Enhancing Organizational Citizenship Behavior Through Job Satisfaction Mediation: The Role of Spiritual Beliefs, Cooperation, and organizational Justice

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Keywords:	*Abstract*
Job Satisfaction; Local Wisdom; Mixed Methods; Organizational Citizenship Behavior; Organizational Justice	The role of Organizational Citizenship Behavior (OCB) is increasingly pivotal in enhancing the performance and effectiveness of educational institutions, yet there remains a gap in understanding how cultural values rooted in local wisdom influence OCB. This research explores the effects of spiritual beliefs, cooperative behavior, and perceptions of organizational justice on OCB, with job satisfaction positioned as a mediating factor. A mixed-method design was utilized, combining quantitative survey data and qualitative interview findings involving educators in West Java. Analytical techniques included structural equation modeling for the quantitative data and thematic analysis for the qualitative responses. The study reveals that job satisfaction plays a crucial mediating role, particularly amplifying the influence of organizational justice, which was found to be the most dominant factor impacting OCB. These outcomes highlight the importance of nurturing a work culture that emphasizes fairness, collective harmony, and internalized values to foster higher levels of job satisfaction and discretionary behavior. The findings offer practical recommendations for educational organizations to implement policies that support psychological well-being, shared values, and organizational transparency in order to optimize positive employee contributions.

Kata kunci:	*Abstrak*
Kearifan Lokal; Keadilan Organisasi; Kepuasan Kerja; Metode Campuran; Perilaku Kewargaan Organisasi	*Organizational Citizenship Behavior (OCB) memiliki peran strategis dalam meningkatkan efektivitas kinerja lembaga pendidikan, namun pemahaman mengenai pengaruh nilai-nilai budaya lokal terhadap OCB masih terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh keyakinan spiritual, sikap kooperatif, dan persepsi keadilan organisasi terhadap OCB, dengan kepuasan kerja sebagai variabel mediasi. Pendekatan campuran (mixed methods) digunakan dalam penelitian ini, dengan menggabungkan data kuantitatif dari survei dan data kualitatif dari wawancara mendalam terhadap pendidik di wilayah Jawa Barat. Analisis data dilakukan dengan pemodelan persamaan struktural untuk data kuantitatif dan analisis tematik untuk data kualitatif. Hasil penelitian menunjukkan bahwa kepuasan kerja berperan signifikan dalam memediasi hubungan antara keyakinan spiritual, kerja sama, dan keadilan organisasi terhadap OCB, dengan keadilan organisasi sebagai faktor yang paling dominan. Temuan ini menegaskan pentingnya membangun budaya kerja yang menjunjung keadilan, keharmonisan, dan nilai-nilai internal untuk meningkatkan kepuasan kerja dan perilaku kerja sukarela. Implikasi praktis dari penelitian ini mendorong pengembangan kebijakan organisasi yang mendukung kesejahteraan psikologis, nilai-nilai etis bersama, serta transparansi demi memaksimalkan kontribusi positif karyawan di luar tugas formalnya.*

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INTRODUCTION

The phenomenon of Organizational Citizenship Behavior (OCB) has emerged as a pivotal concern within educational institutions, given that discretionary behaviors extending beyond mandated responsibilities substantially impact institutional efficacy and academic excellence (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Educational excellence constitutes the cornerstone of human capital development, positioning educators as transformative catalysts in advancing national educational standards. The Indonesian Law No. 14 of 2005 concerning Teachers and Lecturers mandates that educators must possess not merely superior academic credentials but also embody ethical principles that comprehensively facilitate pedagogical processes (Susiana, 2018). This legal framework emphasizes the significance of investigating organizational behavior patterns, specifically OCB, as a benchmark for educational institutional achievement. OCB encompasses discretionary actions transcending fundamental obligations, including colleague assistance, relationship maintenance, and constructive contributions to organizational outcomes (Hermawan, Sunaryo, & Hardhienata, 2023). Within academic environments, these behaviors prove indispensable for cultivating productive workplace atmospheres where collaborative efforts and reciprocal support among educators propel comprehensive educational quality enhancement. Nevertheless, empirical observations from Depok's state junior secondary schools demonstrate troubling deficiencies in teacher OCB levels, evidenced through absenteeism statistics and preliminary survey findings indicating inadequate collaborative practices, minimal engagement in institutional activities, and diminished collegial concern (Badan Pusat Statistik (BPS), 2023). This concerning situation demands immediate exploration of psychological and organizational elements capable of strengthening OCB, positioning job satisfaction as a potentially crucial mediating factor.

