

Organizational Support, Local Wisdom, and Teachers' Citizenship Behavior in Indonesian Private Vocational Schools

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ABSTRACT

Teachers' organizational citizenship behavior (OCB) is increasingly acknowledged as a crucial factor in improving school effectiveness. In the context of private vocational education, the survival of an institution depends on the formal job performance and the voluntary contributions of teachers. This research developed an evidence-based strategy to increase teachers' OCB through the combination of organizational support and Indonesian local wisdom in the POP-SDM-AI framework. This study used a mixed-method design involving qualitative exploration, quantitative survey, PLS-SEM analysis and SITOREM-based optimization in permanent foundation teachers of private vocational schools in Depok City, Indonesia. The proposed model tested the effects of principals' emotional support, recognition and appreciation, gotong royong, and honesty values on teachers' OCB, with school climate and collective spirit as intervening variables. The preliminary data revealed that the indicators for teachers' OCB were below the expected standard of 75%. The results showed that the level of altruism was 35%, conscientiousness 33%, sportsmanship 34%, courtesy 36%, and civic virtue 31%. The PLS-SEM results confirmed significant pathways including principals' emotional support to school climate ($\beta = 0.245$, $T = 3.638$, $p < 0.001$) and collective spirit to OCB ($\beta = 0.178$, $T = 3.204$, $p = 0.001$). Mediation tests also showed that principals' emotional support indirectly affected teachers' OCB via school climate ($T = 2.374$, $p = 0.018$), recognition and appreciation indirectly affected teachers' OCB via school climate ($T = 2.789$, $p = 0.005$), and gotong royong indirectly affected teachers' OCB via collective spirit ($T = 3.128$, $p = 0.002$). SITOREM analysis showed priority improvements in sportsmanship, conscientiousness, courtesy and civic virtue. The study offers a managerial framework that is culturally contextualized and optimization-oriented to enhance teachers' voluntary engagement beyond formal duties.

Keywords: Collective Spirit; Local Wisdom Values; Organizational Citizenship Behavior; Organizational Support; School Climate

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1. Introduction

Organizational citizenship behavior (OCB) has become an important issue in educational management, because school effectiveness is not only determined by teachers' formal task performance, but also by their voluntary willingness to contribute beyond prescribed duties. In schools, OCB shows up in teachers helping their colleagues, having good professional relations, taking part in school activities, taking on extra responsibilities, helping students outside the classroom, and contributing to a positive school culture. These behaviors are of special interest in vocational education, where teachers must respond to curriculum change, technological transformation, industry demands, and the continuous need to improve the quality of education. Therefore, the improvement of teachers' OCB is not only an individual performance issue, but also a strategic issue of school development and institutional sustainability.

Some organizational and psychological factors, including perceived organizational support, leadership, job satisfaction, trust, self-efficacy, work engagement, organizational commitment, and school climate, have been reported as antecedents of OCB (Podsakoff et al., 2000). Recent international research on OCB of teachers has also confirmed the importance of organizational support, ethical climate, trust among colleagues, empowerment, job satisfaction, school learning culture, and organizational justice in encouraging voluntary teacher engagement (Hsieh & Chien, 2022; Nguyen et al., 2022; Bogler & Somech, 2023; Gamliel & Shapira-Lishchinsky, 2023; Choong & Ng, 2024; Birani-Nasraddin et al., 2024; Choong et al., 2025; Wang et al., 2025). The findings suggest an increasing consensus that OCB does

not occur in a vacuum but is affected by the quality of organizational support, leadership practices, interpersonal trust, and the school's cultural environment.

Nevertheless, there are still important gaps in the literature. First, while many studies on teachers' OCB have mainly focused on psychological and organizational predictors, the role of culturally embedded values has received less systematic attention. This limitation is particularly relevant in Indonesia where local wisdom values of *gotong royong*, honesty, solidarity, mutual care, and collective responsibility are deeply ingrained in social life and have strong conceptual relevance to OCB dimensions such as altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. Second, while the survey, SEM or PLS-SEM approach has often been used by prior research to investigate causal relationships, fewer have converted statistical results into strategic priorities for school improvement. Hence, school leaders may know which variables are significant, but still lack evidence-based guidance on which indicators should be improved first.

This issue is more pressing in the context of Indonesian private vocational schools. Private vocational schools often encounter complex organizational issues such as scarce resources, varied leadership qualities, poor internal communication, teachers' extra-role contributions that are not always properly acknowledged, and school climates that do not always foster voluntary engagement. These schools are also situated within local communities where cultural values still exert influence. It provides an opportunity to integrate organizational support and local wisdom as complementary bases for strengthening the OCB of teachers

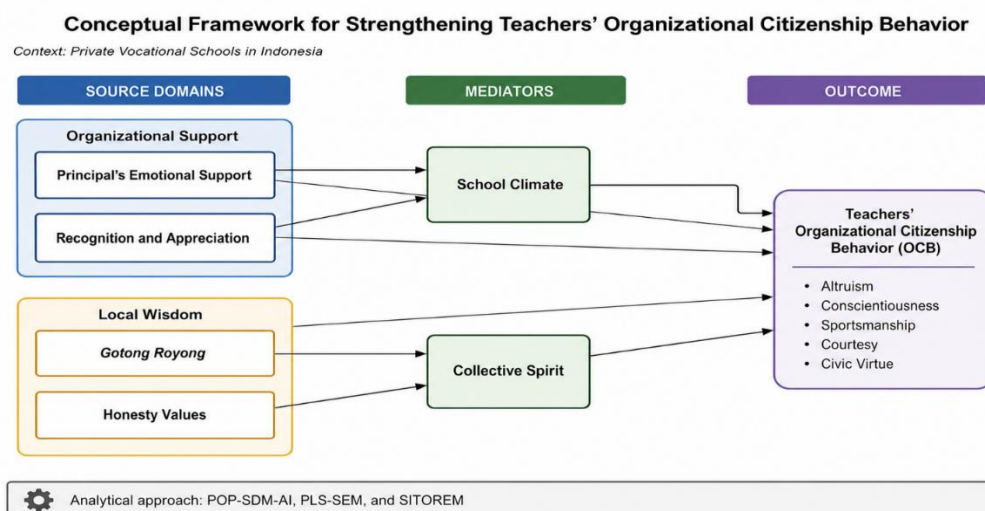


Figure 1. Conceptual framework of this study

The conceptual framework of this study is presented in Figure 1. The model considers principals' emotional support and recognition and appreciation as organizational support variables, and gotong royong and honesty values as local wisdom. School climate and collective spirit are conceptualized as mediating variables explaining the conversion of organizational and cultural variables into teachers' OCB. The dependent variable, teachers' OCB, is represented by altruism, conscientiousness, sportsmanship, courtesy and civic virtue.

