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Optimization of improving teacher organizational citizenship behavior (OCB) through 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 organizational members to behave well not only when carrying out their main tasks, but also extra behavior in wanting to be good teachers. However, there are indications that teachers at the PGRI Vocational School, Bogor Regency, only carry out basic tasks and do not demonstrate behavior that supports organizational effectiveness outside of this. The aim of this research is to determine the relationship between Transformational Leadership and Self-Efficacy on Organizational Citizenship Behavior both partially and jointly. The population in this study were teachers at the PGRI Vocational School, Bogor Regency with a sample of 243 respondents. Data collection was carried out by distributing questionnaires and data processing was carried out using simple regression analysis and multiple regression analysis. The research results show that (1) Transformational Leadership has a positive and significant relationship with teachers' Organizational Citizenship Behavior. (2) Self-Efficacy has a positive relationship with teacher Organizational Citizenship Behavior. (3) Transformational Leadership and Self- Efficacy together have a positive and significant relationship with teachers' Organizational Citizenship Behavior.

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Keywords: OCB, Transformational Leadership, Self-Efficacy, SITOREM, Teacher

1. 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, educational management is the process of planning, directing, implementing, monitoring, controlling and evaluating educational organization resources 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.

There are many different indicators that can be used to assess teacher OCB behavior. However, apart from the indicators of OCB itself, there are many other factors that can influence OCB, including Sahertian (2010) [22] and Logahan (2014) [18] stated in their research that belief in one's own abilities or self-efficacy (ED) is closely related to their willingness to OCB.

Transformational leadership (KT) is also stated to have a relationship with OCB. It is stated that transformational leadership in an organization in order to achieve a vision or a series of predetermined goals is very dependent on transformational leadership. Principals can motivate followers, in this case teachers, to work loyally and sacrifice personal interests for the sake of the school to carry out tasks that are not listed in the teacher's job description, the facts show that schools that have teachers like that, have better results (Moghimi et.al , 2013; Hutahayan et al (2013) [1, 2]; Sari et al, 2017) [3].

Based on the description above, the main aim of this research is to increase OCB through developing transformational leadership and efficacy. Specifically, the aim is to find:

1. The relationship between transformational leadership and teachers' organizational citizenship behavior (OCB).
2. The relationship between self-efficacy and teacher organizational citizenship behavior (OCB).
3. The relationship between transformational leadership and self-efficacy together with teacher organizational citizenship behavior (OCB).

Organizational Citizenship Behavior

Dennis W. Organ, Philip M Podsakoff & Scott B. MacKenzie, (2006) [4] stated that OCB is individual behavior that is realized on the individual's own volition (voluntary), which accumulatively (as a whole) will support the effectiveness of organizational functions, and this behavior, whether directly or explicitly, not reorganized or regulated by the formal reward system that applies within the organization. Nadim Jahangir, Mohammad M. Akbar, and Mahmudul Haq (2004) [5] stated that OCB 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, (2011) [6] defines OCB as certain personality characteristics (traits) found in individuals, namely cooperative traits, liking to help and caring for other people, and seriousness at work.

K. Kumar, A. Bakhshi, and E. Rani (2009) [7], define OCB as individual behavior that contributes to creating organizational effectiveness and is not directly related to the organization's reward system. Nielsen (2012) [8], states that OCB is work-specific helping behavior where this behavior exceeds normal work demands and contributes to organizational effectiveness.

J. Farh, C. Zhong, and Dennis W. Organ (2004) [9], state OCB as individual behavior that is free (discretionary), which is not directly and explicitly rewarded by a formal reward system, and which overall encourages the effectiveness of the functions organizational functions. R. Aldag and W. Reschke (2007) [10], emphasized that OCB is an individual's contribution to exceeding role demands at work. Stephen Robbins and Timothy A. Judge (2008) [11], define OCB as an employee's work behavior in an organization that is carried out voluntarily outside the established job description to improve the progress of organizational performance.

