The Effect of Principal Leadership Through Organizational Citizenship Behavior of Teachers on the Quality of Islamic Religious Education Learning

By Hamlan Hamlan

QALAMUNA
JURNAL PENDIDIKAN, SOSIAL, DAN AGAMA

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Abstract	This paper investigates the pivotal role of school principals in shaping and enhancing Organizational Citizenship Behavior (OCB) among teachers to enhance the quality of Islamic Religious Education (IRE) instruction. The research was conducted at SMA Negeri 1 Bumi Raya, located in Morowali Regency, Central Sulawesi Province, Indonesia, employing descriptive-qualitative methodologies. Data analysis was conducted using the N-Vivo software. The findings of this study underscore the multifaceted role of principals in fostering OCB. Principals emerge as both motivators and supervisors within the educational setting. As motivators, they offer support and encouragement to teachers facing challenges, convene regular meetings to address issues, and deliver motivating messages during ceremonial gatherings. As supervisors, they diligently assess and oversee the performance of their teaching staff, ensuring a high standard of educational delivery. Internally, factors influencing OCB include teachers' personality development and perception of organizational support. Externally, the quality of relationships between superiors and subordinates and the length of service significantly impact OCB outcomes. In summary, this research sheds light on the pivotal role of school principals as motivators and supervisors and identifies key internal and external factors that influence the optimization of OCB among teachers. Understanding these dynamics is crucial for improving the management and quality of Islamic Religious Education learning in educational institutions.
Keywords	Principal Leadership; Organizational Citizenship Behavior; Islamic Religious Education; Quality of Learning

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1. **INTRODUCTION**

The role of the Principal is very urgent to create a friendly, humanist work atmosphere to increase work motivation and work productivity of the Teacher carrying out his duties and functions (Bolívar et al., 2006). The Principal's Leadership Strategy is needed to provide teachers with encouragement, guidance, and direction (M. Brown & R. Wynn, 2009). This is a significant capital to do so that every action and Policy taken or carried out by a leader has a positive and negative influence on the subordinates he leads. The success of a school leader is placed on his personality in improving performance and work performance for teachers in encouraging the quality of learning (Marshall, Kiffin-Petersen & Soutar, 2012).

The role and function of the Principal's Leadership are vital in driving school life to achieve goals (Vassallo, 2022). The function of the Principal is to instill influence in teachers so that they perform their duties optimally with complete innovation, activity, and creativity in learning tasks and fostering extracurricular activities (Van der Heijden et al., 2015). Therefore, principals are necessary to optimize organizational citizenship behavior (OCB). Field studies show the importance of OCB in encouraging the performance of organizational devices that can exceed the minimum standards set in improving the quality of productivity of working groups (Braun et al., 2013).

Related studies on Organizational Citizenship Behaviour (OCB) in school institutions have been carried out both theoretical and empirical studies that show that OCB can lead organizations to achieve success (Hermanto & Sri Mulyani, 2022), one of which is a study conducted by Dipaola & Tschannen-Moran (2001), showing that there is a significant relationship between OCB and the school climate, namely the creation of a comfortable and productive learning atmosphere in class.

OCB is a research theme that continues to evolve, as it is synonymous with company results, expectations, and values and can increase emotional capital and minimize management costs (Beal III, Stavros, & Cole, 2013). The application of OCB is not only essential to organizations engaged in profit, but OCB is significant for every organization, primarily non-profit organizations such as school organizations. Educating is a profession where OCB optimization and demands are seen as urgent (Lavy, 2019). School organizations today face continuous pressure to innovate and improve the quality of education as the times demand that school organizations urgently need teacher resources that are full of initiative and more proactive (Giles & Hargreaves 2006). Furthermore, Aleksandrovich (2014) provides information that the role of OCB Teachers in schools is closely related to changes in school functioning, performance improvement, and behavior toward colleagues.

In the world of education, organizational citizenship behavior involves some behaviors of concern for others, being extra in doing tasks, being obedient and loyal to the leadership, to the rules and procedures in the workplace (Bester et al. 2015; Turnipseed 2002; Dipaola & Tschannen-Moran, 2001). Therefore, visionary leadership played by the Principal through strengthening the organizational citizenship behavior of teachers has a significant impact on improving the Quality of Learning (Khokhar & Zia-your-Rehman, 2017; Engelbrecht & Schlechter, 2006). Referring to the quality of learning in schools within the scope of school organizations in a global context, even in developed countries, emphasizing the quality of education depends on the performance of teachers has a critical role in effectively continuously ensuring the achievement of educational goals, the quality of learning and educational outcomes are primarily determined by the role of teachers effectively in managing classes (Tarekegne, & Megersa, 2019; Demirel, 2009).

This research examines the transformational contribution of head leadership directly to the Organizational Civic Behavior of teachers in Islamic education, one of which is research conducted by Maulida et al. (2019). However, this study only explains how principal transformation leadership leads to Teacher OCB on organizational commitment and teacher job satisfaction. Very little research still tries to determine how the Principal's intervention improves the quality management of Islamic Religious Education Teacher learning through strengthening OCB. Based on the priorities study of the role of the

Principal, it has a strategic meaning in instilling the spirit, motivation, and productivity of teacher work in schools. However, in reality, the relationship and communication between the Principal and teachers in schools are not always harmoniously intertwined, which has implications for not maximizing teacher performance and work productivity.

