

## The Influence Of Work Culture, Organizational Justice And Job Satisfaction On Ocb Teachers Of State Elementary Schools In South Tapin District

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**Abstract:** This study aims to analyze the direct and indirect effects of work culture, organizational justice, and job satisfaction on Organizational Citizenship Behavior (OCB) among public elementary school teachers in South Tapin District. The research employed a descriptive correlational approach with a survey design and data analysis conducted using path analysis. The population consisted of 277 teachers from 21 schools, of which 163 respondents were selected using probability simple random sampling. Data were collected through questionnaires and analyzed using descriptive statistics, classical assumption tests, hypothesis testing, and path analysis. The results indicate that work culture, organizational justice, and job satisfaction have direct effects on teachers' OCB. In addition, work culture and organizational justice were found to indirectly influence OCB through job satisfaction. Regression analysis shows that the coefficients for work culture, organizational justice, and job satisfaction on OCB were 0,276; 0,332; and 0,311 respectively. Meanwhile, the influence of work culture and organizational justice on job satisfaction was 0,442 and 0,544 respectively. The indirect effects of work culture and organizational justice on OCB through job satisfaction were 0,137 and 0,169. Overall, all research variables were categorized as high. These findings suggest that strengthening work culture, organizational justice, and job satisfaction can enhance teachers' OCB, which in turn contributes to improving overall school organizational performance.

**Keywords:** Work culture; Organizational justice; Job satisfaction; Organizational Citizenship Behavior

The current development of the world of education places schools no longer just teaching institutions, but learning organizations that are required to be adaptive, collaborative, and quality-oriented. In the midst of these demands, elementary schools are the main foundation for the formation of character and competence of students, so the success of schools is highly dependent on the quality of its human resources, especially teachers. Teachers are not only present as implementers of learning in the classroom, but also as drivers of various school support activities, ranging from student activities, curriculum development, to maintaining a conducive work climate. These behaviors outside of formal duties are known as Organizational Citizenship Behavior (OCB), which is voluntary contributions that are not written in the job description, but have a major impact on organizational effectiveness (Organ, 2018).

In daily practice at school, OCB appears when teachers voluntarily help colleagues who have difficulty teaching, are willing to change schedules without being asked, are actively involved in school activities, and maintain the good name of the institution in the community. This behavior becomes a "social



lubricant" that allows the wheels of school organization to move more smoothly and harmoniously. Podsakoff and MacKenzie (2014) emphasized that OCB has a significant impact on organizational performance, team effectiveness, and institutional sustainability. This is reinforced by Kumari and Thapliyal (2017) who stated that organizations with high OCB levels tend to be more adaptive and effective in achieving their goals. Therefore, schools that want to develop need teachers who are not only pedagogically competent, but also have social concern and a collective commitment to the progress of the school (Ali et al., 2022).

However, OCB is not a behavior that appears suddenly or simply depends on an individual's personality. Behind the voluntary behavior of teachers, there are internal factors in schools that shape and maintain this attitude. One of the key factors is the work culture. A strong work culture is reflected in the values, norms, and habits that live in the school environment and is carried out consistently by all school residents. Indrawan (2017) explained that a positive work culture is able to form the character of individuals who are disciplined, tough, and responsible. In the context of education, work culture encourages teachers to work not only because of obligations, but because of their beliefs and sense of belonging to the school (Sanusi et al., 2024).

When the work culture in schools instills the values of togetherness, professionalism, and mutual support, teachers will be more easily encouraged to do extra tasks voluntarily. Adha et al. (2019) show that work culture has a significant effect on employee performance and positive behavior, including the willingness to contribute more. This is in line with the findings of Saragih and Suhendro (2020) who stated that teachers' work culture plays an important role in forming commitments and extra-role behaviors. In fact, visionary leadership in schools helps strengthen a culture of quality that ultimately encourages collective behavior that goes beyond the formal demands of the job (Mirnawati et al., 2025).

In addition to work culture, organizational fairness is another important factor that affects the emergence of OCB teachers. Organizational fairness is related to the extent to which teachers feel fair treatment in the division of tasks, decision-making, reward systems, and interpersonal relationships in schools. When teachers feel treated fairly and appreciated, they tend to reciprocate with a positive attitude and voluntary contributions to the organization. Musringudin and Dinihari (2021) emphasized that the perception of organizational justice affects the attitude and commitment of school leaders, which is also relevant for teachers as members of educational organizations.