P.M. Podsakoff, S.B. MacKenzie, J.B. Paine, and D.G. Bachrach (2000) [12], emphasizes OCB as individual behavior that is free (discretionary), which is not directly and explicitly rewarded by a formal reward system, and which overall drives the effectiveness of organizational functions. Is free and voluntary, because the behavior is not required by role requirements or job descriptions, which are clearly required under the contract with the organization; but rather as a personal choice.

From several theories that have been put forward, it can be synthesized that Organizational Citizenship Behavior (OCB) is individual behavior outside the main task (extra-role) which is carried out voluntarily beyond its duties and functions without expecting rewards but contributes to improving the quality and sustainability of the organization. The indicators of Organizational Citizenship Behavior (OCB) are as follows: (1) Altruism (behavior of being willing to help others), (2) Civic Virtue (behaving well in society), (3) Courtesy (behavior of respecting/paying attention to other people), (4) Conscientiousness (voluntary behavior exceeding minimum requirements), and (5) Sportsmanship (positive/sportsmanlike behavior)

Transformational Leadership

According to Kinicki and Fugate (2016:462-465) [90], Transformational Leadership is leadership that changes employees to pursue organizational goals beyond personal interests. Transformational leaders will try to influence, mobilize, and develop their leadership towards others. Kinicki and Williams stated that there are four key behaviors used by transformational leaders, namely inspirational motivation, inspirational motivation, idealized influence, individual consideration and intellectual stimulation.

Meanwhile, Robbins and Judge (2015:395) [91], define a transformational leader as a leader who inspires his followers to put aside their personal interests for the good of the organization and is able to have an extraordinary influence on his followers. The dimensions are individualized consideration, intellectual stimulation, inspirational motivation and idealized influence.

Almost the same definition was put forward by Colquitt and Wesson (2014:475-479) [92], that transformational leadership is leadership that inspires all members to commit to a shared vision that gives meaning to the development of their own potential and several problems from a new perspective. Furthermore, Colquitt et al., divided transformational leadership into four dimensions, namely idealized influence (charisma), inspirational motivation (inspirational motivation), intellectual stimulation (intellectual stimulation), individualized consideration (individual consideration).

Another opinion expressed by Champoux (2011) [93], is that transformational leadership emphasizes charisma, individualized consideration and intellectual stimulation. Charisma (charisma) is the most important part of transformational leadership because of the power it gives a leader. Followers of charismatic leaders trust them, identify with them, and have a high degree of trust in them. Charismatic leaders often have high levels of self-confidence, self-esteem, and self-determination. Individualized consideration is the extent to which a leader shows genuine interest in subordinates and intellectual stimulation is the ability of a transformational leader to build high awareness of problems and solutions. They stimulate subordinates to envision new and different future states for the group.

From several theories that have been put forward, it can be synthesized that transformational leadership is the behavior of a leader who is able to stimulate and inspire his followers to achieve results, develop a vision that will be used to pave the way for changes to be made, and carry out the plans necessary so that the desired changes can occur. The indicators are as follows: (1) Charisma, (2) Intellectual Stimulation, (3) Individual Attention, and (4) Motivation

Self-Efficacy

Setyaningsih & Sunaryo (2021) [30] explain that self-efficacy is a person's belief in their ability to complete their tasks successfully. By dimensions; 1) Confidence level, 2) Generality, and 3) Strength of faith.

In line with the views above, Woodcock et al. (2022) defines self-efficacy as an individual's belief in his ability to organize and carry out the steps necessary to achieve certain achievements. This can be broken down into the following

dimensions: 1) Philosophical understanding of inclusive education: This includes teachers' ability to understand the philosophical aspects of the inclusive nature of their classrooms, such as creating classrooms that are fun, safe, and engaging for all students. 2) Broadly inclusive educational practices: Related to teachers' broad strategies for including and accommodating students in their classrooms, such as ensuring that all students can participate in the learning process. 3) Specific inclusive education practices: These include more specific teacher strategies that explain how students are involved and accommodated in their classrooms, such as adapting questions to suit individual needs.

The above view is also in line with the opinion of Sunardi et al. (2019) explain that self- efficacy is an individual's belief in his or her potential in facing certain challenges or tasks. There are four dimensions used to measure self-efficacy: 1) Experience, 2) Work behavior, 3) Encouragement, 4) Work enthusiasm.