The novelty of this study is the integration of organizational support, local Indonesian wisdom, and a methodological framework oriented to optimization through POP-SDM-AI. In contrast to previous studies focusing predominantly on testing causal relationships (Hardhienata, 2017; Hair et al., 2022), the present study applies qualitative exploration, PLS-SEM validation, and SITOREM-based optimization to explore significant relationships and strategic improvement priorities. Thus, the study's theoretical contribution lies in extending OCB research to a culturally contextualized model, and its practical contribution is in providing school leaders with an evidence-based framework for improving teachers' voluntary engagement.

From this background, the main problem of this research is formulated as follows: How can teachers' Organizational Citizenship Behavior in Indonesian private vocational schools be enhanced through organizational support and local wisdom with the POP-SDM-AI approach?

The study hypothesized that principals' emotional support, recognition and appreciation, gotong royong, honesty values, school climate and collective spirit have positive direct effects on teachers' OCB. It also assumes that school climate mediates the effect of principals' emotional support and recognition and appreciation on OCB, while collective spirit mediates the effect of gotong royong and honesty values on OCB.

Literature Review

Organizational citizenship behavior (OCB) has been long considered as a key construct in organizational behavior because it reflects discretionary actions that are not formally required but contribute to the effectiveness of organizations. Podsakoff et al. (2000) further categorized OCB into several commonly used dimensions, namely altruism, conscientiousness, sportsmanship, courtesy and civic virtue. These dimensions have emerged as a dominant framework for studying people's extra-role contributions. OCB is very relevant in the educational context since school effectiveness depends not only on teachers' instructional performance, but also on their willingness to help colleagues, maintain collegial harmony, participate in school improvement and contribute to a positive institutional climate.

Previous OCB research suggests that both individual and organizational factors influence OCB. Smith et al. (1983) showed that job satisfaction and dispositional factors were

important antecedents of citizenship behavior. Williams and Anderson (1991) distinguished between in-role behavior and extra-role citizenship behavior and found that organizational commitment and job satisfaction could predict both work behaviors. Podsakoff, MacKenzie and Bommer (1996) also found that transformational leadership is related to satisfaction, trust, commitment and OCB. These findings suggest that OCB is not just an individual moral tendency, but also a response to the quality of leadership, justice, support and organizational relationships. Recent research broadens this perspective to include OCB as related to trust, employee involvement, psychological empowerment, work engagement, perceived justice, and organizational identification (Ambrose & Schminke, 2003; Babcock-Roberson & Strickland, 2010; Hoffman et al., 2007; Rioux & Penner, 2001).

Research on teachers' OCB as a foundation for collaborative school culture has increased inside educational organizations. Teachers with OCB are more willing to help colleagues, participate in school activities, engage in additional duties, support students outside the classroom, and promote a cooperative professional climate. Religiosity and relatedness were related to teacher OCB (Arifin and Siswanto, 2021). It shows that teacher citizenship behavior can be improved not only through formal management systems but also through values that affect moral commitment and collective identity. Organizational support, engagement, trust, self-efficacy, ethical climate, empowerment, job satisfaction, school learning culture, and organizational commitment also influence teacher OCB, according to international research (Bogler & Somech, 2023; Choong & Ng, 2024; Gamliel & Shapira-Lishchinsky, 2023; Hsieh & Chien, 2022; Nguyen et al., 2022; Wang et al., 2025).

One major strength of this literature is the consistent empirical support for the link between positive organizational conditions and OCB. For example, Hsieh and Chien (2022) found that perceived organizational support could enhance job engagement, which in turn could increase OCB among teachers. Trust in colleagues and

self-efficacy are significant predictors of teachers' citizenship behavior (Choong & Ng, 2024) and organizational justice and trust in principals are significant (Choong et al., 2025). Gamliel and Shapira-Lishchinsky (2023) showed ethical climate to be related to OCB and less social loafing. Bogler and Somech (2023) presented evidence that teachers' OCB became especially salient during the COVID-19 period. This evidence suggests that OCB may be enhanced during periods of institutional crisis. These studies together indicate that OCB is sensitive to leadership, organizational support, trust, and the moral climate of the school.

However, there are also some limitations to the literature. First, many studies view OCB as a result of mainly psychological variables, such as satisfaction, self-efficacy, engagement or commitment. While these variables are important, such an approach may underestimate the role of cultural and contextual values in shaping voluntary teacher behavior. Second, most international studies employ quantitative survey or SEM-based designs to test the significance of relationships among variables, but often stop at model validation and lack a move towards practical prioritization of improvement strategies. Third, the integration between organizational support theory and local wisdom in the study of teacher OCB is limited, especially in Indonesian private vocational schools. This creates an important research gap, because Indonesian schools operate within the social and cultural system where values such as gotong royong, honesty, solidarity, mutual care, and collective responsibility are still very influential.

One of the most established predictors of OCB is organizational support. Support is not only structural or material but also emotional and relational in the school context. Emotional support from principals can reduce psychological distance between leaders and teachers, build trust and create a sense of belonging. When school leaders show empathy, listen to teachers' difficulties and give them moral encouragement, teachers may feel respected as a human being instead of task performers. Such emotional state can promote altruism, courtesy and sportsmanship as teachers feel that the school is

a supportive community.

Recognition and appreciation are also important organizational supports. OCB is generally characterized as voluntary and not formally rewarded but that does not mean recognition is irrelevant. Podsakoff et al. (2000) suggested that organizational practices may reinforce citizenship behavior by fostering an environment where extra-role contributions are valued. Appreciation can be symbolic, social or institutional, such as verbal acknowledgement, public recognition, trust, professional opportunities or informal praise. Recognition within educational institutions can reinforce the professional identity of teachers and their emotional connection to the school. Teachers who feel valued are more likely to support school initiatives, uphold the reputation of the school and contribute to organizational improvement. Thus, recognition and appreciation can be conceptually tied to civic virtue and conscientiousness.

School climate is a key mediating construct in this study. School climate refers to the psychosocial environment of teachers' daily work that includes relations with others, openness of communication, fairness, trust, safety and norms for collaboration. Leadership support and appreciation can be transformed into long-term citizenship behavior in a positive school climate. Ambrose and Schminke (2003) found that perceptions of organizational structure and fairness influence perceived support and trust, which are inextricably related to OCB. In the current study, the principals' emotional support and recognition may firstly affect teachers' perception of school climate. A supportive climate then is the social environment in which teachers feel safe, valued and motivated to act beyond formal job requirements. Hence, school climate is not just another predictor, but a mechanism that explains how organizational support is embedded in the everyday behavior of teachers. Table 1 presents the summary of previous studies.

Table 1. Summary of Previous Studies on Teachers' Organizational Citizenship Behavior and Related Constructs

Author(s) and Year	Context / Sample	Method	Key Variables / Constructs	Main Findings	Relevance to the Present Study
Smith, Organ, & Near (1983)	Work organization	Empirical study	Job satisfaction; dispositional factors; OCB	Showed that satisfaction and individual dispositions are antecedents of citizenship behavior.	Supports the idea that OCB is influenced by personal and organizational factors.
Williams & Anderson (1991)	Work organization	Quantitative study	Job satisfaction; organizational commitment; in-role behavior; OCB	Distinguished in-role behavior from extra-role citizenship behavior and linked OCB to satisfaction and commitment.	Clarifies OCB as behavior beyond formal task performance.
Pearce & Gregersen (1991)	Work teams	Quantitative study	Task interdependence; felt responsibility; extra-role behavior	Found that interdependence and felt responsibility encourage extra-role behavior.	Supports collective responsibility and collaborative work as foundations of OCB.
Podsakoff, MacKenzie, & Bommer (1996)	Organizational leadership	Quantitative study	Transformational leadership; satisfaction; trust;	Showed that transformational leadership contributes to	Supports the role of school leadership in strengthening teacher OCB.