In the school environment, justice is not only structural, but also emotional. Juliasa et al. (2022) explain that an organizational climate and a fair leadership style are able to build teachers' trust and emotional attachment to the institution. This finding is in line with Silitonga and Pasaribu (2019) who stated that organizational justice increases teachers' sustainable commitment. In fact, Susanto et al. (2023) show that organizational fairness has a strategic role in increasing motivation to achieve through a healthy work environment. In the end, teachers who feel treated fairly will be more willing to help, cooperate, and contribute more to the school (Jufrizen & Hamdani, 2023).

fairness with OCB. Job satisfaction reflects a teacher's positive feelings about their work, work environment, relationships with peers and leaders, and opportunities for growth. Nugraha (2019) states that teachers who are satisfied with their work will show a more open, loyal, and cooperative attitude. This is reinforced by Wijayanto et al. (2021) and Wote and Patalatu (2019) who found that job satisfaction contributes to improved performance and positive behavior of elementary school teachers.

In everyday school life, teachers who feel comfortable and valued will be happy to take the time and effort to help the school grow. Job satisfaction not only stands as a variable in itself, but also acts as a mediator that strengthens the influence of work culture and organizational fairness on OCB. When a positive work culture and organizational fairness are perceived in real terms, job satisfaction increases, and in turn encourages the emergence of extra behaviors of the teacher's role in a sustainable manner (Saragih & Suhendro, 2020).

Based on various findings of previous research, it can be concluded that teachers' OCB is influenced by work culture, organizational fairness, and job satisfaction. However, studies that analyzed the three variables simultaneously, including direct and indirect influences through job satisfaction, especially in public elementary school teachers in South Tapin District, are still limited. This condition opens up a space for scientific novelty in the form of a comprehensive analysis of the relationship between variables through a pathway analysis approach to understand how internal school factors interact with each other in strengthening the extra behavior of the teacher's role.

Thus, this study aims to analyze the influence of work culture, organizational justice, and job satisfaction on the Organizational Citizenship Behavior (OCB) of State Elementary School teachers in South Tapin District, either directly or indirectly through job satisfaction as an intervening variable. The results of this study are expected to make a theoretical contribution to the development of education management studies as well as practical contributions to the management of elementary schools that are oriented towards improving the quality of human resources.

## **METHOD**

This study uses a correlational descriptive design with a survey method to examine the influence of work culture, organizational justice, and job satisfaction on teachers' Organizational Citizenship Behavior (OCB). This approach was chosen because it is able to explain the causal relationship between research variables either directly or indirectly through path analysis. The research was carried out at a State Elementary School in South Tapin District as a context of formal education organizations that require optimizing the extra role of teachers in improving school performance.

The research subjects consisted of 277 teachers from 21 public elementary schools that were the research population. The research sample is determined through the probability simple random sampling technique so that each member of the population has an equal chance of being selected. Based on the calculation of sample sizes that meet the needs of the analysis, as many as 163 teachers were designated as

research respondents. The research was carried out using an instrument in the form of a closed questionnaire based on the Likert scale which was developed to measure four research variables, namely work culture, organizational fairness, job satisfaction, and teacher OCB. The preparation of the instrument is carried out through a theoretical review process and validity and reliability tests to ensure the feasibility and accuracy of the measurement of research data.

The data collection procedure was carried out through the distribution of questionnaires to respondents directly at their respective schools. Respondents were given an explanation of the purpose of the research and the guarantee of data confidentiality before filling in the instrument. All questionnaires that have been filled out are then checked for completeness before being further analyzed. The collected data was processed using descriptive statistical analysis to describe the condition of each variable and classical assumption tests to ensure the feasibility of the analysis model. Furthermore, hypothesis testing was carried out through path analysis to explain the direct and indirect influence of work culture and organizational fairness on OCB through job satisfaction as an intervening variable. The results of the analysis were then interpreted systematically to answer the research objectives and provide an empirical picture of the contribution of each variable to the improvement of OCB behavior of teachers in the elementary school environment.

## **RESULTS AND DISCUSSION**

### **RESULTS**

The results of this study present empirical findings regarding the influence of work culture, organizational justice, and job satisfaction on the Organizational Citizenship Behavior (OCB) of State Elementary School teachers in South Tapin District. Descriptive analysis showed that all research variables were in the high category, including work culture with a score of 4.06, organizational fairness 4.06, job satisfaction 4.05, and OCB of teachers 4.13. These findings illustrate that teachers in primary schools in the study area have a positive perception of work culture and organizational fairness, and show good levels of job satisfaction and OCB behavior.

