

## The Influence of Organizational Commitment and Organizational Support on Organizational Citizenship Behavior Mediated by Job Satisfaction

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### ARTICLE INFO

*Keywords:* Organizational Commitment, Organizational Support, Job Satisfaction, Organizational Citizenship Behavior

*Received :* 8, June

*Revised :* 24, June

*Accepted:* 26, July

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### ABSTRACT

This study aims to examine the effect of organizational commitment and perceived organizational support on organizational citizenship behavior (OCB), with job satisfaction as a mediating variable. Using a quantitative approach, data were collected through questionnaires from 92 respondents comprising teachers and staff at SMK Muhammadiyah Majenang. The data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The results reveal that both organizational commitment and organizational support significantly influence OCB, both directly and indirectly through job satisfaction. The findings highlight the importance of fostering supportive and value-aligned organizational environments to enhance employees' discretionary behaviors that contribute to educational effectiveness.

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## **INTRODUCTION**

Education plays a strategic role in developing quality and competitive human resources in the global era (Munir et al., 2025), making it a key component of national development (Makkawaru, 2019). Vocational High Schools (SMKs), as part of Indonesia's formal education system, are at the forefront of vocational training, aiming to prepare skilled workers for the challenges of Industry 4.0 (Tjiptady, 2019). In addition to technical skills, SMKs instill work ethics and values. Achieving these objectives requires strong education management, particularly in human resource development. Effective HR empowerment enhances employee performance, which in turn supports organizational effectiveness (Modise, 2023).

Teachers and school staff are crucial to the success of educational programs. Their effectiveness depends not only on technical skills but also on factors like organizational commitment, perceived support, and job satisfaction (Wahyudi, 2024). Law No. 14 of 2005 highlights that teachers, as professional educators, guide and assess students while also investing emotionally in their development (Sulastri et al., 2020). Likewise, administrative and support staff often go beyond their formal roles by mentoring students, supporting programs, fostering character education, and maintaining a positive school environment (Hidayat & Patras, 2022; Utari, 2023).

Organizational Citizenship Behavior (OCB) refers to voluntary actions beyond formal job duties that are not directly rewarded by the organization (Arifin & Narmaditya, 2024; Caterine & Wahyuningsih, 2023; Siswadi et al., 2023; Sumarmi & Tjahjono, 2021; de Geus et al., 2020). In educational settings, teachers with high OCB often assist colleagues, take initiative, and demonstrate loyalty, fostering a more effective and supportive learning environment (Taqiyuddin & Hidayah, 2023; Afifah & Mulyana, 2024). OCB plays a crucial role in enhancing organizational performance and supporting the achievement of institutional goals (Wonda, 2024).

Previous research shows that Organizational Citizenship Behavior (OCB) is influenced by factors like organizational commitment and support, which also affect job satisfaction among teachers and staff (Arifin & Narmaditya, 2024). Those with high commitment tend to feel more satisfied with school support, leading to greater involvement in extra-role activities (Sari & Muhammad, 2019; Saepudin & Djati, 2019; Hermanto et al., 2024). Job satisfaction – an employee's positive feeling toward their work (Ali & Anwar, 2021; Firmansyah et al., 2021) – motivates both task-related and voluntary contributions (Caterine & Wahyuningsih, 2023). It encompasses emotional and cognitive responses that impact performance (Scanlan & Still, 2019), and is shaped by financial rewards as well as social factors like coworker relationships, leadership support, and professional growth opportunities (Aziz et al., 2021; Weale et al., 2019).

The relationship between organizational commitment, support, job satisfaction, and OCB remains underexplored, especially in education (Caterine & Wahyuningsih, 2023). While prior studies highlight direct links among these variables, the mediating role of job satisfaction is rarely examined. Given the unique challenges faced by educational institutions, particularly vocational

schools, research in this context is crucial to understanding the factors that drive staff commitment and performance (Adnyana & Iswanto, 2021).

Interviews at SMK Muhammadiyah Majenang revealed low staff participation in voluntary school activities, linked to unequal treatment between teachers and non-teaching staff. Teachers received more training, rewards, and career opportunities, while limited facilities, unfair evaluations, and lack of feedback further lowered morale. Respondents cited inadequate support – such as poor resources, minimal training, and lack of appreciation – as reducing job satisfaction and emotional connection to the school. As Hidayat and Patras (2022) emphasize, job satisfaction mediates the link between organizational support and extra-role behavior. If unresolved, these issues could weaken morale and education quality.