On the other hand, a similar view was also expressed by Wijayanti & Supartha (2019) that self-efficacy is an individual's belief in their ability to complete a given task. This includes three main aspects, namely 1) the ability to think creatively, 2) active involvement in completing tasks, and 3) achieving results with an adequate level of job satisfaction.

Myhre et al. (2020) also defines self-efficacy as an individual's belief in their ability to succeed in a certain situation or complete a task. In this context, self-efficacy has three main dimensions: 1) magnitude, 2) strength, and 3) feedback.

Tanjung et al. (2020) explained that self-efficacy is an individual's self-esteem regarding his ability to successfully complete a task. In this concept, there are three important dimensions to consider: 1) Level Dimension: This dimension relates to the level of task difficulty that individuals believe they can do. It reflects the extent to which individuals feel capable of coping with tasks of different levels of difficulty. Strength Dimension: This dimension refers to the extent of an individual's self-esteem or confidence in their abilities. It reflects the strong level of self-confidence that individuals have about their ability to complete a task successfully. 3) Generalization Dimension: This dimension is related to the extent to which individuals feel confident about their abilities in general. It reflects the extent to which an individual's self-esteem or self-confidence can be applied in various situations or areas of behavior.

From the explanation of the theories above, it can be synthesized (concept definition) Self-Efficacy is an individual's belief that he is able to manage and decide on the actions needed to carry out tasks well, both verbally and non-verbally, well in certain situations. With the following self-efficacy indicators; (1) Magnitude, (2) Generality, and (3) Strength

Methods

In order for research to obtain maximum results, the research must be based on an appropriate method and its veracity can be justified. This research uses a survey method, namely research that takes samples from one population and uses a questionnaire as the main 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 State MTS teachers in the East Jakarta Region.

In this research there are two independent variables and one dependent variable. The independent variables are transformational leadership (X1) and self-efficacy (X2), while the dependent variable is organizational citizenship behavior (Y). The questionnaire or questionnaire in this research is a questionnaire where the answers have been provided so that the respondent just has to choose one answer that suits him. The questionnaire was designed to be shown to respondents, namely teachers at the PGRI Vocational School, Bogor Regency, who also served as the unit of analysis in this research. The research sample was 243 respondents from a total population of 617 teachers at the PGRI Vocational School, Bogor Regency.

Of the 40 questions for each variable of transformational leadership, self-efficacy and organizational citizenship behavior, validity and reliability tests were carried out. After the validity test, the valid statement items for the organizational citizenship behavior variable were 34 items. Meanwhile, for the self-efficacy and transformational leadership variables, there are 32 valid questions. After all the data from valid statement item answers are declared normal, homogeneous and linear, then the research hypothesis test is carried out using simple regression analysis and multiple regression analysis.

Furthermore, SITOREM analysis, namely a method of analyzing suggestions or recommendations for research results which is an abbreviation of 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, 2017). The results of this analysis are used as a basis for consideration for preparing problem handlers (suggestions) through the following steps:

1. Identify the relationship between the Independent Variable and the Dependent Variable.
2. Analyze the weight of each indicator for each research variable based on the "Cost. Benefit, Urgency and Importance" criteria.
3. Analyze the weighting results to obtain a priority order for improving the dependent variable under study.

Result and Discussion

Based on the results of processing the questionnaire answer data, a description of the research data was obtained which is depicted as follows:

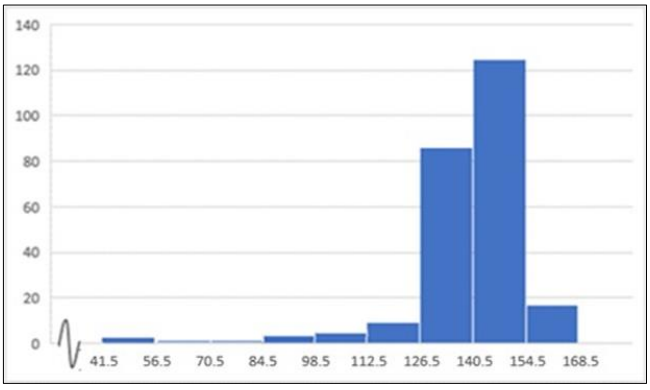

Fig 1: Frequency Distribution of OCB Data

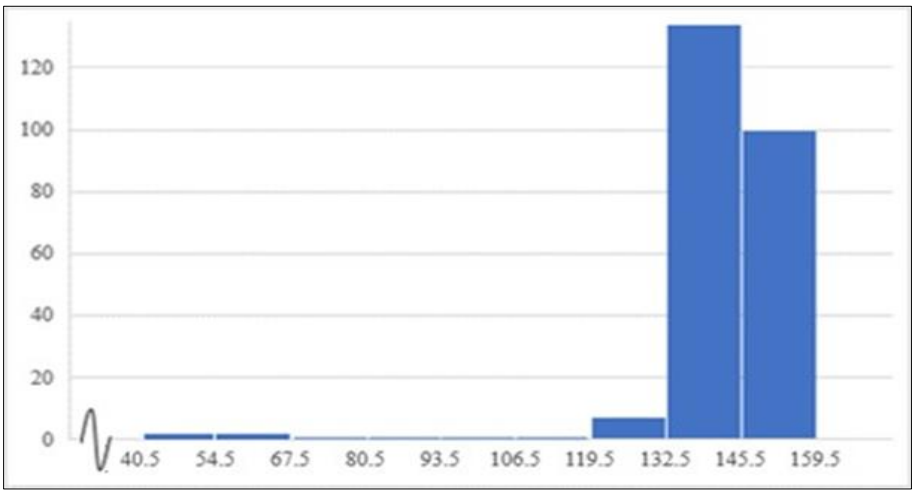

Fig 2: Frequency Distribution of Transformational Leadership Data

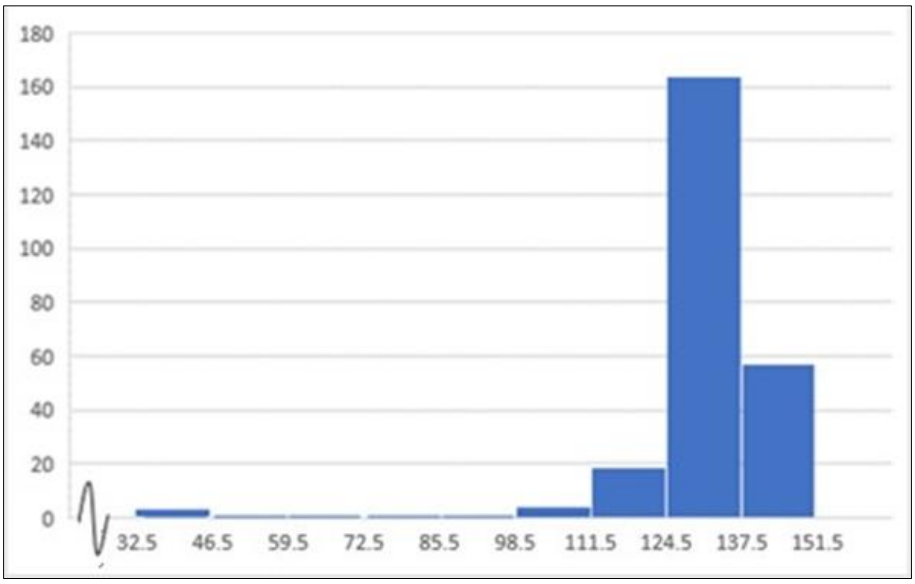

Fig 3: Frequency Distribution of Self-Efficacy Data

Based on the picture above, it can be seen that the research respondents' answer scores are relatively high. This means that teachers at the PGRI Vocational School, Bogor Regency, believe that they have OCB behavior, have high self-efficacy and assess their principal's transformational leadership as good. Furthermore, through the correlation test, partial test results were obtained between transformational leadership variables and self-efficacy on organizational citizenship behavior as shown in Table 1 below.