SMA Negeri 1 Bumi Raya is one of the public high schools in Morowali Regency, Central Sulawesi Province. The role of the Principal in organizational civic behavior activities for teachers in this school has been carried out, but it has not been optimal. Aspects of Organizational Citizenship Behavior (OCB) teachers carry out teaching duties and responsibilities less optimally, time management in work discipline behavior, and obedience in teaching teachers is still lacking. Observing the existing reality, this study tries to investigate the quality management of Islamic religious education learning through teachers' organizational citizenship behavior from the principal leadership perspective. Therefore, the objectives of this study are: (1) to test the intervention of the Principal's leadership role towards the organizational citizenship behavior of Islamic religious education teachers in improving the quality management of learning and (2) to examine the factors affecting the optimization of Organizational Citizenship Behavior (OCB) teachers in improving the quality management of Islamic Religious Education (IRE) learning.

This study uses a qualitative descriptive analysis approach to obtain information and findings about the role of school principals in improving the organizational behavior of Islamic Religious Education teachers. As well as the extent of the Principal's leadership role in the civic behavior of teacher organizations in improving the quality management of Islamic Religious Education (IRE) learning.

2. METHODS

This research uses a qualitative descriptive analysis approach. Information and findings were obtained about the role of the Principal in improving the organizational citizenship behavior of Islamic religious education teachers at SMA Negeri Bumi Raya Morowali, and the Principal's leadership played a role in the organizational citizenship behavior of Islamic religious education teachers in improving the quality management of Islamic Religious Education learning at SMA Negeri Bumi Raya Morowali, Central Sulawesi.

The study participants were 10 people consisting of 1 principal, 1 vice principal of curriculum, 1 head of administrative section, 3 Islamic Religious Education teachers, and 4 students of SMA Negeri Bumi Raya Morowali. The informants were contacted to participate, and no one turned down the opportunity.

Researchers used interview guidelines containing open-ended questions, partisan observations, and document tracing to obtain school data. Researchers conduct interviews with key informants and observe the Principal's roles, the teachers' behavior, and work productivity in carrying out planning, implementation, and evaluation of learning, as well as tracing documents relevant to the object of study. The interview took place at the participant's preferred time and spanned from 30 minutes to an hour. This approach to data collection prioritized ethical standards, ensuring data confidentiality and encouraging participants to openly share their perspectives, facilitating researchers in gathering information as required for their research data.

The data were analyzed using the N-Vivo program to make it easier to code related to the themes and sub-themes produced in this study. This study also considers aspects of the presence and frequency of themes and concepts in the text as essential elements of responses generated from the interview, observation, and document tracing data used to obtain categories and themes in the responses given by participants, then combined with the findings of previous research results discussed after the final analysis. Coding is performed with the help of independent coders experienced in qualitative analysis.

Data presented in a descriptive narrative format makes it easier to identify critical issues effectively and produce research findings that contribute to future educational science development.
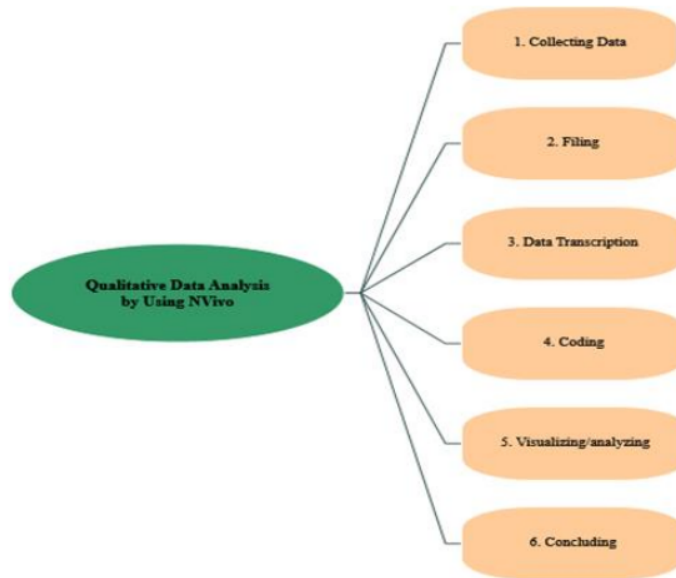

Figure 1. Procedures of Qualitative Data Analysis by Using NVivo.

3. FINDINGS AND DISCUSSIONS

This study interviewed ten people as participants, consisting of 6 men and 4 women. They are the Principal, vice principal for curriculum, 1 head of the administrative department, 3 teachers of Islamic religious education, and 4 students. The observation and interview data of the ten participants were compiled in the form of transcripts and then imported into the NVivo 12 software for further analysis.

The Leadership Role of the Principal in Strengthening the OCB of IRE Teachers

Based on data processing, two forms of the Principal's role were found to increase teachers' organizational citizenship behavior at SMA Negeri 1 Bumi Raya as a motivator and supervisor. The results of data processing through the Mind Map concept using N Vivo Software. Mind Map is based on coding themes that can be used in exploring and presenting data relationships, as follows:

Figure 2. Mind Map of The Headmaster's Senior High School 1 Bumi Raya Strategies

Figure 2 is the result of exploring the tendency of the Principal's role in strengthening the OCB of Islamic Religious Education teachers at SMA Negeri 1 Bumi Raya. The data shows that the role of the Principal tends to be a motivator and supervisor. As a motivator, the Principal conducts guidance and direction and sets an example for teachers to improve the performance and productivity of teacher work. Meanwhile, the role of the Principal as a supervisor is to carry out supervision and control activities in improving teacher performance. Furthermore, the researcher presented visualization results to illustrate the Principal's leadership role's tendency to strengthen the OCB of Islamic Religious