This study builds on Caterine & Wahyuningsih (2023), who examined the impact of affective commitment and organizational support on OCB with job satisfaction as a mediator. However, this research offers several updates. First, it broadens the commitment variable to organizational commitment – encompassing affective, normative, and continuance dimensions per Meyer and Allen (1991) – for a more comprehensive framework. Second, it expands the research subjects to include both teachers and school staff, offering a fuller picture of educational organizations. Lastly, it tests more hypotheses, examining both direct and mediated effects through job satisfaction to gain deeper insights into the variable relationships.

## LITERATURE REVIEW

### *Organizational Citizenship Behavior (OCB)*

Organizational Citizenship Behavior (OCB) is a concept that has been a major concern in the study of organizational behavior since the late 20th century. The term was first introduced by Organ (1988), who defined OCB as individual behavior that is voluntary, not directly regulated by the formal organizational system, but overall can increase the effectiveness and efficiency of organizational operations. OCB is extra-role behavior carried out voluntarily by individuals outside of their formal obligations, which supports smooth operations and improves overall organizational effectiveness Caterine & Wahyuningsih, (2023).

Social Exchange Theory (SET) offers a strong framework for understanding why teachers engage in voluntary behaviors beyond their formal duties (Elstad et al., 2011). According to Emerson (1976), SET is based on reciprocity – individuals tend to return the support they receive. When teachers experience organizational support, such as fair treatment, leadership attention, or adequate facilities, they feel compelled to give back through extra-role behaviors (OCB). Studies show that high perceived organizational support (POS) enhances teachers' commitment and willingness to contribute beyond expectations (Kristiani et al., 2019; Wahyudi, 2024). A supportive and just school climate thus fosters active teacher participation in advancing the institution.

A number of researchers have developed dimensions of OCB. Smith et al. (1983) identified two main dimensions, namely altruism (direct helping behavior) and compliance (compliance with organizational rules). Organ (1988)

expanded this scope by adding courtesy, sportsmanship, and civic virtue. These dimensions were later confirmed by Podsakoff et al. (1990) in a framework of five main categories of OCB. Graham (1989) even proposed a four-dimensional model, which includes interpersonal assistance, individual initiative, personal dedication, and loyalty to the organization. Meanwhile, Williams and Anderson (1991) distinguished OCB into two broad categories, namely OCB-I (which directly benefits other individuals) and OCB-O (which benefits the organization in general) (Sharma and Jain 2014).

### ***Organizational Commitment***

Organizational commitment is an individual's emotional attachment and desire to remain with their organization, reflecting a strong sense of belonging and alignment with its goals and values (Harcourt, 2024). It stems from pride in the organization, positive relationships, and value congruence (Meyer & Allen, 1991).

### ***Organizational Support***

Organizational support is employees' perception of how much the organization values their contributions and cares for their well-being (Farisi et al., 2024). It includes providing facilities, recognizing effort, offering rewards, and enabling professional development, which together foster appreciation and strengthen organizational bonds.

### ***Job Satisfaction***

Job satisfaction refers to the positive feelings individuals have toward their work, influenced by factors like recognition, well-being, and workplace relationships (Adnyana & Iswanto, 2021). According to Robbins & Judge (2015) and Widhiandono et al. (2022), it stems from how employees evaluate their job characteristics. When expectations align with reality, job satisfaction increases, promoting positive workplace behavior.

### ***The Effect of Organizational Commitment on Organizational Citizenship Behavior (OCB)***

Organizational commitment is an individual's emotional bond to their organization, motivating voluntary behaviors beyond formal duties. This loyalty fosters collaboration and boosts overall organizational effectiveness (Farisi et al., 2024; Caterine & Wahyuningsih, 2023; Planer, 2019).

H1: Organizational Commitment has a significant positive effect on Organizational Citizenship Behavior (OCB).

### ***The Effect of Organizational Commitment on Job Satisfaction***

Organizational commitment is an individual's emotional, psychological, and moral attachment to their organization, reflected in their desire to stay and contribute to its goals (Çavuş et al., 2025). Meyer and Allen's (1991) widely used model defines three dimensions: affective commitment (emotional bond), continuance commitment (practical concerns about leaving), and normative commitment (sense of obligation) (Yue et al., 2025; Heidari et al., 2022).

Research by Arief (2003) and Firmansyah et al. (2021) shows that strong organizational commitment boosts job satisfaction by aligning employees with organizational goals and fostering belonging. Those with affective attachment remain satisfied despite challenges. In education, committed teachers and staff exhibit higher job satisfaction, driven by intrinsic motivation to support school development (Yue et al., 2025; Estrada & Mamani, 2020).

H2: Organizational commitment has a significant positive effect on job satisfaction.