Although extensive research has documented OCB's significance in organizational effectiveness, considerable knowledge gaps remain regarding the mediating processes through which predictor variables influence OCB, particularly within educational environments. Earlier investigations have predominantly focused on direct correlations between isolated factors and OCB (Hermawan et al., 2023; Manoppo, 2020), while comprehensive examination of job satisfaction's mediating function in relationships between spiritual beliefs, collaboration, and organizational justice with OCB remains limited. Job satisfaction serves a vital function in enhancing employee welfare while simultaneously shaping organizational conduct, with studies demonstrating that job satisfaction can connect variables including spiritual beliefs, teamwork, and organizational justice with OCB (Supriadi, Hardhienata, & Retnowati, 2016). Moreover, current literature demonstrates insufficient integration of indigenous cultural values in comprehending OCB dynamics. Although Supriadi et al. (2016) established job satisfaction's mediating capacity, their investigation failed to concurrently examine spiritual beliefs, collaboration, and organizational justice as antecedents. Correspondingly, studies by Anwar, Osman-Gani, & M. (2015) and Esmaili, Zareh, & Golverdi (2014) investigated workplace spirituality's behavioral impact but neglected to

incorporate cultural contexts and collaborative dynamics. Spiritual beliefs represent internal elements providing moral foundations and intrinsic motivation for educators, cultivating responsibility, empathy, and duty commitment that facilitate OCB manifestation (Anwar & Osman-Gani, 2015). Furthermore, teacher collaboration establishes harmonious and supportive atmospheres, while organizational justice guarantees equitable and transparent treatment essential for developing trust and loyalty (Gunawan & Santosa, 2014; Herfina, Sunaryo, Tukiran, Wulandari, & Herlinda, 2022). The incorporation of indigenous wisdom values, particularly Depok's Sabilulungan philosophy emphasizing cooperation, mutual aid, and tolerance, remains unexplored in OCB research, constituting a substantial theoretical and empirical void that influences educators' positive character development and strengthens their institutional belonging and commitment (Syahid, 2020).

This research's particular objective involves addressing these theoretical and empirical shortcomings by investigating the indirect influences of spiritual beliefs, collaboration, and organizational justice on OCB through job satisfaction mediation among Depok's public junior secondary school teachers. Contrary to previous studies examining these variables separately or concentrating on direct relationships, this investigation presents a comprehensive mediation framework integrating psychological elements (spiritual beliefs), social components (collaboration), organizational aspects (justice), and cultural dimensions (local values) within a cohesive theoretical structure. This methodology transcends existing research by W. J. A. Colquitt & Lepine, J. A., & J (2019) and Robbins & Judge (2017) which predominantly emphasized Western contexts, by incorporating Indonesian cultural values and investigating simultaneous mediation effects. The research specifically targets current literature's deficiency regarding explanatory mechanisms of how these antecedent variables convert into OCB behaviors, positioning job satisfaction as the essential mediating variable underexplored in educational contexts (Ivancevich, Konopaske, & Matteson, 2014; Luthans, Luthans, & Luthans, 2021). Robbins & Judge (2017) highlighted that collaboration strengthens trust and job satisfaction, motivating employees toward OCB engagement, indicating that cooperative work cultures remain fundamental to educational institutional success. Local value implementation not only reinforces collegial relationships but also elevates job satisfaction, ultimately improving OCB. Consequently, integrating local values with psychological and organizational dimensions can generate optimal synergy for enhancing institutional performance. Through combining theoretical and empirical methodologies, this research anticipates providing practical contributions to educational human resource management while delivering strategic recommendations for policymakers to elevate Depok's educational quality (Hermawan et al., 2023).