Education Teachers. Based on searches through the word cloud and word tree, it is helpful in labeling or coding, which is then created in the form of theme categories in the NVivo 12 nodes menu, as shown below:
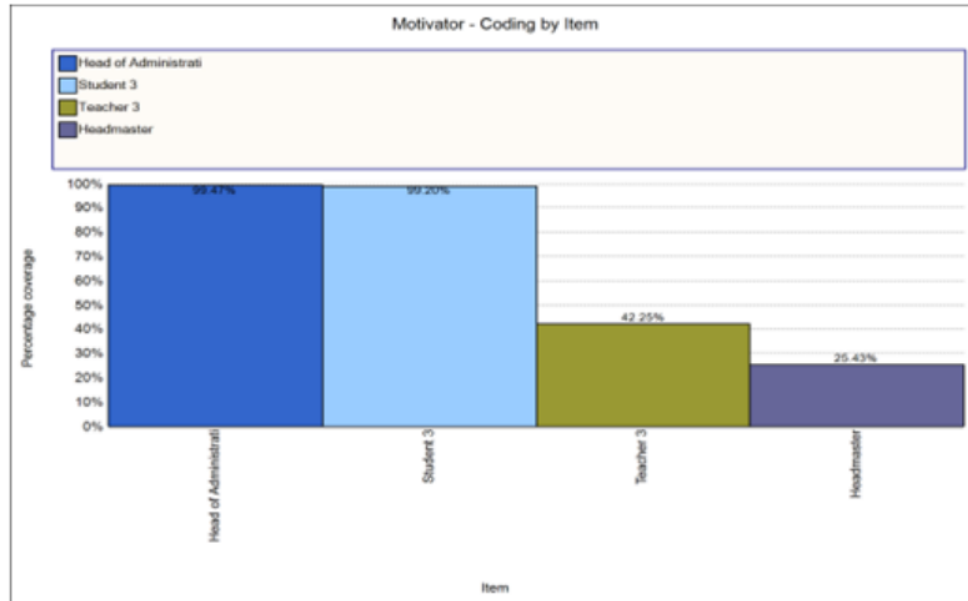

Figure 3. Chart of Headmaster as Motivator

Based on the amount of coding obtained from the interview data in Figure 3, the percentage of participant conversations led to the Principal's role as a motivator. There were four informants, two students each, the head of administration, and the Principal. The theme identified from the informant's statement was that the Principal provided guidance, direction, advice, and examples to teachers, education personnel, and all school residents to improve the performance and productivity of work results according to their respective duties and functions. This is reinforced by the results of the interview with the head of administration, stating that:

"The Principal consistently guides teachers, administrative personnel, and students. In addition to issuing directives to subordinates, the Principal actively engages in all school activities and regularly convenes meetings with teachers to deliberate on various school initiatives. This approach fosters a collaborative and harmonious relationship between the Principal and the teaching staff."

The motivational role of the Principal was also appreciated by one of the learners, who stated that.

"The Principal consistently inspires and encourages students by providing guidance and direction. This includes boosting their motivation and enthusiasm for learning, aiming for academic achievements and success in school exams while upholding the school's reputation."

The Principal's role as a motivator is carried out by motivating, urging, and conveying messages and impressions during meetings, meetings, and ceremonies with teachers. Likewise, when meeting in the study, the Principal always gives to teachers with personal problems carrying out teaching duties. Providing motivation and direction, as well as finding solutions, is usually done by the Principal by:

"Addressing issues thoughtfully and communicatively with teachers, employing persuasive techniques and wise communication, positively boosts their enthusiasm and motivation to fulfill their teaching responsibilities. The Principal's motivational role can improve teacher performance and favorable work outcomes.".

Examining the Principal's role as a motivator, achieved through offering guidance, delivering wise and commendable messages, acknowledging exceptional teachers, instilling a sense of responsibility and appropriate conduct, as well as fostering discipline and enhancing performance, is an essential aspect of implementing organizational citizenship behavior among teachers at SMA Negeri 1 Bumi Raya.

In addition to the Principal's leadership role as a motivator, the data also shows that the Principal's role as a supervisor in managing the Teacher's OCB is shown through the following Figure 4:
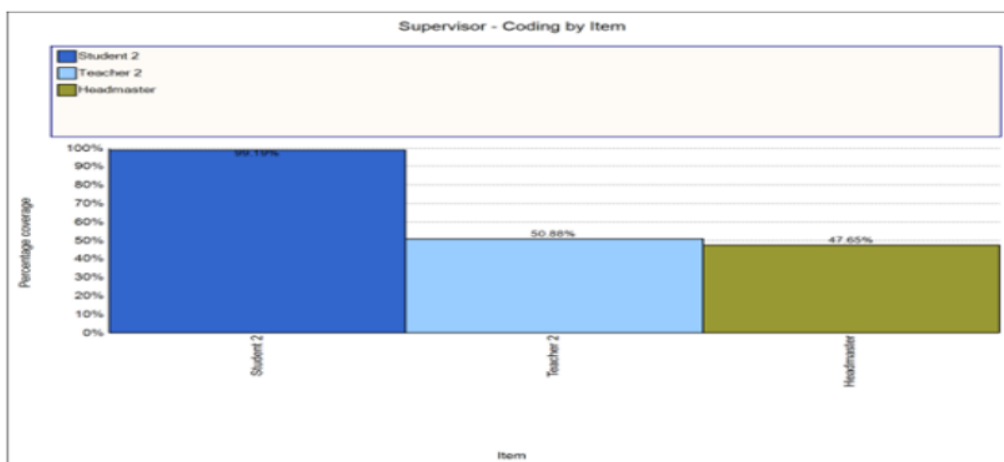

Figure 4. Chart of Headmaster as Supervisor

According to the data presented in Figure 4, it is evident that three informants expressed a high level of satisfaction with the supervision, control, and reinforcement of Organizational Citizenship Behavior (OCB) among Islamic Religious Education teachers by the head acting as a supervisor. One of the members of the Islamic Religious Education Teacher Team provided the following feedback:

"The principal places a significant emphasis on enhancing teaching discipline among all SMA Negeri 1 Bumi Raya teachers, including the Islamic Religious Education Teacher Team, as outlined in the school's work plan and the Medium-Term Work Report (LKJM). This initiative is designed to help teachers enhance their performance in alignment with their roles and responsibilities. The supervision process encompasses a comprehensive review of planning, execution, and evaluation. These elements are systematically organized within the RKS (School Work Plan) program. Consequently, the Principal has effectively implemented teacher supervision and management practices. This supervision aims to assess and monitor how teachers fulfill their duties within and outside the classroom, ultimately contributing to students' maximal achievements and advancing the school's oversight and regulation of educational staff to enhance their performance.".