### ***The Effect of Organizational Support on Organizational Citizenship Behavior (OCB)***

Perceived organizational support—the belief that the organization values employees' well-being and contributions—plays a key role in promoting OCB. When employees feel supported and valued, they are more motivated to voluntarily contribute to organizational success (Farisi et al., 2024). This support fosters psychological security, encouraging extra-role behaviors like helping colleagues and proactively solving problems (Noach et al., 2024).

H3: Organizational support has a significant positive effect on Organizational Citizenship Behavior (OCB).

### ***The Effect of Organizational Support on Job Satisfaction***

Perceived organizational support (POS) is employees' belief that the organization values their contributions and cares for their well-being (Caterine & Wahyuningsih, 2023). It includes factors like facilities, supervisor attention, career development, recognition, and fair evaluations. Research shows POS positively influences job satisfaction, as supported employees feel valued, involved, and secure (Kristiani et al., 2019; Wahyudi, 2024). POS also fosters loyalty and reduces job stress, boosting satisfaction further (Aziz et al., 2021; Weale et al., 2019).

H4: Organizational support has a significant positive effect on job satisfaction

### ***The Effect of Job Satisfaction on OCB***

Job satisfaction is a positive emotional state from evaluating work aspects like compensation, environment, relationships, and growth opportunities (Ali & Anwar, 2021; Firmansyah et al., 2021). Satisfied employees tend to have positive attitudes and greater motivation to support organizational success. Research shows job satisfaction boosts OCB, with content employees more likely to initiate and engage in extra-role behaviors (Soelton, 2020). In education, satisfied teachers and staff actively participate in school development, extracurriculars, and peer support (Afifah & Mulyana, 2024; Utari, 2023).

H5: Job satisfaction has a significant positive effect on Organizational Citizenship Behavior (OCB)

### ***The Mediating Role of Job Satisfaction on the Effect of Organizational Commitment on OCBs***

Job satisfaction, reflecting employees' positive feelings toward their work, serves as a mediator between organizational commitment and OCB. Employees with strong organizational commitment are more likely to feel satisfied due to their emotional connection to the organization (Harcourt, 2024). This satisfaction, in turn, motivates them to engage in behaviors that contribute to organizational success (Wahyudi, 2024).

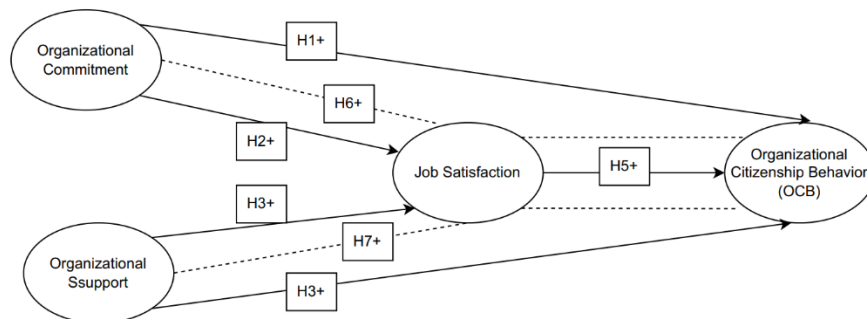
H6: Job satisfaction mediates the relationship between organizational commitment and *Organizational Citizenship Behavior* (OCB).

### ***The Mediating Role of Job Satisfaction on the Effect of Organizational Support on OCBs***

In addition to mediating the relationship between organizational commitment and OCB, job satisfaction also plays an important role in linking organizational support with OCB. When employees feel that their organization supports their needs and well-being, their level of job satisfaction increases. This, in turn, encourages them to perform additional tasks that are not formally required (Arifin & Narmaditya, 2024).

H7: Job satisfaction mediates the relationship between organizational support and *Organizational Citizenship Behavior* (OCB).

The relationship model between variables described in this study includes:



**Figure 1. Conceptual Framework**

## **METHODOLOGY**

This quantitative study examined the relationships between organizational commitment, organizational support, job satisfaction, and Organizational Citizenship Behavior (OCB) at SMK Muhammadiyah Majenang using a survey of 92 respondents via non-probability sampling, suitable given the small population (Bougie & Sekaran, 2020). The Likert-scale questionnaire covered the key variables (Mahadewi & Muchtadin, 2024). Data analysis employed SmartPLS (Hair et al., 2017) to test measurement validity, reliability, and structural relationships. Bootstrapping assessed path coefficients and significance (Noach et al., 2024). This method enabled analysis of both direct and indirect effects, highlighting job satisfaction's mediating role and offering insights to improve employee engagement in education (Adnyana & Iswanto, 2021).