The classical assumption test, which includes normality, multicollinearity, and heteroscedasticity tests, shows that the data meets the feasibility requirements of the path analysis model so that it is suitable for testing research hypotheses. The analysis of the direct influence showed that work culture had a positive effect on OCB with a coefficient of 0.276 and a significance value of  $< 0.05$ . This shows that the better the work culture in the school, the higher the tendency of teachers to show extra role behavior. Organizational fairness also has a direct effect on OCB with a coefficient of 0.332 and a significance value of  $< 0.05$ , so that teachers' perception of fairness in organizational processes encourages increased voluntary participation in helping to achieve school goals. In addition, job satisfaction had a direct influence on OCB with a coefficient of 0.311 and a significance value of  $< 0.05$ , indicating that teachers who felt satisfied with their work showed a stronger tendency to behave OCB.

satisfaction. Work culture has an influence coefficient of 0.442, while organizational fairness has a coefficient of 0.544, both significant at  $< 0.05$ . This indicates that good work culture and fairness conditions in schools play an important role in shaping teacher job satisfaction. Furthermore, the analysis of indirect influences showed that work culture had an effect on OCB through job satisfaction with a coefficient value of 0.137, while organizational fairness had an indirect influence through job satisfaction of 0.169. These results confirm that job satisfaction plays a role as an intervening variable in the relationship between work culture and organizational fairness towards OCB teachers.

**Table 1.** Descriptive Statistics of Research Variables

Variabel	Average Score	Category
Work Culture	4,06	Height
Organizational Justice	4,06	Height
Job Satisfaction	4,05	Height
OCB	4,13	Height

*Source: Researcher's Processed Data 2025*

Table 1 illustrates the general conditions of the research variables. All variables had an average score above 4.00 indicating a high category. This means that teachers in elementary schools in South Tapin District have a positive perception of work culture, feel organizational justice, have a good level of job satisfaction, and show strong OCB behavior. These descriptive findings show that the internal condition of the school organization is in a conducive state.

**Table 2.** Direct Effects of Path Analysis – Direct Effects

Intervariable Relationships (Direct)	Coeficin	Remarks
Work culture $\rightarrow$ OCB	0,276	Signifikan
Organizational Justice $\rightarrow$ OCB	0,332	Signifikan
Job Satisfaction $\rightarrow$ OCB	0,311	Signifikan
Work Culture $\rightarrow$ Job Satisfaction	0,442	Signifikan
Organizational Justice $\rightarrow$ Job Satisfaction	0,544	Signifikan

*Source: Researcher's Processed Data 2025*

Table 2 shows the direct influence between variables. Work culture, organizational fairness, and job satisfaction each have a direct and significant influence on OCB teachers. In addition, work culture and organizational fairness also have a significant direct influence on job satisfaction. The largest coefficient number was found in the influence of organizational fairness  $\rightarrow$  job satisfaction (0.544), which shows that the perception of organizational fairness is the strongest factor in shaping teacher job satisfaction.

**Table 3.** Indirect Influence Between Variables Through Job Satisfaction

<b>Indirect Influence</b>	<b>Coefficin</b>
Work Culture □ Job Satisfaction □ OCB	0,137
Organizational Justice □ Job Satisfaction □ OCB	0,169

Source: Researcher's processed data 2025

Table 3 shows that job satisfaction plays a role as an intervening variable that strengthens the relationship between work culture and organizational justice to OCB. The value of the indirect influence of organizational justice through job satisfaction (0.169) was greater than that of work culture (0.137), thus showing that job satisfaction mediated more of the relationship between organizational justice and OCB.

**Table 4.** Hypothesis Test Summary

<b>Hipotesis</b>	<b>Results</b>	<b>Remarks</b>
Work Culture Affects OCB	Accepted	Signifikan
Organizational Justice has an effect on OCB	Accepted	Signifikan
Job Satisfaction Affects OCB	Accepted	Signifikan
Work Culture Affects Job Satisfaction	Accepted	Signifikan
Organizational Justice Affects Job Satisfaction	Accepted	Signifikan
Work Culture → Job Satisfaction → OCB	Accepted	Signifikan
Organizational Justice → Job Satisfaction → OCB	Accepted	Signifikan

Source: Researcher's Processed Data 2025

All the hypotheses tested in this study proved to be significant, both direct and indirect influences. This suggests that the overall research model has been empirically confirmed.