The data analysis indicates that the Principal's role in reinforcing Organizational Citizenship Behavior (OCB) among Islamic Religious Education Teachers primarily revolves around motivation and supervision. However, the data reveals certain deficiencies in their capacity as a leader and innovator. This is evident in their limited proficiency in administration and supervision and their limited efforts in seeking fresh ideas, integrating various school activities, and establishing a model for school innovation to foster a conducive learning environment.

The Leadership Role of the Principal in Strengthening the OCB of IRE Teachers

Research findings show that SMA Negeri 1 Bumi Raya is a school that is in great demand by the community because this school, in addition to having good academic and non-academic quality

standards, also has a governance and competency coaching system for teachers, educators, and good student coaching (Suson et al., 2020).

Enhancing the quality of Islamic Religious Education (IRE) learning for students is closely tied to the leadership role of the Principal in bolstering the Organizational Citizenship Behavior (OCB) of Islamic Religious Education Teachers. This is evident through the effective implementation of OCB by teachers, which elevates their motivation to perform their duties responsibly and professionally. The findings of this research reveal that the aspects of Organizational Citizenship Behavior among Teachers at SMA Negeri 1 Bumi Raya in Morowali Regency are functioning effectively. This is supported by mapping key thematic concepts, which can be used to explore and present data relationships. The Project Map generated using N Vivo Software further strengthens the outcomes of this study as follows:
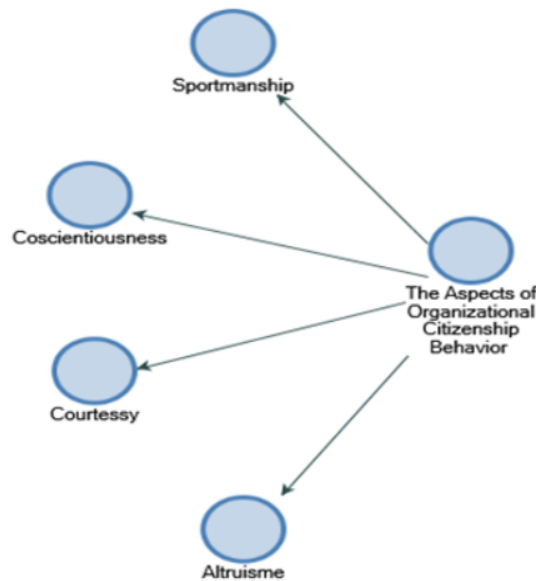

Figure 5. Project Map of The Aspect of Organizational Citizenship Behavior

Figure 5 illustrates various aspects of Organizational Citizenship Behavior (OCB). The project map analysis shows that four critical indicators of OCB among Islamic Religious Education Teachers significantly contribute to enhancing the quality of Islamic Religious Education learning. A teacher can be considered to possess a commendable OCB when they exhibit the following behaviors voluntarily:

a. **Altruism:** This involves actively assisting colleagues within the organization, reflecting a spirit of mutual support and helpfulness.

b. **Courtesy:** Teachers demonstrate individual behaviors to maintain positive relationships with colleagues, which helps prevent disputes and conflicts among members within the organization.

c. **Conscientiousness:** Teachers display behaviors that go beyond the basic organizational expectations. This might include strict adherence to rules and a strong sense of discipline in education.

d. **Sportsmanship:** This behavior entails tolerating less-than-ideal circumstances within the organization without complaining or voicing objections.

These four indicators collectively contribute to fostering a positive organizational culture and directly impact improving the quality of Islamic Religious Education learning.

In addition, the researchers present the visualization results from the four aspects of OCB to

describe the tendency of OCB aspects implemented by Islamic Religious Education Teachers. Based on browsing through the word cloud and word tree is helpful in labeling or coding, which is then created in the form of theme categories in the NVivo 12 nodes menu.

Aspects of Altruism

Based on the amount of coding from the interview data of each informant about aspects of Altruism practiced by Islamic Religious Education Teachers at SMA Negeri 1 Bumi Raya, the following percentage of data was found:
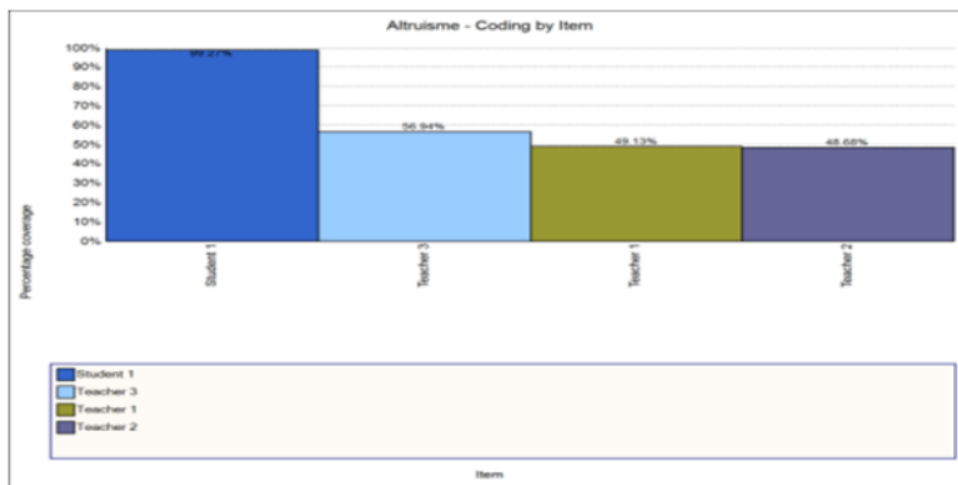