Table 1: Summary of Significance Test Calculation Results

Correlation Test	Correlation Coef ($r_{y.1}$)	Tcount	Dk	Table		Predicate
			(N-2)	(α=0,05)	(α=0,01)	
Between OCB and TL	0,4814	9,73	241	1,97	2,60	Significant
Between OCB and SE	0,3116	2,85	241	1,97	2,60	Significant

From table 1 above, it can be seen that the correlation coefficient value of OCB and KT is 0.4814 and the t value is 9.73 for a t table value of 1.97 at α = 0.05. Because the tcount value is greater than ttable, Ho is rejected and H1 is accepted. This means that there is a positive relationship between transformational leadership and organizational citizenship behavior.

From table 1 above, it can also be seen that the correlation coefficient value of OCB and ED is 0.0316 and the t value is 2.85 for a t table value of 1.97 at α = 0.05. Because the tcount value is greater than ttable, Ho is rejected and H1 is accepted. This means that there is a positive relationship between self-efficacy and organizational citizenship behavior.

The correlation test for the third hypothesis test can be seen in Table 2 below.

Table 2: ANAVA

Multiple Correlation Coefficient ($r_{y.12}$)	Coefficient of Determination ($r^2_{y.12}$)	Fcount	Ftable α = 0,05	Predicate
0,5124	0,2625	23,23	3,09	Signifikan

Based on the results of the regression test in the table above, it can be seen that Fcount is 23.23, while Ftable is 3.09. This shows that the correlation coefficient of transformational leadership and self-efficacy together with organizational citizenship behavior is significant, so that Ho is rejected and H1 is accepted. This means that there is a positive relationship between the transformational leadership variables and self- efficacy together with the organizational citizenship behavior variable.

Based on the analysis of the Scientific Identification Theory To Conduct Operation Research In Education Management (SITOREM) model for carrying out "operation research" in this research, the following calculation results were obtained:

Identify the relationship between the independent variable and the dependent variable

At this stage, an analysis of the contribution of the independent variables, namely transformational leadership and self-efficacy, is carried out on the dependent variable, namely organizational citizenship behavior. Identification is carried out using the correlation coefficient and determination coefficient calculation formula. Based on the correlational research design in this study, the order of contribution based on calculations can be seen in the table below.

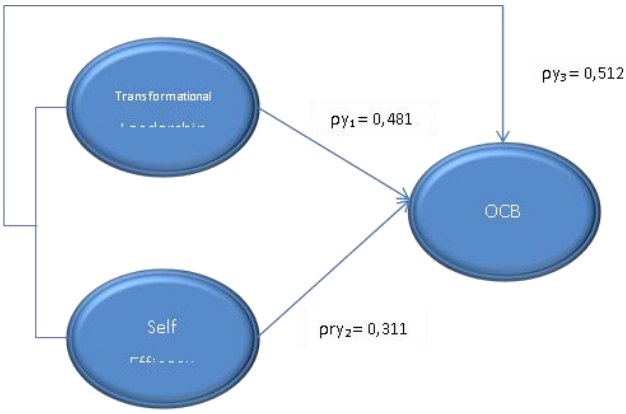

Fig 4: Correlation Test

Table 3: Analisis Kontribusi Variabel-Variabel Penelitian

No	Relationship Between Variables	Correlation Coefficient	Coefficient of Determination Sequence	Contribution	Rank
1	Transformational Leadership with OCB	0,4814	0,2317	23,17%	2
2	Self-Efficacy with OCB	0,3116	0,1015	10,16%	3
3	Transformational Leadership and Self-Efficacy with OCB	0,5124	0,2625	26,25%	1

Analysis of research variable indicator weights

The indicator weight assessment is carried out by expert judgment with the following data.

