformational leaders delegate authority to followers to think, generate, and execute any idea, highlight the importance of working together in performing collective tasks, often seek follower participation in group work, and provide opportunities to learn from shared experiences. Transformational leadership can make them innovative, but they also need to feel capable of being innovative (through empowerment) in order to move and behave innovatively (Saeed et al., 2019). Leadership must stimulate

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follower interest, create consensus about specific goals, and inspire followers to act in ways that best serve the group and look beyond purely economic interests (Kopperud et al., 2014). Effective leaders increase/build the capacity of their followers and motivate them to generate new concepts and ideas (Bismala, 2021), helps leaders earn the trust of employees, making other tasks easier to operate because employees trust their leaders (Bismala, 2018). They convince employees to strive to achieve higher levels of moral and ethical standards (Bismala & Manurung, 2021).

Saeed et al. (2019) used intrinsic motivation and psychological empowerment as a moderator in the relationship between transformational leadership and creative process engagement, and found that the interaction between transformational leadership and psychological empowerment had a significant effect on subordinates' creative process engagement. Shin & Zhou (2003) stated that individual considerations are positively related to creativity. When leaders practice individualized consideration, they are attentive to the needs and wants of their followers, show support and empathy, and encourage personal development and expression (Shin & Zhou, 2003). As a result, followers may be compelled to try different and new approaches to their work, to operate independently, and to develop their capacity to think for themselves. transformational leadership is likely to influence employee engagement through emphasis on vision, intellect, stimulation, and development, and thus indirectly influence effort and performance through positive motivational influence and energy (Kopperud et al., 2014). Meanwhile Gonzaga et al. (2015) found that leadership style had little effect on OCB.

Teacher OCB is also influenced by how the leader's ability to direct his members to show the best performance, motivates teachers to take extra roles, especially in this post-pandemic period, where students need more intensive guidance and direction. So it is important to conduct research on the mediating role of employee engagement in the relationship between transformational leadership and Organizational Citizenship Behavior.

Conceptual Framework and Research Hypotheses

The conceptual framework of the research is described as follows:

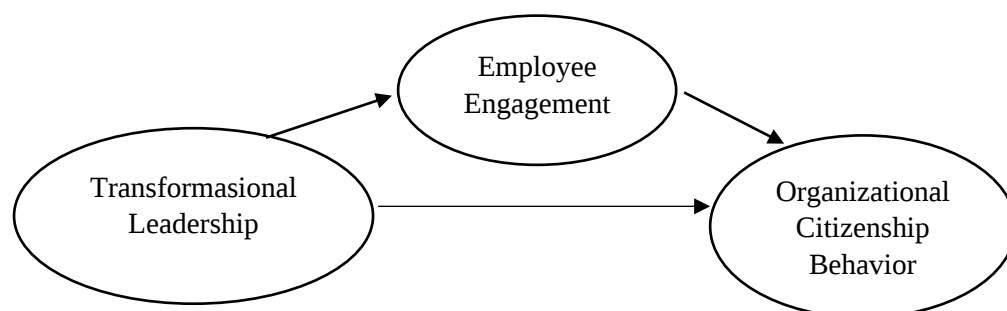


Figure 1. Conceptual Framework

The research hypothesis is as follows:

- H1: Transformational leadership has a positive effect on employee engagement
- H2: Employee engagement has a positive effect on Organizational Citizenship Behavior
- H3: Transformational leadership has a positive effect on Organizational Citizenship Behavior
- H4: Transformational leadership has a positive effect on Organizational Citizenship Behavior mediated by employee engagement

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METHOD

This research is an explanatory research with structural equation modeling method. This study aims to examine the mediating role of employee engagement in the relationship of transformational leadership on Organizational Citizenship Behavior. The population in this study were public elementary school teachers in Deli Serdang Regency with the status of State Civil Apparatus or Government Employees with Work Agreements, with a total of 7.716. The researcher determined the sample using the Slovin formula, with a value of e of 10%, the total sample size was

$$n = \frac{N}{1 + Ne^2} = \frac{7.716}{1 + (7.716 * 10\%^2)} = 98,7 \approx 99 \text{ responden}$$

The demographic characteristics of research respondents are presented in the following table:

Table 1. Demographic Characteristics

Gender	Frequency	Percentage
Man	13	13%
Woman	86	87%

Research Variables And Instruments

Research variables and research instruments are as follows:

1. Organizational Citizenship Behavior is a voluntary effort on the part of employees that is not described in the job description or recognized by a formal reward system, as measured by the dimensions: altruism, civic virtue, conscientiousness, sportsmanship, courtesy
2. Employee engagement is a process to involve employees at all levels of the organization in decision making and problem solving, which is measured by the dimensions: vigor, dedication, absorption
3. Transformational leadership is the process and actions taken by leaders to influence and develop the capacity of employees to act and behave as desired by the leader/organization, which is measured by the dimensions: inspirational motivation, individual consideration, intellectual stimulation, ideal behavior

Data was collected by distributing questionnaires to research subjects. The instrument was developed with a total of 31 questions using a Likert scale of 5 alternative answers with a scale of five which includes: very agree (5), agree (4), less agree (3), not agree (2), and strongly disagree (1).