Figure 6. Chart of Altruism

Figure 6 shows that of the four informants, three teachers and one student each revealed that the behavior shown by the Teacher prioritizes mutual help and collaboration between teachers, teachers, and students, as well as fellow school residents, in improving the quality of learning. This is in line with what was stated by one of the Islamic Religious Education teachers:

"In truth, as educators, delineating responsibilities and roles does not need to be rigidly defined because these divisions are already established. We aim to maintain a high level of professionalism, which unites us. Consequently, teachers in this institution collaborate in various ways. This includes supporting each other, not only within the teaching community but also in aiding students facing learning difficulties. We extend our assistance to extracurricular activities within the school.

Furthermore, teachers actively engage in all school-related events, including those geared toward enhancing students' religious awareness. Moreover, we willingly assist our colleagues in preparing for school activities, such as exams, semester evaluations, artistic endeavors, and other school events. This support takes various forms, spanning technical and conceptual aspects.".

The author's interviews with teachers show that a culture of mutual assistance and cooperation among teachers and students at SMA Negeri 1 Bumi Raya has been effectively put into practice.

Courtesy Aspects

The results showed that one aspect of the Organizational Citizenship Behavior of Islamic Religious Education Teachers that affects the improvement of the quality of Islamic Religious Education learning is the Courtesy aspect. The behavior of teachers and school residents always maintains good relations

with colleagues, avoids conflicts of interest between school residents, and strengthens good cooperation. This is illustrated as follows:
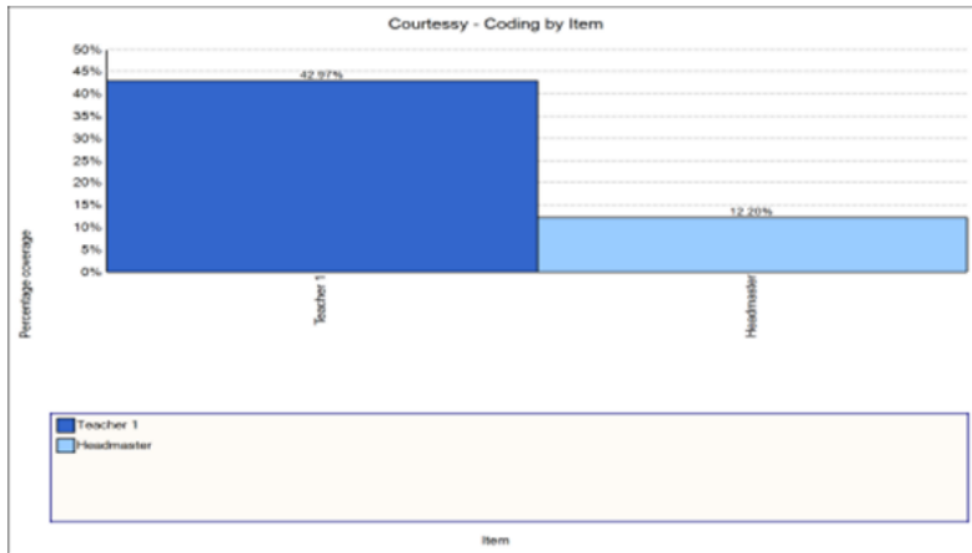

Figure 7. Chart of Courtesy

Figure 7 shows that two informants revealed that the Teacher prioritized good relations with his co-workers to avoid disputes between organization members. In the school environment, principals, teachers, and education staff must maintain good relations with all school residents so that the vision and mission of the school that has been determined can be achieved. This is in line with what was conveyed by the Principal:

> "In an institution, effective communication is essential to foster a sense of unity. Typically, we follow up our meetings with shared meals and personal conversations, strengthening our emotional connections. The relationships among teachers, the Principal, and students are notably positive."

The concept of "Decency" exhibited by the headmaster is characterized by the practice of promoting togetherness and maintaining positive relationships, as described by one of the teachers:

> "Here, we have regular meetings with all homeroom teachers to discuss classroom achievements and challenges. Additionally, we hold meetings with the principal and Guidance Counseling teachers to address various matters related to achievements and issues."

Based on the observational interviews conducted by the author, it can be concluded that the teachers' behavior in maintaining solid relationships with their colleagues at SMA Negeri 1 Bumi Raya is highly commendable.