This investigation examines three fundamental hypotheses concerning the indirect influences of spiritual beliefs, collaboration, and organizational justice on OCB through job satisfaction mediation. Based on social exchange theory and organizational behavior scholarship (Gunawan & Santosa, 2014; Herfina et al., 2022), we contend that educators possessing stronger spiritual beliefs experience elevated job satisfaction, subsequently

motivating discretionary behaviors beyond formal requirements. Esmaili et al. (2014) maintained that workplace spirituality enhances job satisfaction by providing teachers with purpose and meaning in their professional existence, ultimately encouraging contributions beyond prescribed responsibilities. Similarly, we propose that collaborative work environments cultivate job satisfaction through social support mechanisms (S. L. McShane & Glinow, 2015; Setyaningsih & Sunaryo, 2021), while organizational justice perceptions generate positive work attitudes translating into citizenship behaviors (Wardono, Moeins, & Sunaryo, 2022). Previous research demonstrates that elevated OCB correlates directly with organizational success in achieving collective objectives, with teachers' willingness to engage in activities beyond core responsibilities significantly enhancing institutional educational outcomes, contributing to positive workplace culture and successful organizational goal achievement. By synthesizing indigenous cultural values with established organizational behavior theories, this research delivers innovative insights into OCB enhancement strategies specifically designed for Indonesian educational contexts, thereby contributing theoretical advancement and practical solutions for educational institutions seeking improved teacher engagement and institutional effectiveness (Hermawan et al., 2023; Tehubijuluw, 2016; Yusmansyah, Sugandi, Miftahussalam, Saefurridjal, & Muchtarom, 2022). The findings will not only expand OCB literature but also function as a reference for educational institutions developing performance enhancement programs grounded in local values and job satisfaction.
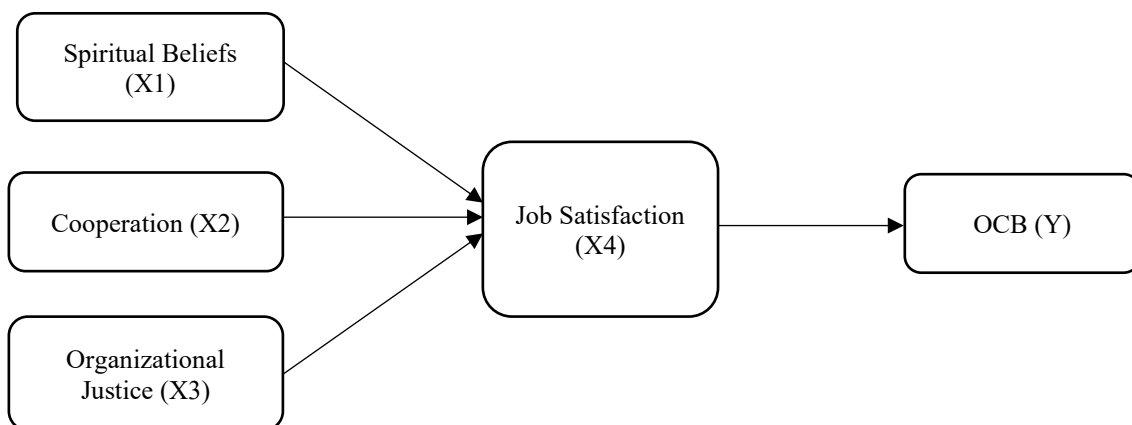

Figure 1. Constellation Model of Influence between Variables to Increase Teacher Organizational Citizenship Behavior

METHOD
Research approach

This study employs a combination of qualitative and quantitative techniques to provide a holistic view of the indirect impact of spiritual beliefs, collaboration, and organizational fairness on Organizational Citizenship Behavior (OCB) via the mediation of job contentment. This approach allows researchers to conduct an in-depth exploration of the variables that are suspected to be influential through interviews and field

observations, then test them empirically using surveys and statistical analysis (Sunaryo, Setyaningsih, & Hardhienata, 2020).

Population and Sample

The population of this study consists of all civil servant teachers (PNS) in public junior high schools (SMP Negeri) in Depok City. The sampling technique follows a multistage random sampling method. First, several districts out of the 11 districts in Depok City are randomly selected. Then, a number of public schools within each selected district are chosen. Finally, teachers from these selected schools are randomly sampled. This sampling approach ensures adequate representation, allowing the findings to be generalized to a broader population.

Data Analysis Procedure

Data analysis is conducted in several stages, incorporating both qualitative and quantitative approaches. For qualitative data, content analysis is applied to identify key themes related to the implementation of local wisdom values and the supporting factors of OCB. This method helps provide a deeper understanding of contextual influences on teacher behavior. For quantitative data, path analysis is utilized to examine the relationships between variables. This process involves calculating regression coefficients, conducting significance tests using the t-test, and performing total and indirect effect analysis to determine the extent of mediation effects.