**RESEARCH RESULT**

Based on the results of the data from the questionnaire, general information regarding the characteristics of respondents based on gender, age, marital status, length of work, latest education, and position is obtained.

Table 1. Respondent

| Profile           | Category             | Frequency | Percentage |
|-------------------|----------------------|-----------|------------|
| Gender            | Male                 | 52        | 56,5 %     |
|                   | Female               | 40        | 43,4 %     |
| Age               | 25-34 y.o.           | 28        | 30,4 %     |
|                   | 35-44 y.o.           | 44        | 47,8 %     |
|                   | 45-54 y.o.           | 11        | 11,9 %     |
|                   | >54 y.o.             | 9         | 9,7 %      |
| Marital Status    | Not married          | 5         | 5,4 %      |
|                   | Married              | 87        | 94,5 %     |
| Last Education    | SMA/SMK              | 14        | 15,2 %     |
|                   | Diploma              | 2         | 2,1 %      |
|                   | Bachelor             | 69        | 75 %       |
|                   | Postgraduate         | 7         | 7,6 %      |
| Length of Service | < 1 year             | 4         | 4,3 %      |
|                   | 1-5 years            | 27        | 29,3 %     |
|                   | 5-10 years           | 24        | 26 %       |
|                   | >10 years            | 37        | 40,2 %     |
| Position          | Teacher              | 73        | 79,3 %     |
|                   | Administration staff | 19        | 20,6 %     |

Source: Data processed by researchers, 2025

Most of the respondents were male, which amounted to 56.5%. The largest age group was in the range of 35-44 years with a percentage of 47.8%. The majority of respondents were married (94.5%) and had a bachelor's degree (S1) of 75%. As many as 40.2% of respondents had worked for more than 10 years, and most of them were teachers, 79.3%.

***Evaluation of Model Measurement (Outer Model)***

This research model evaluation covers convergent validity, reliability, and discriminant validity. Convergent validity ensures that indicators accurately represent their construct. Reliability measures the internal consistency of indicators, while discriminant validity confirms that each construct is distinct from others in the model. Table 1 summarizes the results of convergent validity and reliability measurements. While Table 2 is a summary of the results of measuring discriminant validity with the Fornell-Larcker criteria.

Table 2. Convergent Validity and Reliability

| Item                                       | LF    | CA    | CR    | AVE   |
|--|-------|-------|-------|-------|
| <i>Organizational Citizenship Behavior</i> |       | 0.951 | 0.957 | 0.651 |
| OCB1                                       | 0.816 |       |       |       |

|                           |       |       |       |       |
|---------------------------|-------|-------|-------|-------|
| OCB2                      | 0.823 |       |       |       |
| OCB3                      | 0.753 |       |       |       |
| OCB4                      | 0.804 |       |       |       |
| OCB5                      | 0.857 |       |       |       |
| OCB6                      | 0.844 |       |       |       |
| OCB7                      | 0.817 |       |       |       |
| OCB8                      | 0.834 |       |       |       |
| OCB9                      | 0.800 |       |       |       |
| OCB10                     | 0.824 |       |       |       |
| OCB11                     | 0.757 |       |       |       |
| OCB12                     | 0.742 |       |       |       |
| Organizational Commitment |       | 0.963 | 0.967 | 0.661 |
| KO1                       | 0.742 |       |       |       |
| KO2                       | 0.806 |       |       |       |
| KO3                       | 0.813 |       |       |       |
| KO4                       | 0.803 |       |       |       |
| KO5                       | 0.889 |       |       |       |
| KO6                       | 0.812 |       |       |       |
| KO7                       | 0.800 |       |       |       |
| KO8                       | 0.797 |       |       |       |
| KO9                       | 0.810 |       |       |       |
| KO10                      | 0.840 |       |       |       |
| KO11                      | 0.904 |       |       |       |
| KO12                      | 0.758 |       |       |       |
| KO13                      | 0.825 |       |       |       |
| KO14                      | 0.708 |       |       |       |
| KO15                      | 0.865 |       |       |       |
| Organizational Support    |       | 0.939 | 0.950 | 0.703 |
| DO1                       | 0.741 |       |       |       |
| DO2                       | 0.807 |       |       |       |
| DO3                       | 0.877 |       |       |       |
| DO4                       | 0.868 |       |       |       |
| DO5                       | 0.872 |       |       |       |
| DO6                       | 0.859 |       |       |       |
| DO7                       | 0.851 |       |       |       |
| DO8                       | 0.827 |       |       |       |
| Job Satisfaction          |       | 0.941 | 0.952 | 0.739 |
| KK1                       | 0.873 |       |       |       |
| KK2                       | 0.846 |       |       |       |
| KK3                       | 0.818 |       |       |       |
| KK4                       | 0.868 |       |       |       |
| KK5                       | 0.874 |       |       |       |
| KK6                       | 0.860 |       |       |       |
| KK7                       | 0.878 |       |       |       |

Convergent validity is assessed based on the loading factor number  $> 0.7$  and AVE value  $> 0.5$  (Hair et al, 2017). While reliability is assessed based on the Composite Reliability (CR) and Cronbach's alpha (CA)  $> 0.7$  (Hair et al, 2017).