Aspects of Conscientiousness

One of the visible aspects of the application of Organizational Citizenship Behavior of Islamic Religious Education Teachers is the Conscientiousness aspect, where Islamic Religious Education Teachers at SMA Negeri 1 Bumi Raya show behavior trying to exceed what the organization expects, as illustrated in the chart below:
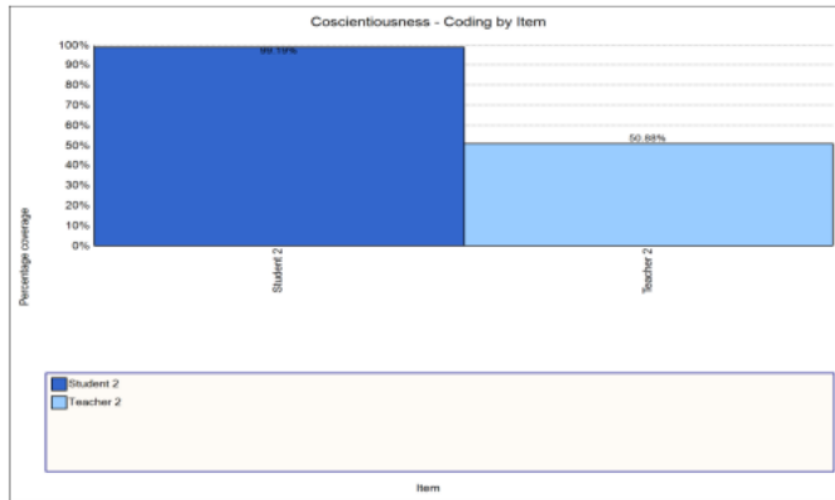
Figure 8. Chart of Conscientiousness

Figure 8 shows the percentage of Conscientiousness obtained through two informants, showing that Islamic religious education teachers, in improving the quality of learning, show performance that exceeds the organization's expectations. For example, in education, school residents must comply with rules, discipline, and so on. This is as stated by the Principal as follows:

"If the teacher's discipline is maybe I describe it with a number if it reaches 100, maybe 85-90 percent, it can also be 90%. Only a small percentage of teachers lack discipline".

Aspects of Conscientiousness

Based on the data mining research results, an overview of sportsmanship was obtained through behavior that provides tolerance to less-than-ideal circumstances in the organization without complaining and pointing out objections. This is illustrated as follows:
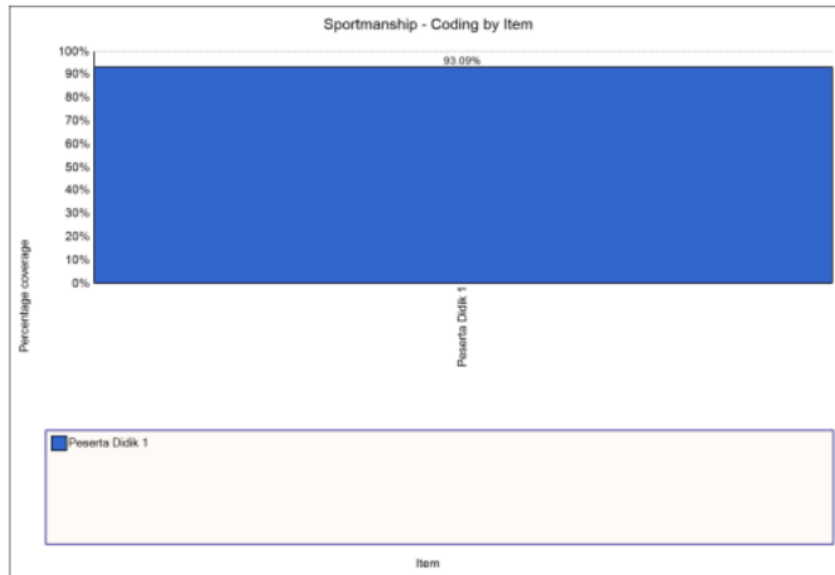

Figure 9. Chart of Sportsmanship

In Figure 9, the percentage of informants' answers shows that the sportsmanship behavior of teachers at SMA Negeri 1 Bumi Raya is excellent; they never mind when there are teachers who ask for help and students. The teachers also communicate and get along well, politely, and respect each other in the school environment and the community. Teachers also respect each other between the old and the young but do not close themselves to getting along and joking with fellow teachers, both old and young.

Factors That Influence the Improvement of Teachers' OCB

In addition to the OCB aspects of IRE Teachers, the coding results also produced themes about factors that affect the OCB of Teachers at SMA Negeri 1 Bumi Raya. In this case, influence can affect the OCB of the Teacher in carrying out his duties and functions. These factors are presented in the project map, which includes internal and external factors, as follows:
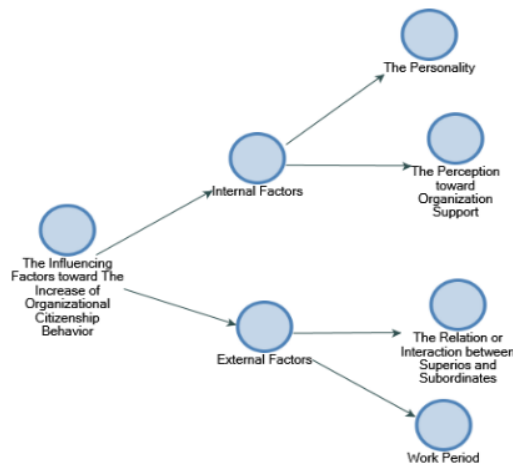