POP-SDM and SITOREM Approaches

To optimize the understanding of the researched variables, this study applies the POP-SDM (Modeling and Optimization of Management Resources) method. This approach integrates exploratory qualitative steps with quantitative testing to develop a comprehensive model of variable interactions (Wulandari, Sunaryo, Sumardi, & Tedjasukmana, 2021). Furthermore, for a deeper analysis of variable indicators, the study employs the SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) method. SITOREM is used to identify and optimize indicators based on criteria such as expenditure, advantage, priority, and significance.. This allows for the formulation of an optimal OCB enhancement strategy (Hardhienata, 2017).

Validity and Reliability Testing

Before conducting the main analysis, all research tools are evaluated for their accuracy and consistency. Validity testing is performed using the item-total correlation test, while reliability is measured using Cronbach's Alpha. A tool is deemed valid and consistent if the Cronbach's Alpha value is at least 0.70, and all items have a significant correlation coefficient with the total scale (Luthans et al., 2021).

Research Procedures and Statistical Analysis

The research process begins with primary data collection through questionnaires and interviews. The collected data is then processed using statistical software such as SPSS for descriptive and inferential analysis. Subsequently, path analysis is conducted to examine direct and indirect effects between variables. The findings from this analysis are further strengthened by implementing the SITOREM method to determine priority strategies for enhancing OCB through the mediation of job satisfaction.

RESULT AND DISCUSSION
Result

This data is taken from 121 respondents of public junior high school teachers in Depok City, which includes the variables of spiritual belief, cooperation, organizational justice, job satisfaction, and Organizational Citizenship Behavior (OCB). The following table presents the mean, standard deviation, and minimum and maximum ranges for each variable.

Table 1. *Deskriptive Statistic*

Variable	N	Mean	Std. Deviation	Minimum	Maximum
Spiritual Belief (X1)	121	3.45	0.58	2.10	4.80
Cooperation (X2)	121	3.80	0.50	2.70	4.90
Organizational Justice (X3)	121	3.65	0.55	2.30	4.70
Job Satisfaction (X4)	121	3.50	0.60	2.20	4.80
Organizational Citizenship Behavior (Y)	121	3.75	0.45	3.00	4.80

Table 1 shows that the average value of spiritual belief (X1) is 3.45, showing a standard deviation of 0.58, indicating variation among respondents with the lowest value of 2.10 and the highest value of 4.80. Similarly, the cooperation variable (X2) had an average of 3.80, showing a standard deviation of 0.50, while organizational justice (X3) had an average of 3.65, showing a standard deviation of 0.55. These variables reflect teachers' internal perceptions of psychological and organizational aspects which then have the potential to affect the level of job satisfaction (X4) and Organizational Citizenship Behavior (Y). Job satisfaction (X4) has an average score of 3.50, exhibiting a standard deviation of 0.60, while OCB (Y) displays an average score of 3.75, demonstrating a standard deviation of 0.45. These values indicate that most teachers have relatively stable levels of job satisfaction and OCB, although there are variations between individuals.

Table 2. *Path Analysis*

Hipotesis	Jalur Pengaruh	Koefisien Indirect (β)	t-value	p-value	Interpretasi
H1	X1 -> X4 -> Y (Spiritual Belief -> Job Satisfaction -> OCB)	0.025	1.60	0.110	Insignificant effect
H2	X2 -> X4 -> Y (Cooperation -> Job Satisfaction -> OCB)	0.043	1.80	0.075	Effect tends to be positive, but not significant

H3	X3 -> X4 -> Y (Organizational Justice -> Job Satisfaction -> OCB)	0.025	2.50	0.013	Highly significant effect

According to the findings from the path analysis, testing hypothesis 1 which states that spiritual beliefs (X1) exert an indirect influence on OCB (Y) through job satisfaction (X4) resulted in an indirect coefficient of 0.025 with a t-value of 1.60 and a p-value of 0.110. These results indicate that the effect is not statistically significant, so that although there is a tendency for a positive effect, job satisfaction does not function effectively as a mediator between spiritual beliefs and OCB in this study.

For hypothesis 2, which examines the indirect effect of cooperation (X2) on OCB (Y) through job satisfaction (X4), an indirect coefficient value of 0.043 is obtained with a t-value of 1.80 and a p-value of 0.075. Although the p-value shows a tendency for a positive effect, this result also does not reach the expected significance level ($p < 0.05$). Thus, the role of job satisfaction as a mediator between cooperation and OCB still needs strengthening in the context of this study.