Overall, the results of this study prove that work culture, organizational fairness, and job satisfaction are interrelated factors in improving OCB teachers' behavior. These findings also support the hypothesis that internal school factors have a significant role in strengthening teachers' voluntary contributions beyond their formal duties.

## **DISCUSSION**

### **The Direct Influence of Work Culture on Organizational Citizenship Behavior (OCB) of SDN Teachers, South Tapin District**

The results of the study showed that work culture had a direct effect on the Organizational Citizenship Behavior (OCB) of State Elementary School teachers in South Tapin District. These findings illustrate that teachers' voluntary behavior is not born in a vacuum, but grows from work values that are lived and carried out consistently in the school environment. A work culture that emphasizes discipline, responsibility, togetherness, and exemplary creates a work atmosphere that encourages teachers to contribute beyond their formal obligations.

Rahayu (2017) explained that work culture plays a role as a value framework that shapes individual behavior in the organization, including the tendency to do OCB. In the context of education, when the school's work culture encourages collaboration and social concern, teachers will find it easier to show

This is in line with the findings of Sari and Muhammad (2019) which show that OCB teachers develop strongly in an educational environment that upholds the values of togetherness and service.

The findings of this study are also consistent with Hermawan et al. (2023) who stated that strengthening organizational culture is one of the main strategies in optimizing teachers' OCB. Thus, work culture is not only the identity of the school, but also the driving force for extra behavior of teachers' roles that are oriented towards the progress of the school collectively.

### **The Direct Influence of Organizational Justice on Organizational Citizenship Behavior (OCB) of SDN Teachers, South Tapin District**

This study found that organizational fairness has a direct and significant effect on OCB teachers. This suggests that teachers' perceptions of fairness in task sharing, decision-making, and interpersonal treatment have real implications for their willingness to make voluntary contributions to the school. Rivai (2021) emphasized that organizational fairness is an important psychological factor that encourages individuals to retaliate for the organization's fair treatment through positive behavior, including OCB. Teachers who feel treated fairly tend to have a stronger sense of belonging to the school and are willing to take an active role outside of formal duties. This finding is strengthened by Apriliyanti (2019) who states that organizational justice has a direct effect on increasing OCB in the public sector.

In the context of education, organizational justice is also closely related to teacher trust and loyalty. Najiyah et al. emphasized that organizational fairness contributes to teacher loyalty through the creation of a sense of security and appreciation at work. Thus, organizational fairness not only functions as a managerial principle, but also as a foundation for the formation of extra teacher role behavior in a sustainable manner.

### **The Direct Effect of Job Satisfaction on Organizational Citizenship Behavior (OCB) of Elementary School Teachers, South Tapin District**

The results of the study show that job satisfaction has a direct effect on teachers' OCB. Teachers who are satisfied with their work tend to show a positive attitude, loyalty, and are willing to help their peers and the school without coercion. Job satisfaction is an affective condition that encourages teachers to work with the heart, not just carrying out administrative obligations.

Saepudin and Djati (2019) stated that job satisfaction has a strong relationship with OCB teachers, because satisfaction creates a feeling of comfort and emotional attachment to the organization. Similar things were found by Putra and Sudibya (2018) and Setiani and Hidayat (2020) who emphasized that individuals who are satisfied with their work are more likely to show voluntary behavior that supports the organization.

In the school environment, teachers' job satisfaction is reflected in the comfort of teaching, harmonious relationships with peers and leaders, and recognition of their contributions. When these aspects

are met, teachers do not hesitate to spend more time and energy for the improvement of the school, as emphasized by Sudarmo and Wibowo (2018).

### **The Direct Influence of Work Culture on Job Satisfaction of SDN Teachers in South Tapin District**

This study also found that work culture has a direct effect on teacher job satisfaction. A healthy work culture creates a supportive, safe, and meaningful work environment for teachers, thereby increasing their satisfaction in carrying out their professional duties.

Saragih and Suhendro (2020) explained that a positive work culture of teachers contributes significantly to job satisfaction and commitment. Values such as mutual respect, openness, and cooperation make teachers feel valued as an important part of the school organization. This is reinforced by Iba et al. (2021) who show that organizational culture and job satisfaction are closely related in improving teacher performance.