Table 4: Weight Assessment of Organizational Citizenship Behavior Variable Indicators (Y)

No	Indicator	Assessment Aspects				Score	(%)
		Cost	Bfit	Urg	Lmp		
1	Altruisme	4	5	4	5	18	24%
2	Civic Virtue	2	3	2	3	10	14%
3	Courtesy	3	4	3	4	14	19%
4	Conscientiousness	4	5	5	5	19	26%
5	Sportmanship	3	3	3	4	13	18%
Total						74	100%

Table 5: Assessment of the Weight of Transformational Leadership Variable Indicators (X1)

No	Indikcator	Assessment Aspects				Score	(%)
		Cost	Bfit	Urg	Lmp		
1	Charisma	2	3	2	3	10	18%
2	Intellectual Stimulation	3	4	3	4	14	26%
3	Individual Attention	4	4	3	4	15	28%
4	Motivation	3	4	4	4	15	28%
Total						54	100%

Table 6: Weight Assessment of Self-Efficacy Variable Indicators (X2)

No	Indicator	Assessment Aspects				Score	(%)
		Cost	Bfit	Urg	Lmp		
1	Magnitude	2	4	3	3	12	38%
2	Generality	2	3	2	3	10	31%
3	Strenght	2	3	2	3	10	31%
Total						32	100%

The relationship between transformational leadership and organizational citizenship behavior

The results of the research show a positive relationship between transformational leadership and organizational citizenship behavior, meaning that the principal has the behavior of motivating teachers at the PGRI Vocational School, Bogor Regency with a good attitude, is able to explain the vision and role of the teachers, and is able to bring teachers to their best performance. . 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 value of 0.2317 so that the diversity in organizational citizenship behavior can be explained by transformational leadership with a contribution of 23.17%. Meanwhile, 76.83% was influenced by other factors outside transformational leadership.

The results of this research are in line with the research results of Malik, Ghafoor, and Iqba (2012); Moghimi et.al, 2013; Hutahayan et al (2013) [1]; sari et al, 2017; Podsakof et al. (2000) [3, 12]; Khan, Ghouri, and Awang (2013) [16], who stated that there is a significant relationship between transformational leadership and organizational citizenship behavior. In other words, strengthening the intellectual stimulation and motivation of the Principal accompanied by the charisma and attention given by the Principal to the teachers is able to increase voluntary behavior, good community, willingness to help others and respectful behavior for others from the teachers under his leadership. This is also reinforced by descriptive analysis of teacher answer scores where the majority of teacher answers fall in the range 133 - 145 and above which is included in the high category.

Leaders who can stimulate employees well are able to bring employees to achieve organizational goals (Morales, et.al., 2008). Likewise, leaders who facilitate by guiding build creativity in their subordinates (Mirkamali et al., 2011). This statement is reinforced by the research results of Agustina and Kriwangko (2017) which state that the higher the transformational leadership, the greater the organizational citizenship behavior.

The Relationship between Self-Efficacy and Organizational Citizenship Behavior The results of the research show a positive relationship between self-efficacy and organizational citizenship behavior, meaning that teachers at the PGRI Vocational School, Bogor Regency, are confident in their strengths, in completing difficult tasks and in their cognitive, social and emotional abilities in general, so they are 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 0.3116 so that the diversity in organizational citizenship behavior can be explained by self-efficacy with a contribution of 31.16%. Meanwhile, 69.84% was influenced by other factors outside of self-efficacy. So it can be interpreted that the teachers believe that they have worked beyond the requirements and played a role in the success of the school through their abilities related to solving the level of difficulty of tasks, as well as generalization and self-strength in mastering situations and producing positive results through their cognitive, social and emotional abilities.

The results of this research are in line with the research results of Shahidi, et al (2015); Nugroho (2017); Lestari, et al (2015) where self-efficacy is stated to have a positive relationship with organizational citizenship behavior (OCB). These results are also strengthened by descriptive analysis of teachers' answers regarding self-efficacy indicators where the majority of respondents' answers are in the score range of 125-137 which is classified as high.

The Relationship between Transformational Leadership and Self-Efficacy with Organizational Citizenship Behavior

The research results show a positive relationship between transformational leadership and self-efficacy with organizational citizenship behavior. This means an increase in teachers' willingness to behave voluntarily, socialize well, be willing to help others and behave respectfully towards others, influenced by the strengthening of intellectual stimulation and motivation, charisma and attention given by the Principal, which is accompanied by teachers' confidence in their own strengths and solving abilities. level of task difficulty, as well as generalization.

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 value 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% was influenced by other factors outside transformational leadership and self-efficacy.