Table 1. Summary of Previous Studies on Teachers' Organizational Citizenship Behavior and Related Constructs

Author(s) and Year	Context / Sample	Method	Key Variables / Constructs	Main Findings	Relevance to the Present Study
			commitment; OCB	satisfaction, trust, commitment, and OCB.	
Podsakoff et al. (2000)	OCB literature	Critical review	OCB dimensions and antecedents	Systematized OCB dimensions including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.	Provides the dimensional structure used for teachers' OCB.
Rioux & Penner (2001)	Work organization	Motivational analysis	Prosocial, organizational concern, and impression-management motives; OCB	Explained OCB through multiple motivational sources.	Supports the view that teacher OCB can arise from moral, social, and organizational motives.
Ambrose & Schminke (2003)	Work organization	Quantitative study	Organizational structure; justice; perceived support; trust; OCB	Found that organizational structure and justice shape perceived support and supervisory trust related to OCB.	Supports school climate and fairness as conditions for OCB.
Hoffman et al. (2007)	OCB literature	Quantitative review	OCB construct domain	Expanded and reviewed the criterion domain of OCB.	Strengthens the theoretical basis of OCB as a multidimensional construct.
Somech & Ron (2007)	Schools	Quantitative study	Individual and organizational characteristics; teachers' OCB	Showed that both individual and organizational characteristics promote OCB in schools.	Directly supports the study's educational-management context.
Babcock-Roberson & Strickland (2010)	Work organization	Quantitative study	Charismatic leadership; work engagement; OCB	Found that charismatic leadership and work engagement are related to OCB.	Supports leadership and engagement as pathways to voluntary behavior.
Arifin & Siswanto (2021)	Islamic senior high school	Empirical study	Religiosity; togetherness; teacher OCB	Linked teacher OCB with religiosity and togetherness.	Supports the relevance of values and collective identity in teacher OCB. Metadata should be verified before submission.
Khan et al. (2020)	Organizational setting	Quantitative study	Leadership styles; innovative work behavior;	Reported interplay among leadership, culture,	Supports organizational culture as a contextual driver of OCB.

Table 1. Summary of Previous Studies on Teachers' Organizational Citizenship Behavior and Related Constructs

Author(s) and Year	Context / Sample	Method	Key Variables / Constructs	Main Findings	Relevance to the Present Study
			organizational culture; OCB	innovation, and OCB.	
Hsieh et al. (2022)	Teachers, Taiwan	Multilevel SEM	Perceived organizational support; job engagement; OCB	Found that school- and teacher-level organizational support affect engagement and OCB.	Supports organizational support as a predictor of teachers' OCB.
Nguyen, Tran, & Le (2022)	Educators, Vietnam	PLS-SEM	OCB dimensions; organizational commitment	Found that OCB dimensions predict organizational commitment among employees in higher education.	Shows that OCB contributes to institutional commitment in educational settings.
Bogler & Somech (2023)	Teachers, Israel	Survey study	Teachers' OCB before and during COVID-19	Reported that teachers' OCB increased during COVID-19, especially OCB toward students.	Shows that OCB is important during institutional crisis and change.
Gamliel & Shapira-Lishchinsky (2023)	Teachers and principals, Israel	Multilevel analysis/SEM	Ethical climate; individual and group OCB; social loafing	Found that ethical climate is associated with teacher OCB and reduced social loafing.	Supports ethical and moral climate as a condition for OCB.
Choong et al. (2024)	Teachers, Malaysia	PLS-SEM	Trust in colleagues; self-efficacy; collective efficacy; OCB	Found that trust in colleagues and self-efficacy significantly shape teachers' OCB.	Supports trust and collective efficacy as predictors of teacher OCB.
Birani-Nasraddin, Somech, & Bogler (2024)	Schools, Israel	Moderated mediation model	School management team empowerment; job satisfaction; OCB; LMX/TMX	Showed that empowerment and job satisfaction relate to teachers' OCB, with relational quality shaping the effect.	Supports empowerment and satisfaction as organizational routes to OCB.
Choong, Ng, & Lau (2025)	Teachers, Malaysia	SEM	Organizational justice; trust in principals; self-efficacy; OCB	Found that organizational justice and trust in principals are important for teachers' OCB.	Supports fairness, trust, and principal-related factors in teacher OCB.
Wang & Huang (2025)	Teachers	Quantitative/SEM study	School learning culture; teacher self-efficacy; informal learning; OCB	Showed that school learning culture, self-efficacy, and	Supports school culture and teacher capability as drivers of OCB.

Table 1. Summary of Previous Studies on Teachers' Organizational Citizenship Behavior and Related Constructs

Author(s) and Year	Context / Sample	Method	Key Variables / Constructs	Main Findings	Relevance to the Present Study
				informal learning relate to OCB.	
Hair et al. (2022)	PLS-SEM methodology	Methodological workbook	Latent variables; mediation; prediction; PLS-SEM	Explained PLS-SEM procedures for complex models involving direct and indirect effects.	Justifies the study's use of PLS-SEM.
Hardhienata (2017)	Education management methodology	Methodological framework	SITOREM; operation research; indicator prioritization	Developed SITOREM for identifying variable influence, indicator values, weights, and improvement priorities.	Justifies SITOREM-based prioritization.

Besides organizational support, this study also finds local wisdom as a contextual basis of teacher OCB. Gotong royong is a culturally embedded Indonesian value meaning mutual cooperation, solidarity, collective work and helping each other for shared purposes. Conceptually, gotong royong is close to altruism and courtesy because it encourages teachers to help other colleagues, reduce individual barriers, and work together without excessive calculation of individuals. In school organizations, gotong royong could be observed in collaborative teaching preparation, peer support, participation in school events, collective problem solving, and informal assistance. Gotong royong, as opposed to purely managerial constructs, has moral and cultural legitimacy. It is not just a work behavior but also a social expectation that is embedded in Indonesian communal life.

Honesty is another cultural and moral foundation of OCB. Honesty increases trust, consistency, responsibility and moral accountability. Honesty in educational organizations is not limited to personal honesty but affects the quality of professional relationships. Teachers who believe in honesty are more likely to be open communicators, responsible in their work, fair in their dealings with others, and dependable in teamwork. This value is closely related to conscientiousness and sportsmanship. Honest

teachers tend to follow rules, avoid manipulation, accept responsibility, and maintain integrity even with little supervision. Honesty also promotes civic virtue by encouraging teachers to engage in organizational life in a genuine and not just formal way.