Figure 10. Project Map Factors Affecting Organizational Citizenship Behaviour

Internal Factors

Internal factors are the causes within the self to influence the behavior of Organizational Citizenship Behavior, among others, Personality and Perception of organizational support. The themes identified as shown below:
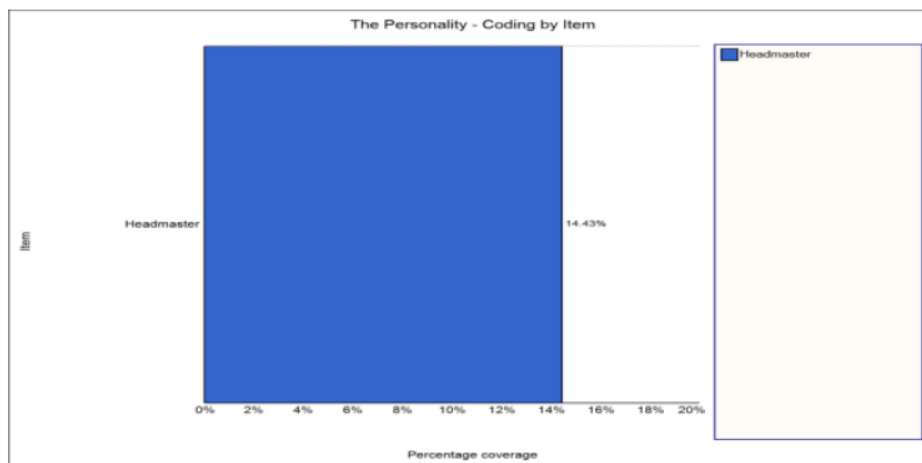

Figure 1. Chart of The Personality

Based on Figure 11, it was identified that personality factors influence the emergence of Organizational Citizenship Behaviour individually and in groups. A person's ability to help others is influenced by personality. As stated, the headmaster is as follows:

"There are many factors that affect OCB, both internal and external factors. Internal or internal factors depend on each Teacher's personality, especially here, not all civil servants, because most teachers are honorary. So, we cannot force it to the fullest. Therefore, if it is forced a little bit, there could be other perceptions and will leave school".

Based on the interview results above, the author concludes that the factor that affects the Organizational Citizenship Behavior of teachers at SMA Negeri 1 Bumi Raya is each Teacher's personality so that the Principal cannot force the Teacher to work optimally or work extra outside of the formal duties that have been given. Because personality influences the emergence of Organizational Citizenship Behavior of each individual or group, in addition to personality factors, the results showed that organizational support in schools greatly influenced the OCB of Islamic Religious Education Teachers; this can be seen in the following Figure 12:
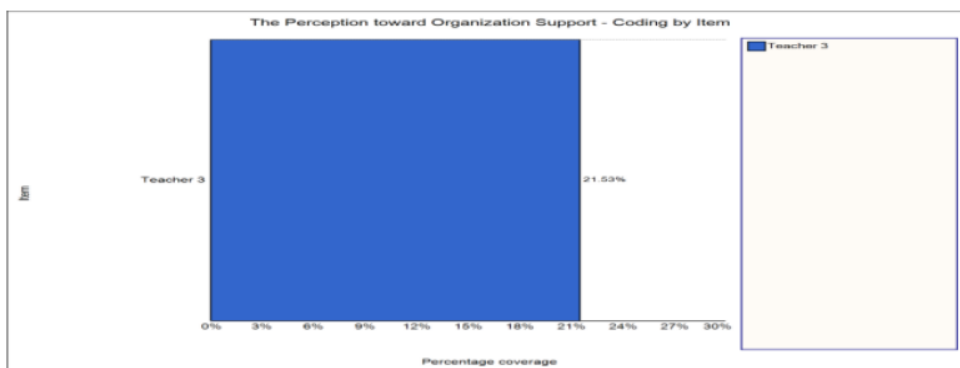

Figure 12. Chart of The Perception Toward Organization Support

The data presented in Figure 12 reveals that the perception of organizational support within the school is highly positive. This is evident through comprehensive teaching facilities, the availability of comfortable and clean classrooms, and the consistent support and attention teachers receive from the Principal. Furthermore, there is a culture of effective communication and mutual respect among the teaching staff.

Teachers' perceptions of the school's organizational support at SMA Negeri 1 Bumi Raya are meaningful. It is crucial in bolstering teacher motivation to continue their professional development. This supportive environment ensures teachers are comfortable and enthusiastic in their work and contributes to continuous improvement in their performance.

External Factors

In addition to Internal Factors, there are also External factors that affect aspects of Organizational Citizenship Behavior As for external factors identified in the form of theme categories on the NVivo 12 nodes menu obtained through data processing, namely The relationship or interaction between superiors and subordinates, as well as the length of service, is shown in the following figure:
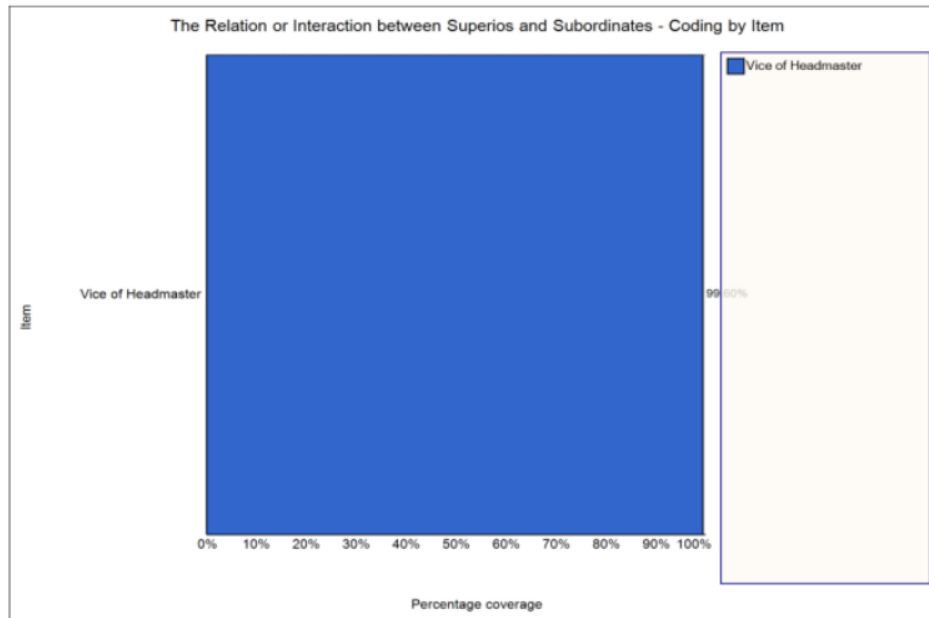
Figure 13. Chart of The Relation or Interaction between Superior and Subordinates