The results of this research are in line with the research results of Nugroho (2017); Lestari, et al (2015); Agustina and Kriwangko (2017) where transformational leadership and self- efficacy were stated to have a positive relationship together with organizational citizenship behavior (OCB). Previous research support for the results of this research is also strengthened by the results of descriptive analysis of the three variables transformational leadership, self-efficacy and organizational citizenship behavior, all of which show respondents' answer scores are in the high category. In other words, the strong transformational leadership of the principal and the self-efficacy of the teachers are able to increase the organizational citizenship behavior of the teachers at the PGRI Vocational School, Bogor Regency.

Analysis of the Weighting Results of the SITOREM Model

After obtaining the weight values above, the next step is to determine the indicator classification, where indicators with an average weight score of 1.00 – 3.99 are included in the

priority classification for immediate improvement, while indicators with an average weight score of 4.00 – 5 .00 falls into the maintained or developed classification.

Table 7: Determining Classification of Organizational Citizenship Behavior (Y) Variable Indicators

No	Indicator	Score	(%)	Average Rating Score	Indicator Ranking
1.	*Altruisme*	18	24%	4,32	Maintained or developed
2.	Civic Virtue	10	14%	1,40	Repair immediately
3.	Courtesy	14	19%	2,66	Repair immediately
4.	Conscientiousness	19	26%	4,94	Maintained or developed
5.	Sportmanship	13	18%	2,34	Repair immediately
Sum		74	100%	15,66	

Table 8: Penetapan Klasifikasi Indikator Variabel Kepemimpinan Transformasional (X1)

No	Indicator	Score	(%)	Average Rating Score	Indicator Ranking
1.	Charisma	10	18%	1,80	Repair immediately
2.	Intellectual Stimulation	14	26%	3,60	Repair immediately
3.	Individual Attention	15	28%	4,20	Maintained or developed
4.	Motivation	15	28%	4,20	Maintained or developed
Sum		54	100%	13,8	

Table 9: Penetapan Klasifikasi Indikator Variabel Efikasi Diri (X2)

No	Indicator	Score	(%)	Average Rating Score	Indicator Ranking
1.	Magnitude atau level	12	38%	4,56	Maintained or developed
2.	Generality	10	31%	3,10	Repair immediately
3.	Strenght	10	31%	3,10	Repair immediately
Sum		32	100%	10,76	

Furthermore, the priority indicators are research findings that are used to develop action plans. In summary, the final results of the SITOREM analysis can be described below.

Table 10: SITOREM Analysis

Kepemimpinan Transformasional (r_{y1} = 0,481) (rangk.I)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Charisma	1st	Charisma	1,80
2	Motivation	2nd	Intellectual Stimulation	3,60
3	Individual Attention	3rd	Individual Attention	4,20
4	Intellectual Stimulation	4th	Motivation	4,20

Efikasi Diri (r_{y1} = 0,311) (rangk.II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Generality	1st	Magnitude	4,56
2	Magnitude	2nd	Generality	3,10
3	Strenght	3rd	Strenght	3,10

OCB				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Altruisme	1st	Altruisme	4,32
2	Civic Virtue	2nd	Civic Virtue	1,40
3	Courtesy	3rd	Courtesy	2,66
4	Conscientiousness	4th	Conscientiousness	4,94
5	Sportmanship	5th	Sportmanship	2,34

Sitorem Analysis Result		
Priority order of indicator to be Strengthened		Indicator remain to be maintained
1st	Charisma	Individual Attention
2nd	Intellectual Stimulation	Motivation
3rd	Generality	Magnitude
4th	Strenght	Altruisme
5th	Civic Virtue	Conscientiousness
6th	Courtesy	
7th	Sportmanship	

Conclusion

Based on the analysis, it can be concluded that the relationship between Transformational Leadership and teachers' Organizational Citizenship Behavior is positive and significant. The relationship between Self-Efficacy and teacher Organizational Citizenship Behavior 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 individual motivation and attention, for self-efficacy, the indicators that are maintained are magnitude or level indicators. Meanwhile, in transformational leadership, the indicators that must be improved are Charisma and Intellectual Stimulation, in self-efficacy, the indicators that must be improved are Generality and Strength.

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