The literature on OCB frequently recognizes the significance of values, yet empirical studies on teacher OCB seldom include cultural values as explicit predictors. This is a key limitation because in many non-Western educational contexts, citizenship behavior may be as much a function of collective moral norms as individual job attitude. These views imply that OCB in schools should not be considered in isolation from moral culture. Hence, the integration of gotong royong and honesty is theoretically meaningful and practically important for Indonesian private vocational schools.

The second mediator in the model that we propose is the collective spirit. Collective spirit is the feeling of shared identity, mutual belonging, solidarity and commitment to common school goals. The collective spirit in schools links cultural values to observed citizenship behavior as teachers who feel part of a shared professional community are more likely to assist colleagues, support school programs, and maintain harmonious relationships (Somech & Ron, 2007;

Podsakoff et al., 2000). Gotong royong should improve the collective spirit, because repeated cooperation creates emotional bonds, social trust, and collective responsibility among teachers. Honesty can also improve the collective spirit by building trust, reducing suspicion and facilitating ethical collaboration in the daily life of the school (Rahman & Lestari, 2021). When the collective spirit is high, teachers tend to see school success as a collective responsibility and not as an individual task. This makes OCB more sustainable because the voluntary behavior is no longer felt as an isolated personal act but as part of the collective professional culture (Somech & Ron, 2007). Thus, collective spirit mediates the influence of local wisdom on OCB.

Methodological literature also points to the need for an integrated approach. PLS-SEM is suitable for analyzing complex causal models with latent variables, direct effects, indirect effects, mediation, and predictive relationships (Hair et al., 2022). Many recent studies on OCB of teachers have employed SEM or PLS-SEM to test the relationships between organizational support, trust, self-efficacy, commitment and OCB (Hsieh & Chien, 2022; Choong et al., 2024; Choong et al., 2025; Wang et al., 2025). But SEM analysis is mostly about finding statistically significant relationships; it does not automatically tell us which indicators to improve first. It is here that SITOREM brings an additional contribution. To improve or maintain priority indicators, SITOREM or Scientific Identification Theory to Conduct Operation Research in Education Management is used to determine the strength of variable influence, analyze the indicator values, give weights based on experts, and determine the priority indicators (Hardhienata, 2017). The effect is that SITOREM translates statistical data into operational priorities.

This methodological contribution is underpinned by the POP-SDM-AI approach, integrating modelling, optimisation, management resource enhancement and artificial intelligence-based support. POP-SDM-AI is the evolution of POP-SDM in the dissertation framework that integrates qualitative exploration, variable identification, model construction, PLS-SEM validation, SITOREM-based optimization, and

strategic action planning. This is an important approach, because educational management research should not only be explanatory of relationships between variables, but should also be providing actionable strategies for decision makers. This research moves from traditional model testing to evidence-based strategic improvement by integrating PLS-SEM and SITOREM in a POP-SDM-AI framework (Hair et al., 2022; Hardhienata, 2017).

The synthesis results in an explicit articulation of the main research gap. Past research has indicated that teachers' OCB is affected by organizational support, leadership, trust, self-efficacy, ethical climate, school learning culture, and commitment (Hsieh & Chien, 2022; Gamliel & Shapira-Lishchinsky, 2023; Choong et al., 2024; Birani-Nasraddin et al., 2024; Wang et al., 2025). However, studies that combine organizational support and Indonesian local wisdom into one model of teacher OCB that has been empirically tested and oriented towards optimization are still rare. Moreover, there are few studies that have combined qualitative exploration, PLS-SEM validation, and SITOREM-based prioritization for developing strategic recommendations to improve OCB in private vocational schools. This is a gap in both theory and practice. In theory, the link between local wisdom and OCB is still nascent. In practice, schools need to be advised not only on which factors are important but also on which indicators should be improved first.

Thus, this study contributes to the existing OCB literature by proposing a culturally contextualized model that integrates organizational support and local wisdom with teachers' OCB through school climate and collective spirit. Organizational support includes the principals' emotional support, and recognition and appreciation, and local wisdom includes gotong royong and honesty values. School climate and collective spirit are suggested as mediating mechanisms that explain how organizational and cultural factors translate into voluntary teacher behavior. This study overcomes the limitations of previous research and provides a strategic framework for strengthening teachers' OCB in Indonesian private vocational schools using POP-SDM-AI, PLS-SEM, and SITOREM (Hardhienata, 2017; Hair et al., 2022).

2. Methodology

This study was carried out using a mixed-method research design embedded in the POP-SDM-AI framework to develop an evidence-based strategy to promote teachers' Organizational Citizenship Behavior (OCB). The design was a combination of qualitative exploration, quantitative survey, PLS-SEM analysis and SITOREM based optimization. This design was chosen because the study was not only interested in testing causal relationships among variables but also to identify the strategic priorities to improve OCB among teachers in private vocational schools.

The research was conducted in private vocational schools in Depok City, Indonesia for one academic year. Depok was chosen because of the dynamic organizational challenges faced by private vocational schools in this area such as the diversity of social and cultural conditions, variation of management and the need to strengthen teacher commitment in a competitive educational environment. The research subjects were permanent foundation teachers in private vocational schools. This group was selected because permanent foundation teachers have a stronger institutional attachment than temporary

or honorary teachers, which is more relevant to voluntary organizational behavior. The study focused on one endogenous variable (teachers' OCB), two intervening variables (school climate and collective spirit), and four exogenous variables (principals' emotional support, recognition and appreciation, gotong royong, and honesty values).

The research was conducted in several stages. First, a qualitative exploration was done to determine the predominant organizational and cultural factors that affect teachers' OCB. Data were collected through interviews with school principals and relevant informants of private vocational schools. The qualitative data were coded using NVivo-assisted analysis. The analysis included data reduction, open coding, categorization, thematic grouping and triangulation. The coding was conducted to discover recurrent themes of organizational supports, local wisdom, school climate, collective spirit, and teacher OCB. In the qualitative phase, the predominant variables were selected and then developed into the quantitative model. Figure 2 shows the research flow diagram.