Based on Table 1, the results obtained show that the measurements in this study are valid and convergently reliable. Each item is known to produce a loading factor (LF) value greater than 0.60 as well as an AVE value greater than 0.50. Therefore, all indicators are considered valid in measuring latent variables. In addition, Composite Reliability (CR) and Cronbach's alpha (CA) of all research variables are above 0.70 (Hair et al, 2017). With these results, it can be concluded that each variable has high reliability and meets the criteria for Composite Reliability and Cronbach's alpha.

Table 3. Discriminant Validity: *Fornell-Larcker*

| Variables | EP           | POS          | SE           | WE           |
|-----------|--------------|--------------|--------------|--------------|
| DO        | <b>0.839</b> |              |              |              |
| KK        | 0.542        | <b>0.860</b> |              |              |
| KO        | 0.494        | 0.556        | <b>0.813</b> |              |
| OCB       | 0.561        | 0.628        | 0.591        | <b>0.807</b> |

\* Notes: *Organizational Support (DO), Job Satisfaction (KK), Organizational Commitment (KO), Organizational Citizenship Behavior (OCB).*

The discriminant validity of this research model was assessed using the Fornell-Larcker criteria, as shown in Table 2. The results indicate that the criteria are met, with each variable's square root of AVE on the diagonal being higher than its correlations with other variables. Thus, all constructs meet the Fornell-Larcker discriminant validity standard.

### **Structural Model Evaluation (Inner Model)**

Inner model evaluation, or structural evaluation, follows the outer model testing stage and focuses on examining relationships between constructs, significance levels, and the model's R-square values (Hair et al., 2017). The first step involves assessing the R-square and Q-square values of each dependent variable, as shown in Table 3.

Table 4. R-Square and Q-Square

| Variables                                  | R-Square | Q-Square |
|--|----------|----------|
| Job Satisfaction                           | 0.404    | 0.286    |
| <i>Organizational Citizenship Behavior</i> | 0.515    | 0.320    |

Table 4 presents the R-square and Q-square values for the research constructs. The R-square indicates how much of the variation in the dependent variable is explained by the independent variables. For instance, an R-square of 0.515 for Organizational Citizenship Behavior (OCB) means the model explains 51.5% of the variance in OCB, while the remainder is influenced by factors outside this study. The Q-square value assesses the model's predictive relevance, with values above zero indicating good predictive accuracy. Thus, the results suggest the model has strong explanatory and predictive power.

Table 5. Hypothesis Test

| Hypothesis           | Path | Coefficients<br>( $\beta$ ) | T Statistic | P Values | Conclusion |
|----------------------|------|-----------------------------|-------------|----------|------------|
| KO $\rightarrow$ OCB | H1   | 0.284                       | 2.190       | 0.014    | Accepted   |
| KO $\rightarrow$ KK  | H2   | 0.382                       | 3.397       | 0.000    | Accepted   |

|               |    |       |       |       |          |
|---------------|----|-------|-------|-------|----------|
| DO → OCB      | H3 | 0.235 | 1.987 | 0.023 | Accepted |
| DO → KK       | H4 | 0.353 | 3.465 | 0.000 | Accepted |
| KK → OCB      | H5 | 0.342 | 2.739 | 0.003 | Accepted |
| KO → KK → OCB | H6 | 0.131 | 1.775 | 0.038 | Accepted |
| DO → KK → OCB | H7 | 0.121 | 2.302 | 0.011 | Accepted |

\* Notes: *Organizational Commitment (KO), Organizational Support (DO), Job Satisfaction (KK), Organizational Citizenship Behavior (OCB).*

The final evaluation involves hypothesis testing to assess relationships between variables. A hypothesis is supported if the T-statistic is greater than 1.960 and the P-value is below 0.05 (Hair et al., 2017). As shown in Table 4, all relationships have positive path coefficients ( $\beta$ ), indicating positive effects.