RESULT AND DISCUSSION

After testing the validity through convergent validity on all instruments, the result is that the outer loading value of the Z1.6 instrument is 0.399, where this value is smaller than the Rule of thumb used in the discriminant validity test, which is 0.5. The results are presented in the following table together with composite reliability, Average Variance Extracted, Cronbach's Alpha.

Table 2. Value of loading factor, composite reliability, Average Variance Extracted, Cronbach's Alpha.

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Instruments	Loading Factor	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Transformational Leadership		0.935	0.945	0.635
X1.1	0.839			
X1.10	0.838			
X1.2	0.817			
X1.3	0.769			
X1.4	0.793			
X1.5	0.623			
X1.6	0.709			
X1.7	0.815			
X1.8	0.873			
X1.9	0.860			
Organizational Citizenship Behavior		0.958	0.961	0.696
Y1.1	0.922			
Y1.10	0.784			
Y1.11	0.942			
Y1.2	0.683			
Y1.3	0.941			
Y1.4	0.817			
Y1.5	0.617			
Y1.6	0.911			
Y1.7	0.785			
Y1.8	0.798			
Y1.9	0.906			
Employee Engagement		0.885	0.907	0.519
Z1.1	0.733			
Z1.10	0.693			
Z1.2	0.751			
Z1.3	0.770			
Z1.4	0.719			
Z1.5	0.733			
Z1.7	0.652			
Z1.8	0.716			
Z1.9	0.712			

The loading factor value of all instruments is greater than 0.6, so that all instruments are declared valid and continue with the reliability test. The value of this loading factor can also be seen from the following picture:

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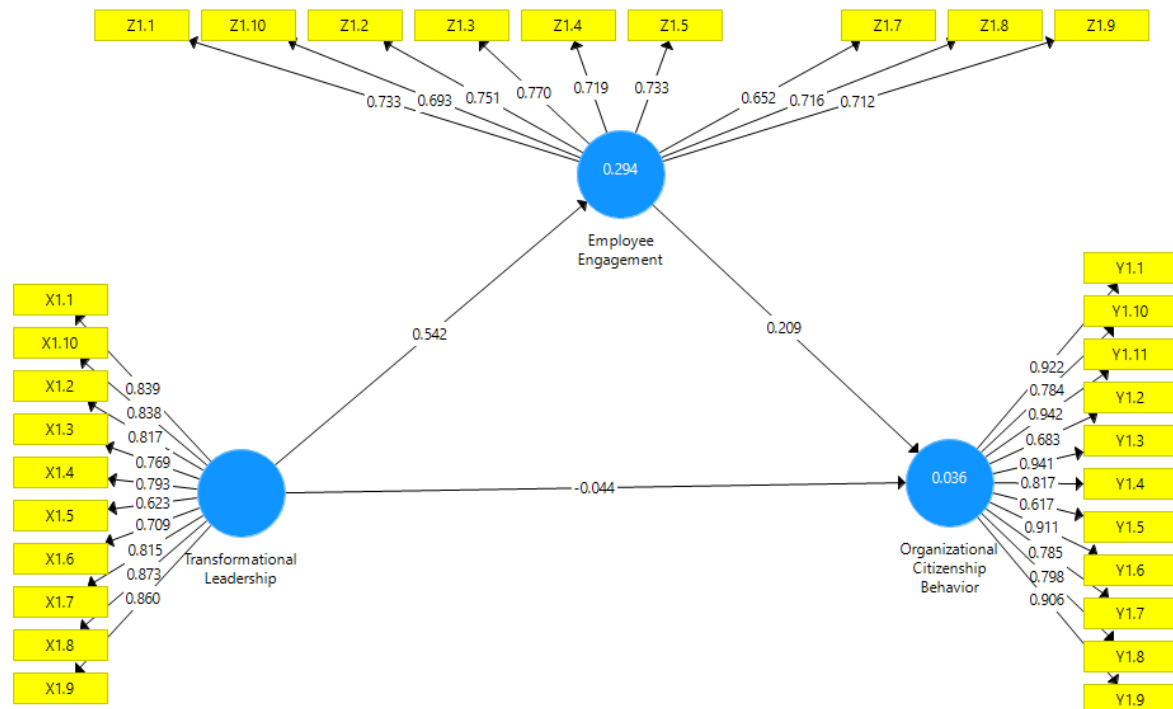