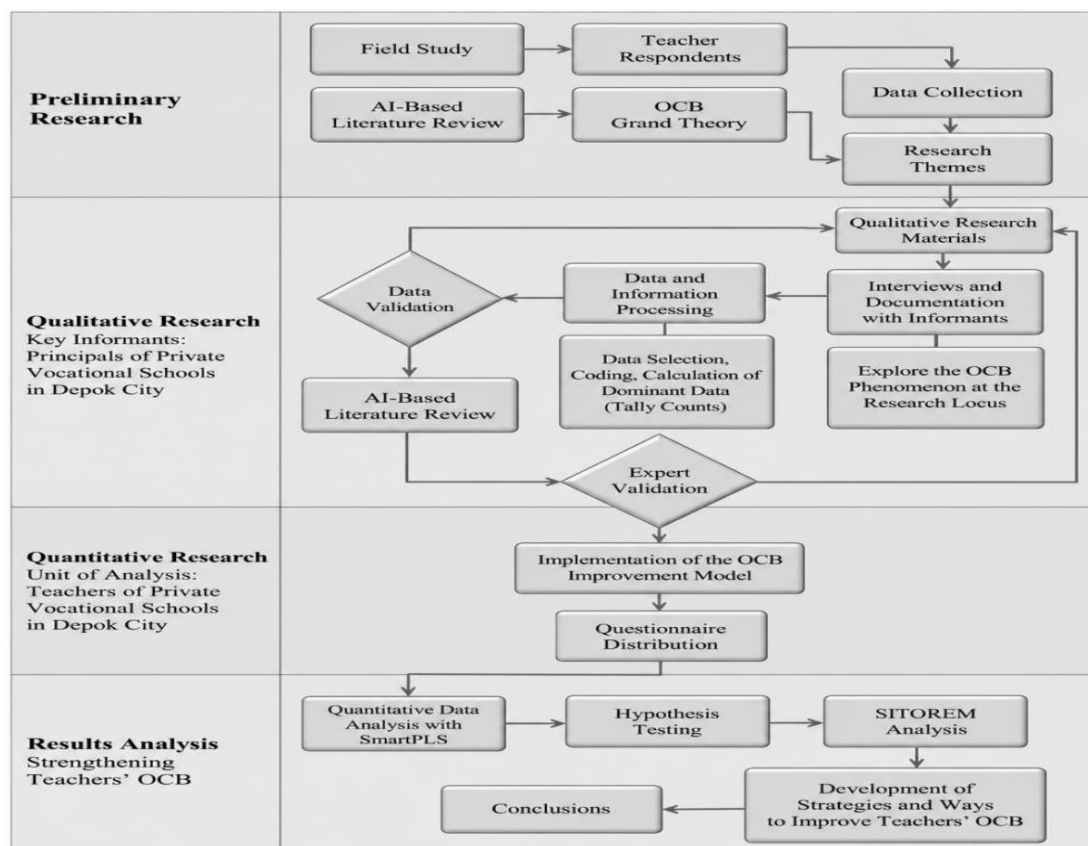


Figure 2. Research Flow Diagram

Secondly, a quantitative survey was performed using structured questionnaires. The instrument was constructed based on theoretical definitions, operational definitions and indicators for each construct. The OCB of teachers was measured on five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The principal's emotional support was assessed using indicators of empathy, attention, encouragement and interpersonal support from school principals. Recognition and appreciation were used to measure verbal, symbolic and institutional acknowledgement of teachers' contributions. Gotong royong was gauged by cooperation, mutual help, solidarity and collective involvement. Honesty was measured by integrity, responsibility, trustworthiness and rule compliance. School climate was assessed through perceptions of a supportive, safe, open, and collaborative school climate. Collective spirit was measured as shared identity, mutual belonging, solidarity and commitment to common school goals.

Third, the quantitative data were analyzed with the Partial Least Squares-Structural Equation Modeling (PLS-SEM) method. This technique was used because the proposed model included several latent variables, multiple direct relationships, indirect effects and mediating mechanisms. This analysis was performed to analyze the effect of principals' emotional support, recognition and appreciation, gotong royong, and honesty values on teachers' Organizational Citizenship Behavior (OCB) directly or indirectly through the mediating variable of school climate and collective spirit. The analytical structure of the PLS-SEM model, the structural relationships, the mediating effects and the assessment of explanatory power are summarized in Fig. 2.

In this model, the dependent variable was teachers' OCB. School climate and collective spirit were treated as intervening variables, while principals' emotional support, recognition and appreciation, gotong royong and honesty values were treated as exogenous variables. It was expected that principals' emotional support and recognition and appreciation would enhance school climate, which would in turn enhance teachers' OCB. Meanwhile, gotong royong and honesty values were expected to enhance collective spirit, which then contributed to teachers' OCB.

The PLS-SEM analysis was performed in two main steps. The first stage involved the assessment of the measurement model to confirm that the indicators used in the questionnaire were valid and reliable representations of their respective constructs. This assessment included validity of indicators, construct reliability, convergent validity, discriminant validity and multicollinearity tests. The second stage was the evaluation of the structural model by testing the strength and significance of the relationships between the variables. Direct effects were tested by path coefficients, t-statistics, and p-values. Indirect effects were tested to see whether school climate and collective spirit serve as mediating variables.

We also looked at the explanatory power and predictive relevance of the proposed model in order to understand how well it explained variations in teachers' OCB. The PLS-SEM analysis process was completed, then the statistically supported results were processed further with SITOREM analysis. The last stage was used to determine which indicators should be prioritized for improvement, which indicators should be maintained. This procedure not only tested the relationships among variables but also gave practical strategic recommendations for strengthening teachers' OCB in private vocational schools.

1 Structural Equations

$$Z_1 = \beta_{X_1 Z_1} X_1 + \beta_{X_2 Z_1} X_2 + \varepsilon_{Z_1}$$

$$Z_2 = \beta_{X_3 Z_2} X_3 + \beta_{X_4 Z_2} X_4 + \varepsilon_{Z_2}$$

$$Y = \beta_{X_1 Y} X_1 + \beta_{X_2 Y} X_2 + \beta_{X_3 Y} X_3 + \beta_{X_4 Y} X_4 + \beta_{Z_1 Y} Z_1 + \beta_{Z_2 Y} Z_2 + \varepsilon_Y$$

Variable Definitions

- Y = Teachers' Organizational Citizenship Behavior (OCB)
- Z_1 = School Climate
- Z_2 = Collective Spirit
- X_1 = Principals' Emotional Support
- X_2 = Recognition and Appreciation
- X_3 = Gotong Royong
- X_4 = Honesty Values

2 Indirect Effects (Mediation)

$$IE(X_1 \rightarrow Y) = \beta_{X_1 Z_1} \times \beta_{Z_1 Y}$$

$$IE(X_2 \rightarrow Y) = \beta_{X_2 Z_1} \times \beta_{Z_1 Y}$$

$$IE(X_3 \rightarrow Y) = \beta_{X_3 Z_2} \times \beta_{Z_2 Y}$$

$$IE(X_4 \rightarrow Y) = \beta_{X_4 Z_2} \times \beta_{Z_2 Y}$$

Direct and indirect effects were evaluated using path coefficients, t -statistics, and p -values.