## DISCUSSION

### *The Effect of Organizational Commitment on Organizational Citizenship Behavior*

Based on the findings, organizational commitment has a positive and significant effect on Organizational Citizenship Behavior (OCB) ( $\beta = 0.284$ ,  $p = 0.014$ ), supporting hypothesis H1. This indicates that teachers and staff with strong organizational commitment are more likely to engage in voluntary behaviors beyond their formal duties, such as helping colleagues, being proactive, and participating in non-formal activities. Feeling valued and a sense of belonging motivates employees to contribute more for mutual success. This aligns with previous studies (Farisi et al., 2024; Caterine & Wahyuningsih, 2023; Planer, 2019) showing that emotional involvement fosters initiative, altruism, and loyalty, enhancing organizational effectiveness.

This study fills gaps in prior research by using the full organizational commitment construct—*affective, normative, and continuance commitment* (Meyer & Allen, 1991)—rather than focusing only on affective commitment (Caterine & Wahyuningsih, 2023). It also broadens the scope by including both teaching and non-teaching staff, offering a more comprehensive view of school organizational behavior. Additionally, it contributes to the scarce literature on OCB in vocational education, especially in private, non-urban schools like SMK Muhammadiyah Majenang.

Theoretically, this finding supports Social Exchange Theory (Emerson, 1976), which sees employee-organization relationships as reciprocal—when employees feel valued, they respond with prosocial behaviors like OCB. Meyer & Allen’s (1991) model also emphasizes that affective commitment, rooted in emotional attachment, drives such behaviors. Practically, for schools like SMK Muhammadiyah Majenang, organizational commitment reflects alignment with school values and loyalty to its mission. Committed teachers and staff take initiative, support peers, mentor students, and uphold the school’s reputation—often beyond formal duties and without supervision.

### *The Effect of Organizational Commitment on Job Satisfaction*

This study finds that organizational commitment significantly and positively affects job satisfaction ( $\beta = 0.382$ ;  $P = 0.000$ ), supporting hypothesis H2. Teachers and staff with stronger emotional bonds and alignment with

organizational values exhibit higher job satisfaction, driven by intrinsic motivation and resilience to stress. This aligns with prior research (Yücel, 2012; Culibrk et al., 2018; Caterine & Wahyuningsih, 2023) showing committed employees view their work as meaningful contributions rather than mere obligations. Strengthening organizational commitment is therefore crucial for enhancing job satisfaction in educational settings.

This research expands on previous studies that primarily examined the link between organizational commitment and job satisfaction in public or corporate sectors (Yücel, 2012; Culibrk et al., 2018). By focusing on private vocational education—which operates under distinct social, structural, and resource conditions—this study offers new insights. Unlike earlier studies that often focus solely on teachers, this research also includes nonteaching staff, providing a more comprehensive view of how organizational commitment influences job satisfaction across all school roles. This contributes to the literature on work behavior in non-urban educational institutions in Indonesia.

This finding supports Meyer and Allen's (1991) Three-Component Model, which identifies affective commitment as the strongest predictor of job satisfaction. When teachers and staff feel aligned with the school's vision and values, they experience greater pride and fulfillment in their roles. Social Exchange Theory (Emerson, 1976) further explains this relationship: when organizations offer support and growth opportunities, employees reciprocate with positive attitudes, including higher job satisfaction.

The practical implication of these findings is that increasing job satisfaction among teachers and staff depends heavily on the school's ability to foster organizational commitment. This can be achieved by involving employees in decision-making, offering fair rewards, and reinforcing institutional values in daily practices. At SMK Muhammadiyah Majenang—the oldest and most prominent vocational school in West Cilacap—there is strong potential to build a cohesive, productive culture. Strengthening organizational commitment can enhance job satisfaction and drive greater contributions toward achieving the school's vocational education goals.

### ***Effect of Organizational Support on Organizational Citizenship Behavior***

The study shows that organizational support significantly and positively influences Organizational Citizenship Behavior (OCB) ( $\beta = 0.235$ ;  $P = 0.023$ ), supporting hypothesis H3. When teachers and staff perceive strong organizational support, they develop emotional attachment and a sense of responsibility, leading to voluntary behaviors beyond their formal duties. These findings align with Kristiani et al. (2019) and Noach et al. (2024), highlighting that perceived support fosters security, trust, and loyalty, which encourage extra-role contributions.

This study addresses a gap in the literature by examining organizational support in a private vocational school in a non-urban area—an underexplored context with limited resources. Unlike previous research that focused solely on teachers (e.g., Kristiani et al., 2019), this study includes both teaching and non-teaching staff. It not only replicates prior findings but also broadens the empirical

scope and highlights the strategic role of organizational support in fostering sustainable OCB.