Figure 2. Loading Factor

The loading factor value of all instruments in Figure 2 above is greater than 0.5, so all instruments are declared valid and continue with reliability testing. Meanwhile, the value of Composite Reliability, Average Variance Extracted, and Cronbach's Alpha is greater than 0.5 and it is stated that all research variables are declared reliable.

All instruments that are declared valid and reliable will be used in hypothesis testing, namely by bootstrapping. The results are shown in the following table:

Table 3. Hypothesis Testing

			Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
Employee Engagement → Organizational Citizenship Behavior			0.603	0.594	0.092	6.585	0.000	Accepted
Transformational Leadership → Employee Engagement			0.816	0.816	0.034	24.200	0.000	Accepted
Transformational Leadership → Organizational Citizenship Behavior			0.369	0.378	0.090	4.114	0.000	Accepted

Based on the data in the table above, the following results can be obtained:

1. The effect of Employee Engagement on Organizational Citizenship Behavior has a P-Values = 0.000 < 0.05, so it can be concluded that employee engagement has an effect on OCB

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2. The effect of Transformational Leadership on Employee Engagement has a P-Values = $0.000 < 0.05$, it can be concluded that Transformational Leadership has an effect on Employee Engagement
3. The effect of Transformational Leadership on Organizational Citizenship Behavior has a P-Values = $0.000 < 0.05$, it can be concluded that Transformational Leadership has an effect on OCB

The indirect effect between exogenous and endogenous variables in this study is presented in the following mediation test table:

Table 4. Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
Transformational Leadership → Employee Engagement → Organizational Citizenship Behavior	0.492	0.483	0.068	7.223	0.000	Accepted

The effect of Transformational Leadership on Organizational Citizenship Behavior mediated by Employee Engagement has a P-Values = $0.000 < 0.05$, it means that the hypothesis is accepted.

DISCUSSION

OCB is very important to be shown by teachers in dealing with learning in the post-pandemic period. The results show that transformational leadership affects Employee Engagement. This is in line with previous research conducted by (Marisa Salanova et al., 2011; Vincent-Höper et al., 2012; Van Dierendonck et al., 2014; Kopperud et al., 2014), which found that transformational leadership affects employees. engagement. Although the results of the research by Nguyen & Pham (2020) surprisingly did not find the influence of leadership on employee engagement. Leadership that is able to inspire employees will be able to cause employees to show employee engagement. This shows that the leadership that is implemented is very important, both in providing good examples and examples to employees, motivating employees and showing ideal behavior to employees. Demonstrating transformational leadership is not easy, due to various employee backgrounds, especially in responding to social exchanges that occur within the organization.

The results showed that Employee Engagement affect OCB. This is in line with previous research conducted by (Sugianingrat et al., 2019; Bruce Louis Rich et al., 2010). Where the research of Bruce Louise Rich et al. (2010) found that employees who demonstrated higher levels of engagement were found to contribute to their organizations with higher levels of individual task performance and OCB. Employee engagement shows how engaged employees are with their work and with their colleagues. In this case, engaged teachers will strive so that the students they care for are able to achieve the required competencies.

Transformational Leadership was also found to have effect on OCB. This shows that teachers show OCB is caused by leadership. Effective leadership must provide direction to

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the efforts of all workers in achieving goals organization (Jufrizen & Lubis, 2020). Teachers show OCB because they think that students and fellow teachers need help, especially in dealing with previous learning lags, and driven by transformational leadership. Principals can implement transformational leadership, so they can encourage teachers to show OCB in their lives at school.

IMPLICATIONS

The results of the research showing the role of employee engagement as a mediating variable in the relationship between transformational leadership and OCB have implications for the importance of implementing transformational leadership. Transformational leadership will encourage teachers to be engaged and ultimately willing to show OCB.

CONCLUSION

The results show that employee engagement act as a mediating variable in the relationship between transformational leadership and OCB. OCB can assist colleagues and students in achieving learning goals, by being willing to do things outside of the teacher's job description. This is very helpful in overcoming lagging during the past pandemic. Future research can use workplace spirituality, job satisfaction and organizational commitment variables to encourage OCB.

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