3 Explanatory Power

$$R^2 = 1 - \left[\frac{\sum (Y_i - \hat{Y}_i)^2}{\sum (Y_i - \bar{Y})^2} \right]$$

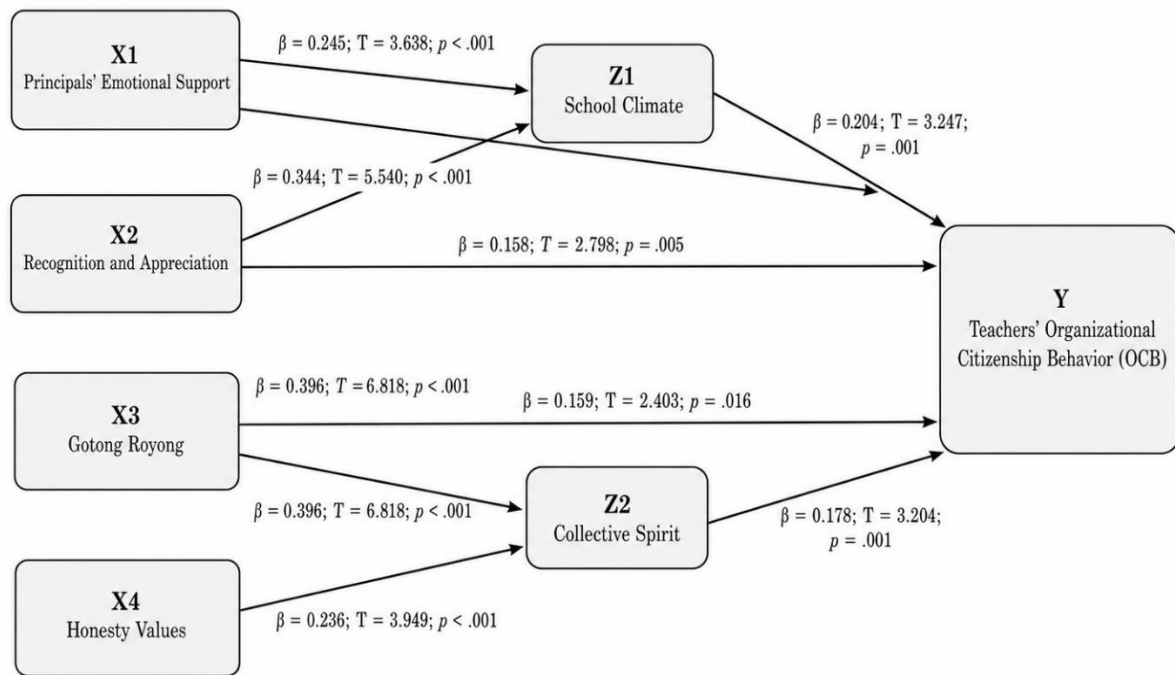
Model explanatory power was assessed using the coefficient of determination (R^2).

Figure 3. Analytical formulas and framework used in SEM-PLS Model

3. Results and Discussion

This section of the research presents the empirical results and discusses how organizational support and Indonesian local wisdom can enhance teachers' Organizational Citizenship Behavior (OCB) in private vocational schools. The main research question was (1) how can the POP-SDM-AI approach improve

teachers' OCB with organizational support and local wisdom? The findings answer this question by demonstrating that teachers' OCB is affected by direct organizational and cultural factors and also by indirect mechanisms through school climate and collective spirit.



Note. All hypothesized direct effects are positive and statistically significant ($p < .05$).

Figure 4. T Statistics and Path Coefficients (β) in the Organizational Citizenship Behavior (OCB) Model (Y) and Mediation model showing school climate and collective spirit as intervening variables

The PLS-SEM analysis revealed all hypothesized direct effects were positive and statistically significant. Emotional support of principals had a significant effect on school climate ($\beta = 0.245$, $T = 3.638$, $p < .001$) and teachers' OCB ($\beta = 0.178$, $T = 2.907$, $p = .004$). Recognition and appreciation also had a significant effect on school climate ($\beta = 0.344$, $T = 5.540$, $p < .001$) and on the teachers' OCB ($\beta = 0.158$, $T = 2.798$, $p = .005$). These findings suggest that teachers who feel emotionally supported and appreciated by school leaders tend to see the school environment as supportive and voluntarily engage in extra-role behavior. Therefore, organizational support is not only formal teacher performance but also voluntary cooperation, dedication and participation.

Also, the local wisdom variables had significant effects. Gotong royong had significant effect on collective spirit ($\beta = 0.396$, $T = 6.818$, $p < .001$) and teachers' OCB ($\beta = 0.159$, $T = 2.403$, $p = .016$). Honesty values had a significant impact on collective spirit ($\beta = 0.236$, $T = 3.949$, $p < .001$) and teachers' OCB ($\beta = 0.185$, $T = 3.481$,

$p = .001$). The results also confirm that the cultural-embedded values are still relevant to explain the teacher behavior in the Indonesian schools. Gotong royong strengthens cooperation, mutual assistance and solidarity, while honesty values strengthen trust, responsibility, integrity and moral accountability. Both values contribute to the teacher's perception that school success is a collective responsibility and not an individual effort.

The two intervening variables also had significant direct effects on OCB. School climate positively affected teachers' OCB ($\beta = 0.204$, $T = 3.247$, $p = .001$). Collective spirit positively influenced teachers' OCB ($\beta = 0.178$, $T = 3.204$, $p = .001$). These results suggest that OCB increases intensively with teachers' perception of a supportive, fair, and collaborative school climate and their experience of their connection to a collective professional identity. A positive school climate is where teachers feel safe, valued and involved. The collective spirit transforms personal willingness to shared commitment.

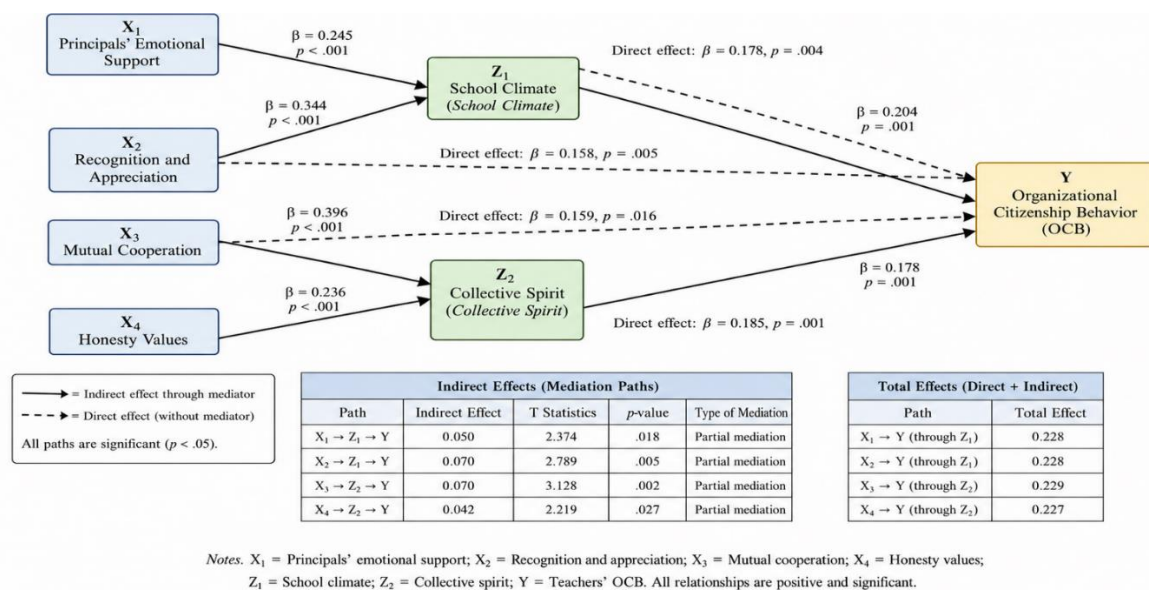


Figure 5. Mediation model showing school climate and collective spirit as intervening variables