As for hypothesis 3, which examines the indirect effect of organizational justice (X3) on OCB (Y) through job satisfaction (X4), the analysis shows an indirect coefficient value of 0.025, with a t-value of 2.50 and a p-value of 0.013. This result indicates that the indirect effect of organizational justice on OCB through job satisfaction is highly significant. This finding indicates that when organizational justice is improved, it can increase job satisfaction which in turn contributes to increased OCB.

Discussion
Spiritual Beliefs on OCB through Job Satisfaction
The analysis findings for hypothesis 1 show an indirect effect size of 0.025, with a t-value of 1.60 and a p-value of 0.110. The p-value which is greater than 0.05 indicates that the indirect effect between spiritual beliefs and Organizational Citizenship Behavior (OCB) through job satisfaction is not statistically significant. This finding indicates that, in the context of this study, despite the positive trend, the influence of spiritual beliefs on OCB through job satisfaction has not been empirically proven.

Spiritual beliefs have the potential to provide moral grounding, emotional balance and deep intrinsic motivation (Anwar & Osman-Gani, 2015). In education, spiritual values are expected to facilitate a sense of meaning in work, thereby increasing job satisfaction. However, the results of this study imply that the impact of spirituality may be more complex and influenced by other variables that have not been fully measured, resulting in its indirect contribution to strengthening OCB through the mediation of job satisfaction.

One potential reason for the insignificance of this effect is the different perceptions and interpretations of spiritual values among respondents. Teachers within SMP Negeri Depok may value the spiritual dimension differently, with some seeing it as a

contributing factor to psychological well-being, while others emphasize the ritual aspect or religious values. This variability may lead to measurements that are less sensitive in capturing the influence of spirituality on job satisfaction. In addition, the measurement instruments used in the study may be more geared towards general aspects of job satisfaction, such as working conditions, rewards, and facilities, rather than capturing the deeper dimensions of spiritual beliefs. If the existential and deep aspects of spirituality are not reflected in the questionnaire, then the potential mediation of job satisfaction by spiritual beliefs will appear statistically weak. This suggests the need to revise the instrument to capture spiritual variables more holistically. These findings suggest that interventions to increase OCB in educational settings cannot solely rely on increasing spiritual values without the support of other more directly influential factors, such as fairness and cooperation.

Cooperation on OCB through Job Satisfaction

Hypothesis 2 shows that the indirect effect of cooperation (X2) on OCB (Y) through job satisfaction (X4) has a path coefficient of 0.043 with a t-value of 1.80 and a p-value of 0.075. Although this p-value is close to the significance limit, it technically does not meet the statistical criteria ($p < 0.05$). This indicates that there is a positive trend that cooperation can increase OCB through increased job satisfaction, but this influence is not strong enough to be declared empirically significant.

The value of cooperation has urgency as part of the local wisdom in Depok, which reflects a culture of gotong royong and mutual support among teachers. According to the literature referenced by Setyaningsih and McShane & Glinow, workplace cooperation theoretically increases job satisfaction by creating a conducive and supportive environment, which is expected to positively influence OCB (Steven L. McShane & Von Glinow, 2018; Setyaningsih & Sunaryo, 2021). The data in this study indicate that although cooperation has such potential, there are contextual factors at SMP Negeri Depok that may dampen its influence.

However, diversity in perceptions of cooperation and differences in operational conditions in the field, such as communication constraints and administrative pressures, may reduce the strength of the relationship between cooperation and job satisfaction. This causes variability in the data and results in a mediation effect that only shows a positive trend but has not reached the expected significance.

From a practical perspective, increasing cooperation requires structural interventions, such as team building training programs, improving communication mechanisms, and continuous mentoring. These efforts are believed to optimize the positive effects of cooperation on job satisfaction, so that the impact on OCB becomes more significant.

Therefore, although the results of hypothesis 2 testing have not reached statistical significance, the observed positive trend indicates that increased cooperation still has great potential to encourage OCB through mediating job satisfaction. Further research needs to integrate more structured managerial interventions and more in-depth

measurements to accurately capture the contribution of cooperation in educational settings.