This finding aligns with Social Exchange Theory (Emerson, 1976), which views organizational support as a form of reciprocity. When employees receive tangible support—such as adequate facilities, leadership attention, and training—they perceive it as a social investment, prompting them to reciprocate through positive behaviors like OCB. This support fosters psychological security and emotional loyalty, enhancing intrinsic motivation to contribute beyond formal duties.

The Perceived Organizational Support (POS) theory by Eisenberger et al. (2001) explains these findings, stating that employees who feel supported develop an affective obligation to help achieve organizational goals, often shown through OCB. Supporting studies by Kristiani et al. (2019) and Noach et al. (2024) confirm that positive perceptions of organizational support are linked to greater employee participation in extra-role behaviors like helping colleagues, engaging in social activities, and fostering a positive work environment.

For schools like SMK Muhammadiyah Majenang, this finding highlights that organizational support is crucial for encouraging voluntary behaviors among teachers and staff. Support need not be financial; recognition, fair policies, development opportunities, and a safe, inclusive environment also foster collaboration and extra-role contributions. Enhancing these perceptions is vital for maintaining education quality and boosting competitiveness in non-urban vocational schools.

### ***Effect of Organizational Support on Job Satisfaction***

The results show that organizational support positively and significantly influences job satisfaction ( $\beta = 0.353$ ;  $P = 0.000$ ), confirming hypothesis H4. Higher perceptions of support—emotional, material, and professional—lead to greater job satisfaction among teachers and staff. This aligns with findings from Islam et al. (2014) and Caterine & Wahyuningsih (2023). Key support elements include training, recognition, open communication, adequate facilities, and fair evaluations, which foster security, value, motivation, and ultimately, higher job satisfaction.

Although the link between organizational support and job satisfaction is well established, prior studies have largely focused on the industrial sector or limited their scope to teachers (Caterine & Wahyuningsih, 2023). This study broadens that scope by examining both teachers and non-teaching staff in a private vocational school in a non-urban area, offering new insights into HR management under resource constraints and operational complexity. It affirms that organizational support plays a vital role in enhancing employee well-being and satisfaction—even in education.

These findings align with Perceived Organizational Support (POS) theory (Eisenberger et al., 1986), which holds that when employees feel valued and supported, they develop stronger emotional ties, greater psychological security, and increased job satisfaction. In education, where workloads are often demanding, such support is especially crucial for staff comfort and motivation.

For SMK Muhammadiyah Majenang, this study highlights that teacher and staff job satisfaction is strongly shaped by their perception of organizational support. Support can take many forms—adequate facilities, training opportunities, clear career paths, and attention to employee well-being. Strengthening these perceptions fosters a more supportive work environment, builds loyalty, and reduces conflict or low morale. Ultimately, strong organizational support also motivates teachers and staff to engage more actively in programs aimed at improving educational quality.

### ***The Effect of Job Satisfaction on Organizational Citizenship Behavior***

The results show that job satisfaction significantly and positively affects Organizational Citizenship Behavior ( $\beta = 0.342$ ,  $P = 0.003$ ), so hypothesis H5 is accepted. Satisfied teachers and staff are more likely to engage in extra-role behaviors—helping colleagues, participating in activities beyond work hours, and fostering a harmonious environment. This supports Soelton's (2020) findings that job satisfaction encourages voluntary contributions beyond formal duties. Job satisfaction arises from factors like manageable workload, good relationships, career growth, and recognition, motivating employees to support organizational success.

According to Ali & Anwar (2021) and Čulibrk et al., (2018), job satisfaction reflects a positive evaluation of various aspects of the job, including workload balance, interpersonal relationships, career development opportunities, and the reward system. Although the link between job satisfaction and OCB has been widely discussed in various studies, most of the previous research still focuses on the industrial sector or for-profit organizations, and is limited to the teaching profession in public schools or in urban areas. This study extends the scope by exploring the relationship between job satisfaction and OCB in a private vocational school setting in a non-urban area, and involves teachers and nonteaching staff simultaneously. As such, this study provides a new empirical contribution in understanding how job satisfaction is an important driver in shaping a proactive and collaborative work culture in vocational education institutions.

This finding supports Social Exchange Theory (Emerson, 1976), which sees work relationships as reciprocal—employees who feel valued tend to reciprocate with voluntary behaviors, reflecting loyalty and affective commitment. For SMK Muhammadiyah Majenang, job satisfaction is crucial in building a collaborative, quality-focused environment. Satisfied staff are more likely to go beyond formal roles, such as joining extracurriculars, mentoring students, or fostering industry ties. In vocational schools, where soft skills and networks are essential, such behaviors are key to sustaining program quality and boosting competitiveness.