Thus, work culture not only shapes behavior, but also affects the psychological condition of teachers. When teachers feel comfortable and in line with school values, job satisfaction increases and becomes the basis for the emergence of other positive behaviors.

### **The Direct Influence of Organizational Justice on the Job Satisfaction of SDN Teachers in South Tapin District**

The results of the study show that organizational fairness has a direct effect on teacher job satisfaction. Teachers who feel fairness in the work system, performance appraisals, and social interaction will feel valued and recognized for their presence in the school organization.

Silitonga and Pasaribu (2019) explained that organizational justice contributes to teacher satisfaction and sustainable commitment. The perception of justice creates a sense of security and trust in school leaders. This is in line with the findings of Najiyah et al. who stated that organizational fairness has a significant effect on teacher loyalty and attachment.

Thus, organizational fairness is an important prerequisite for the creation of sustainable teacher job satisfaction, which ultimately impacts the quality of their performance and voluntary behavior.

### **Indirect Influence of Work Culture on Organizational Citizenship Behavior (OCB) through Job Satisfaction of SDN Teachers in South Tapin District**

This study proves that work culture has an indirect effect on OCB through job satisfaction. This means that a positive work culture first increases teacher job satisfaction, which then encourages the emergence of OCB behavior.

Hermawan et al. (2023) affirm that a strong organizational culture will increase job satisfaction and motivation, which further reinforces the extra behavior of the teacher's role. This finding is in line with Saragih and Suhendro (2020) who stated that work culture and job satisfaction are interrelated in shaping positive teacher behavior.

Thus, job satisfaction plays a role as a psychological mechanism that bridges the influence of work culture on OCB, so that strengthening school culture needs to be accompanied by efforts to improve the welfare and comfort of teachers.

### **The Indirect Influence of Organizational Justice on Organizational Citizenship Behavior (OCB) through Job Satisfaction of SDN Teachers, South Tapin District**

The results show that organizational fairness has an indirect effect on OCB through job satisfaction, and this pathway is one of the strongest influences. Teachers who feel treated fairly will experience increased job satisfaction, which further encourages them to exhibit OCB behavior consistently.

Rivai (2021) and Jufrizen and Hamdani (2023) explain that organizational fairness increases employee satisfaction and positive attitudes, which is then reflected in extra-role behavior. In the context of schools, teachers who are satisfied and feel treated fairly will be more willing to help colleagues, get involved in school activities, and maintain the institution's reputation.

Job satisfaction has proven to be a crucial intervening variable in strengthening the influence of organizational justice on teachers' OCB. This confirms that fair and transparent school managerial policies are a strategic investment in building sustainable teacher volunteer behavior.

## **CONCLUSIONS AND SUGGESTIONS**

### **CONCLUSION**

This study concludes that work culture, organizational justice, and job satisfaction have a significant effect on the Organizational Citizenship Behavior (OCB) of State Elementary School teachers in South Tapin District, both directly and indirectly. All research variables were in the high category, showing that teachers had a positive perception of working conditions at school and showed voluntary behavior outside of formal duties. Work culture and organizational fairness have been proven to affect teachers' job satisfaction, and job satisfaction subsequently plays an intervening variable in strengthening the relationship between these two variables and OCB. Thus, the findings of this study answer all the hypotheses proposed while achieving the research objective, which is to analyze the direct and indirect relationships between variables so as to show that internal school factors play an important role in increasing the extra role behavior of teachers which has an impact on the effectiveness of school organizations.

### **SUGGESTIONS**

Based on the research findings, several recommendations can be made for the development of research and practice of educational organizations. First, schools are advised to strengthen the work culture through habituating positive values, increasing collaboration, and enforcing consistent discipline so that teachers are more encouraged to show OCB behavior. Second, schools need to ensure the implementation of organizational justice which includes fairness in the division of tasks, decision-making processes, interpersonal relationships, and information disclosure so that teachers feel valued and respected. Third, increasing job satisfaction can be done through improving the work climate, giving awards, and improving

communication between teachers and school leaders. For future researchers, it is recommended to expand the scope of the research area, use a mixed methods approach, or include other variables such as organizational commitment, leadership, or work motivation in order to obtain a more comprehensive picture of the factors that affect teachers' OCB..

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