Further support for the model came from the mediation tests. School climate positively mediated the effect of principals' emotional support on teachers' OCB ($T = 2.374$, $p = .018$). There was a significant indirect effect of school climate on teachers' OCB through recognition and appreciation ($T = 2.789$, $p = .005$). In addition, gotong royong had a significant indirect effect on teachers' OCB through collective spirit ($T = 3.128$, $p = .002$). Honesty values had a significant indirect effect on teachers' OCB through collective spirit ($T = 2.219$, $p = .027$). A total effect analysis revealed that all four mediated relationships were partially mediated. Specifically, the total effects of principals' emotional support through school climate was 0.228, recognition and appreciation through school climate was 0.228, gotong royong through collective spirit was 0.229, and honesty values through collective spirit was 0.227. The results show that organizational support and local wisdom can influence OCB directly, but the effect will be more institutionally meaningful when converted into school climate and collective spirit.

The SITOREM analysis depicted in Figure 6 converted the statistical findings into strategic priorities. Four indicators were found to be the priority areas for improvement for teachers' OCB, which are sportsmanship (20.75% weight and 3.98 average score), conscientiousness (19.79% weight and 3.95 average score), courtesy (19.34% weight and 3.98 average score) and civic virtue (18.38% weight and 3.91 average score).

The indicator that should be maintained and developed was altruism with a weight of 21.73% and an average score of 4.04. The results indicate that teachers are concerned about their colleagues, but positive attitude, responsibility, discipline, respectful interaction and active participation in the organizational life of the school need to be strengthened.

The results are backed up by international research. The positive effect of principals' emotional support and recognition on OCB is consistent with Smith et al. (1983), Podsakoff et al. (2000), Williams and Anderson (1991), Podsakoff, MacKenzie and Bommer (1996), Babcock-Roberson and Strickland (2010) and Ambrose and Schminke (2003) who highlighted the importance of support, leadership, commitment, satisfaction, trust and fairness in encouraging extra-role behavior. The finding that school climate mediates the relation between organizational support and OCB aligns with that of Hsieh et al. (2022), Gamliel and Shapira-Lishchinsky (2023), Wang et al. (2024), Aprilinda and Al Kadri (2022), Mutmainah (2017), Horner et al. (2020) and Sasere (2025) who demonstrated that positive organizational climate, supportive leadership and ethical or collaborative school conditions are meaningful for teacher outcomes and citizenship behavior.

Yang, Jiang, and Cheng (2022), Imran and Khalid (2025), Jo et al. (2025), Resch et al. (2025), and

Cameron and Pierce (1994) supported the role of recognition and appreciation in strengthening OCB as appreciation, recognition, gratitude, and meaningful acknowledgment can enhance engagement, pride, motivation, and extra-role contributions. The finding that gotong royong strengthens OCB through collective spirit is consistent with Somech and Ron (2007), Rahman and Lestari (2021), Zhongfeng et al. (2023),

Maksum et al. (2020), and Apaydın and Şirin (2016) who emphasized the importance of team cohesion, group solidarity, cooperation, and social connectedness for teachers' OCB. This finding is also consistent with Pletzer et al. (2021), Zhang et al. (2024), Zacherl et al. (2023), and Cavazotte et al. (2023) who associated honesty, humility, fairness, integrity and ethical judgment with prosocial and responsible behavior.

Predictors, Mediators, and Priority Indicators for Strengthening Teachers' Organizational Citizenship Behavior (OCB)