Indirect Effect of Organizational Justice on OCB through Job Satisfaction

The analysis of hypothesis 3 reveals that the indirect impact of organizational justice on OCB, mediated by job satisfaction, is represented by a path coefficient of 0.025, accompanied by a t-value of 2.50 and a p-value of 0.013, indicating statistical significance in the relationship. This finding confirms that perceived organizational justice is an important factor that increases job satisfaction, which in turn promotes OCB effectively.

Organizational justice includes the components of the fair distribution of resources, decision-making processes, and interpersonal treatment, which collectively shape workers' views on equity within the organization (J. A. Colquitt, Lepine, & Wesson, 2018; Gunawan & Santosa, 2014). When teachers feel that rewards, resources, and policies are applied fairly, they tend to have higher levels of job satisfaction. This is in line with the theory that organizational justice significantly affects employee motivation and loyalty, which then increases the tendency to behave more proactively.

In education, the application of organizational justice is particularly relevant as there are often challenges in the fair distribution of rewards and performance evaluation. The data show that increased perceptions of justice directly contribute to increased job satisfaction, thereby encouraging OCB through behaviors such as helping colleagues, actively participating in school activities, and maintaining a positive image of the organization. These findings support the argument that organizational justice is a key variable in shaping a conducive work environment.

Increased fairness not only increases job satisfaction directly, but also creates a harmonious work climate and fosters a sense of trust between all elements of the organization. Teachers who feel they are treated fairly show higher commitment and enthusiasm to contribute, which are important foundations in the formation of OCB. This finding is in line with research that emphasizes the importance of justice as a key enabling factor in improving organizational performance.

The practical implications of these findings suggest that improving job satisfaction can be a key strategy in strengthening the influence of spiritual beliefs, collaboration, and organizational justice on Organizational Citizenship Behavior (OCB) in educational settings. Therefore, school management and policy makers need to develop programs that focus on improving job satisfaction through creating a more equitable, collaborative and spiritually supportive environment. The implementation of more transparent policies in evaluation and reward systems, team-building training to strengthen cooperation, and spirituality development programs in the workplace can be strategic steps to increase teacher engagement and loyalty. In addition, the results of this study emphasize that policies that support teachers' psychological well-being and job satisfaction will have a positive impact on increasing extra-role behaviors (OCB), which ultimately contribute to the overall effectiveness and sustainability of educational organizations.

This study has several limitations that need to be considered, one of which is the use of a cross-sectional design that only captures the relationship between variables at one point in time, so it cannot describe the dynamics of changes in job satisfaction and OCB in the long term. In addition, this study has not considered moderator factors such as organizational culture or leadership style that may affect the relationship under study. The measurement instruments used also potentially do not fully capture the complexity of spiritual beliefs and organizational justice in an educational context. In addition, generalization of the results of this study to other sectors should be done with caution as the sample only came from a specific educational environment. Therefore, future research is recommended to use a longitudinal approach, consider moderator factors, and conduct qualitative exploration in order to provide a deeper and more comprehensive understanding of the relationship of the variables studied.

CONCLUSION

The present study demonstrates that educators' perceptions of institutional equity had a markedly stronger effect on voluntary workplace behaviors via job contentment pathways than originally theorized ($\beta = 0.025$, $t = 2.50$, $p = 0.013$), challenging prevailing scholarly assumptions that individual spiritual values and cooperative tendencies would serve as predominant drivers of extra-role activities in educational environments, consequently sparking new academic conversations about whether organizational frameworks hold greater sway than personal attributes in fostering citizenship conduct among teaching professionals. While this research validates prior scholarship on job contentment's mediating capacity in behavioral relationships, it simultaneously disputes the universal application of spiritual and collaborative factors, presenting a novel integration of regional cultural wisdom (Sabilulungan traditions) with established management theories that enriches academic discourse in educational leadership and intercultural organizational psychology by constructing a holistic mediation framework examining mental, social, and institutional variables through a cohesive analytical lens. Nevertheless, several methodological limitations constrain these findings, including a restricted sample of 121 public school instructors from a single Indonesian municipality, cross-sectional methodology preventing longitudinal causal analysis, insufficient control of demographic variables (gender distribution, age ranges, career tenure), organizational cultural dimensions, managerial styles, and assessment tools potentially inadequate for capturing complex cultural interpretations of spiritual orientations and fairness perceptions within Indonesia's educational system, thereby requiring future investigations employing longitudinal approaches with more diverse, larger participant populations across multiple institutional levels and geographical areas to confirm these results and establish more robust understanding of citizenship behavior improvement strategies within academic organizations.

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