### ***The Mediating Role of Job Satisfaction on the relationship of Organizational Commitment to Organizational Citizenship Behavior***

The research findings show that job satisfaction mediates the relationship between organizational commitment and Organizational Citizenship Behavior (OCB) ( $\beta = 0.131$ ;  $P$  value = 0.038), so hypothesis H6 is accepted. This finding

indicates that teachers and staff who have a high commitment to the organization tend to feel more satisfied with their jobs, and this job satisfaction encourages extra-role behaviors, such as helping colleagues, taking initiatives, and showing loyalty to the organization. This finding is also consistent with a number of previous studies. Research by Yue et al., (2025) found that high organizational commitment contributes to increased job satisfaction, which in turn has an impact on OCB behavior in educational organizations. Studies by Čulibrk, et al., (2018) and Firmansyah, et al., (2021) show that job satisfaction positively and significantly strengthens the relationship between emotional attachment to the organization and employee voluntary contributions.

Research by Sari & Muhammad (2019) and Saepudin & Djati (2019) shows that teachers with strong commitment and job satisfaction tend to demonstrate OCB through voluntary involvement and social harmony. In value-driven schools like SMK Muhammadiyah Majenang, such behaviors are often driven by moral motivation rather than material rewards. While many studies link organizational commitment to OCB, few examine job satisfaction as a mediator – especially in Indonesian vocational schools (Afifah & Mulyana, 2024). This study addresses that gap, offering insights for resource-limited, non-urban SMKs that depend on voluntary staff contributions.

Meyer & Allen's (1991) Three-Component Model explains that affective commitment – emotional attachment to the organization – positively influences job satisfaction and OCB. When employees share organizational values, work feels more meaningful. Emerson's (1976) Social Exchange Theory further suggests that job satisfaction stems from positive employee-organization exchanges, where commitment is met with reciprocal voluntary behavior. For SMK Muhammadiyah Majenang, this underscores the importance of strengthening commitment by enhancing satisfaction through open communication, shared decision-making, and recognition – fostering greater voluntary engagement.

### ***The Mediating Role of Job Satisfaction on the relationship of Organizational Support to Organizational Citizenship Behavior***

This study finds that job satisfaction mediates the relationship between organizational support and OCB ( $\beta = 0.121$ , P value = 0.011), confirming H7. When employees perceive strong organizational support, their job satisfaction increases, which in turn fosters OCB. This aligns with Arifin & Narmaditya (2024), who found job satisfaction mediates the link between support and OCB. The results highlight job satisfaction as a key psychological mechanism bridging support and voluntary behavior. Thus, efforts to boost OCB should not only enhance organizational support but also create work conditions that improve employee satisfaction.

While many studies link organizational support to OCB, few explore job satisfaction as a mediating factor – especially in Indonesian vocational schools (Kristiani et al., 2019). This study shows that organizational support influences OCB primarily by enhancing job satisfaction. It extends previous research by focusing on private, non-urban schools. According to Perceived Organizational Support theory (Eisenberger et al., 1986), feeling valued increases satisfaction,

loyalty, and commitment—key drivers of OCB (Organ, 1988). For SMK Muhammadiyah Majenang, this means that support efforts must go beyond technical aid to include recognition, strong relationships, career clarity, and open communication to foster satisfaction and drive proactive, loyal behavior.

## CONCLUSIONS AND RECOMMENDATIONS

This study investigates the impact of organizational commitment and organizational support on Organizational Citizenship Behavior (OCB), with job satisfaction as a mediating variable among teachers and staff at SMK Muhammadiyah Majenang. The results show that both organizational commitment and support significantly influence OCB. Job satisfaction mediates the effect of organizational support on OCB, suggesting that support enhances satisfaction, which fosters voluntary behavior. However, organizational commitment directly affects OCB without mediation, indicating that emotional attachment and loyalty are primary drivers of extra-role behavior.

For SMK Muhammadiyah Majenang, strengthening organizational support requires balanced attention to both teachers and non-teaching staff through fair training, rewards, and improved facilities. Management should prioritize job satisfaction by regularly evaluating employee needs and fostering a supportive work environment. Additionally, efforts to build organizational commitment—such as transparent communication, recognition of loyalty, and programs that enhance a sense of belonging—are essential for maintaining harmonious and sustainable workplace relationships.

## ADVANCED RESEARCH

This study has several limitations, including a small sample size of 92 respondents from a single school, limiting the generalizability of the findings. The use of self-report questionnaires may also introduce bias, such as social desirability. Additionally, the fully quantitative approach restricts deeper exploration of the underlying reasons behind respondents' behavior. Future research could benefit from incorporating qualitative methods and examining other factors influencing OCB, such as leadership, organizational culture, or intrinsic motivation.

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