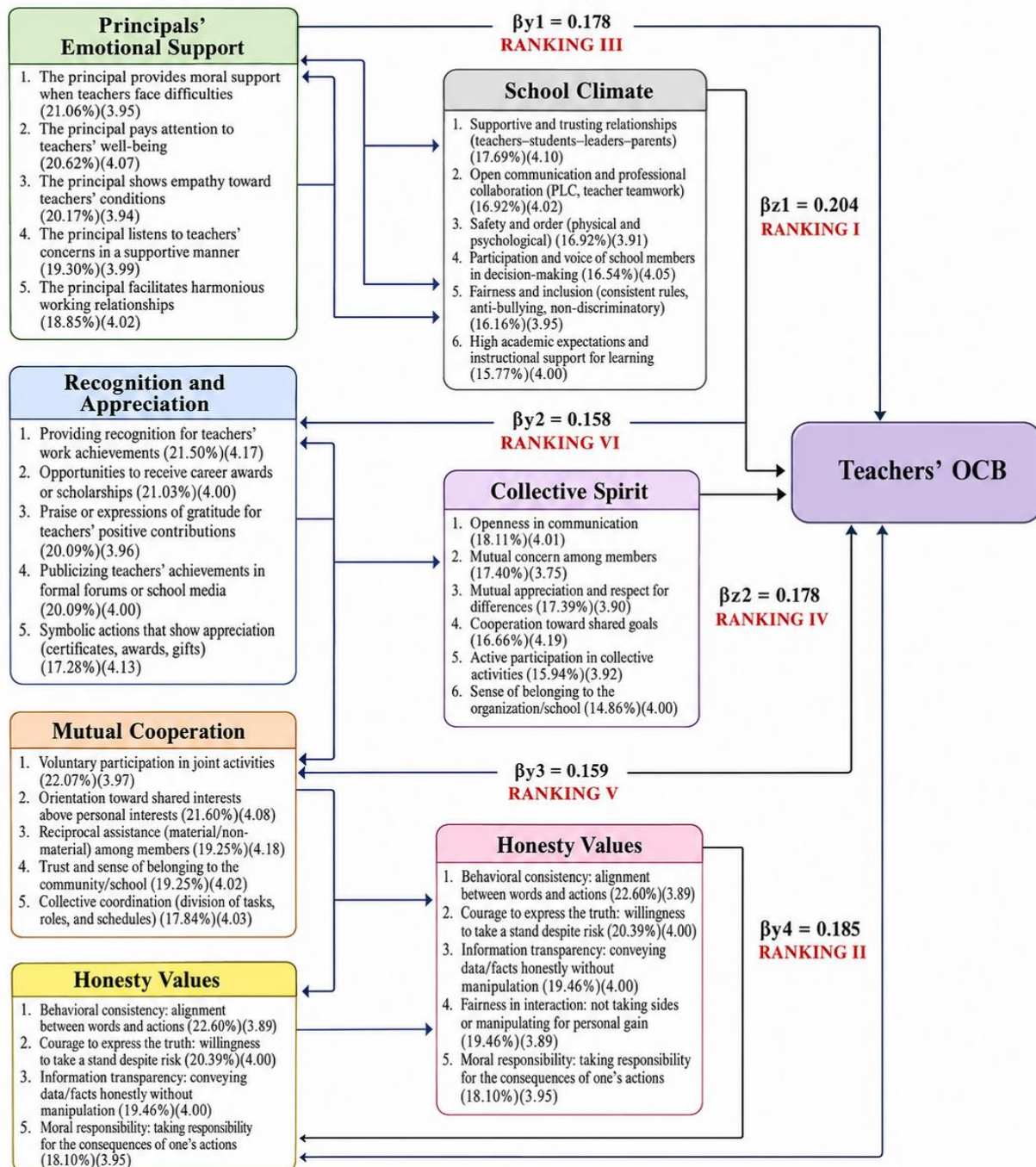


Figure 6. SITOREM priority map for improving teachers' OCB

The results are also consistent with recent teacher-OCB studies in other countries. Hsieh et al. (2022) found that perceived organizational support at the school and teacher levels improved the job engagement and OCB of teachers in Taiwan. OCB dimensions were found to be associated with organizational commitment of teachers and lecturers in Vietnam (Nguyen et al., 2022). Indeed, Bogler and Somech (2023) found that teacher OCB was especially salient during the COVID-19 period in Israel. Gamliel and Shapira-Lishchinsky (2023) found that ethical climate was related to teachers' personal and group OCB. In Malaysia, teachers' OCB was influenced by trust in colleagues and self-efficacy (Choong et al. 2024), and OCB was influenced by organizational justice and trust in principals (Choong et al. 2025). Birani-Nasraddin et al. (2024) emphasized the significance of school management team empowerment, job satisfaction, and relational quality. Wang and Huang (2025) found that OCB is influenced by school learning culture, teacher self-efficacy, informal learning, and organizational commitment. Taken together, these studies support the conclusion that the OCB is not an isolated individual behavior, but a socially and organizationally embedded form of contribution.

But not all the previous results are consistent with the present results. For example, in a multiple regression model among teachers. Doğan et al. (2025) reported that servant leadership had no direct effect on teaching enthusiasm but indirectly affected teacher well-being. This is different from the present study in which principals' emotional support directly influenced school climate and OCB. Bogler and Somech (2023) found that OCB toward colleagues was lower than OCB toward students during the COVID-19 period, indicating that OCB may differ by targets and crisis contexts. Gamliel and Shapira-Lishchinsky (2023) also found the effects of ethical climate and OCB to be different at the individual and group level. These differences suggest that OCB is context sensitive and may depend on organizational structure, crisis conditions, measurement level and the specific target of citizenship behavior.

The present study contributes to global OCB literature in two ways when compared with international findings. First, it supports the

international consensus that leadership, organizational support, trust, climate, commitment and collective relationships are important determinants of teacher OCB. Second, it provides a culturally contextualized explanation by demonstrating that the values of Indonesian local wisdom, particularly gotong royong and honesty, can be strategic predictors of OCB. Many international studies emphasize psychological constructs such as self-efficacy, engagement, satisfaction and commitment, but this study shows that cultural values can be managerial resources as well for increasing voluntary teacher contribution. This is especially relevant for private vocational schools where formal resources may be scarce, but social and cultural capital can be mobilized to improve school effectiveness.

The study has also some practical implications. School principals must institutionalize emotional support in the form of empathic communication, moral encouragement, responsive listening, and concern for teacher well-being. Recognition and appreciation should not be limited to formal awards, but should be part of the daily leadership practice through verbal recognition, public appreciation, and transparent systems of recognition. Schools should also strengthen gotong royong through the formation of collaborative teacher communities, cross-subject teamwork, peer mentoring and collective school improvement projects. School culture should be infused with honesty values through integrity-based leadership, transparent decision making, fair treatment, and norms of accountability. While maintaining altruism as a strength, the schools should work on improving sportsmanship, conscientiousness, courtesy and civic virtue in accordance with SITOREM priorities.

Despite its contributions, this study has a number of limitations. First, the research was conducted in private vocational schools in Depok City, so generalization to public schools, general senior high schools, or other regions should be made with caution. Secondly, the quantitative data were based on teachers' self-reporting perception, which may have been subject to social desirability bias. Third, the study was cross-sectional; thus, longitudinal research in the future should support the causal interpretation of the relationships.

Fourth, even though POP-SDM-AI, PLS-SEM, and SITOREM could develop an integrated analytical framework, the implementation of the recommended action plan still needs to be further evaluated in real school improvement programs. Fifth, the model focused on selected organizational and cultural variables; future studies may include other relevant factors such as teacher engagement, psychological safety, organizational justice, digital leadership, professional learning communities and student outcomes.

This study offers three theoretical implications. First, the study contributes to the OCB literature by showing that the teacher OCB in the Indonesian private vocational school is shaped not only by organizational support but also by the culturally embedded values. This supports a broader perspective of OCB as a behavior that is created by the interaction of organizational systems and socio-cultural norms. Second, the study verifies the mediating roles of school climate and collective spirit, demonstrating that leadership support and local wisdom become more effective when institutionalized into shared psychosocial conditions. Third, the study contributes to the methodology by merging PLS-SEM and SITOREM within the POP-SDM-AI framework. This integration enables educational management research to go beyond testing statistical relationships to establishing operational priorities for improvement. Therefore, the study provides both an explanatory model and a strategic framework for improving teachers' OCB in private vocational education.

5. Conclusion

The study concludes that the teachers' Organizational Citizenship Behavior (OCB) in the Indonesian private vocational school can be

improved through the integrated use of organizational support and Indonesian local wisdom within the POP-SDM-AI framework. The findings reveal that principals' emotional support, recognition and appreciation, gotong royong, honesty values, school climate, and collective spirit have positive contributions to teachers' OCB. Initial condition showed teachers' OCB was still below the expected 75% standard, with altruism 35%, conscientiousness 33%, sportsmanship 34%, courtesy 36% and civic virtue 31%. The PLS-SEM results revealed several significant effects including the effect of principals' emotional support on school climate ($\beta = 0.245$, $T = 3.638$, $p < .001$), collective spirit on OCB ($\beta = 0.178$, $T = 3.204$, $p = .001$), emotional support on OCB through school climate ($T = 2.374$, $p = .018$), recognition and appreciation on OCB through school climate ($T = 2.789$, $p = .005$), and gotong royong on OCB through collective spirit ($T = 3.128$, $p = .002$). These results imply that teacher OCB is influenced not only by formal organizational support, but also by cultural values that encourage cooperation, integrity, solidarity and shared responsibility. SITOREM analysis also identified priority areas for improvement such as sportsmanship, conscientiousness, courtesy and civic virtue, while altruism should be maintained as an existing strength. In practical terms school principals and foundation managers should improve emotional support, maintain consistent recognition, develop gotong royong, integrate honesty values and promote a more conducive school climate. Future research should test this model in public schools, other regions, and longitudinal or intervention-based settings to assess whether the recommended strategies produce measurable improvements in teachers' OCB over time.

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8. Author Declaration

- We confirm this article is originality of work
- We state this article no conflicts of interest