Based on Figure 13, The relationship between superiors and subordinates significantly affects the Organizational Citizenship Behavior of teachers at SMA Negeri 1 Bumi Raya as stated by the vice principal for curriculum as follows:

"Factors that affect the Organizational Citizenship Behavior of teachers here, one of which is the relationship and interaction between school residents that have been well established and harmonious. So the Principal, teachers, staff, and students can establish mutual respect and trust. It is evidenced by the school community's sense of family and togetherness to create harmonious cooperation. This can improve the safe and comfortable teaching and learning activities".

The authors concluded that based on the data processing and the results of the above interviews. The relationship between the Principal and colleagues at SMA Negeri 1 Bumi Raya has been well established to create a better working atmosphere. This good relationship between the Principal and the Teacher can influence the teachers to do other tasks voluntarily so that it appears in the Teacher's good OCB behavior.

In addition to the interaction between subordinates and superiors, the results of the study found that the length of service significantly affects the OCB of Islamic Religious Education Teachers; this can be seen in the following Figure 14:
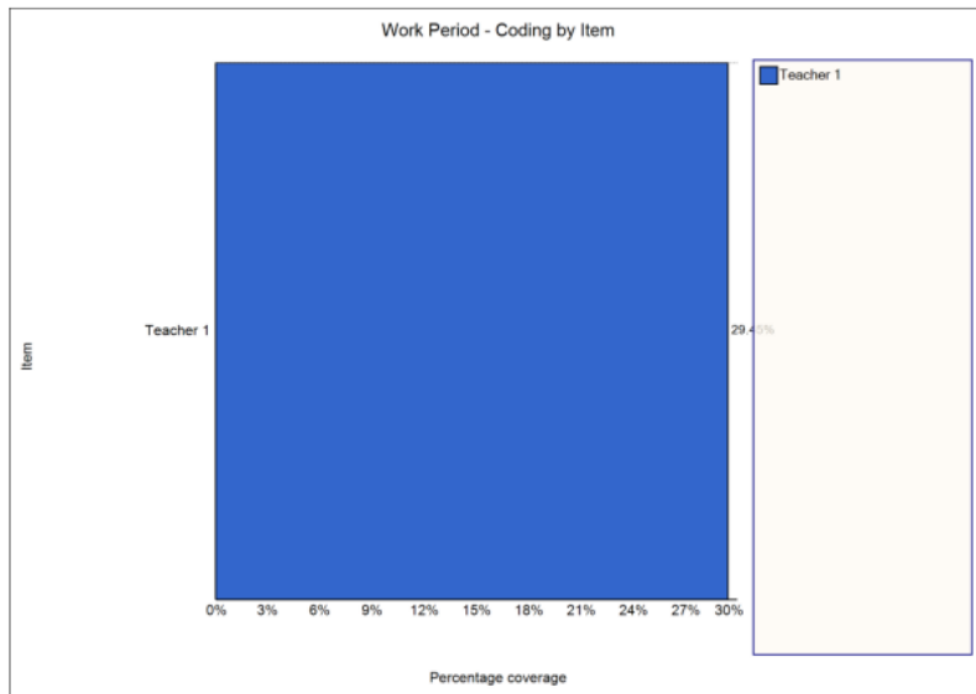
Figure 14. Chart of Work Period

Figure 14 shows that length of service has implications for the Teacher's Organizational Citizenship Behaviour. Teachers who have worked in the school for a long time have more experience and play a more active role in the activities carried out by the observation school that the author conducted at SMA Negeri 1 Bumi Raya.

Based on the results of the analysis that illustrates thoroughly the improvement of the quality of learning by maximizing the performance of Organizational Citizenship Behaviour Islamic Religious Education teachers at SMA Negeri 1 Bumi Raya by maximally implementing the OCB aspects, namely Altruism, courtesy, Conscientiousness, and sportsmanship through the leadership role of the Principal as a motivator and supervisor, this can be seen from the results of the visualization of the theme with the help of Nvivo and presented in Concept Map shape.
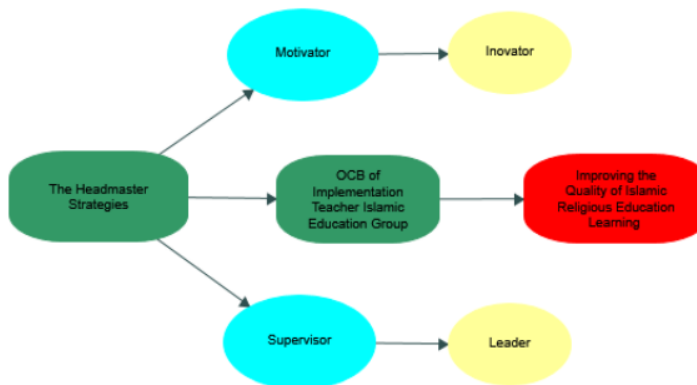

Figure 15. Concept Map of The Principal Strategies

Based on Figure 15, strengthening the OCB of IRE teachers through the leadership role of the head affects the improvement of the quality of IRE learning at SMA 1 Negeri Bumi Raya. This is justified by the explanation of one of the teachers of Islamic Religious Education;

"During the planning phase of our lessons as Islamic Religious Education (IRE) teachers, we meticulously prepare comprehensive learning plans to serve as our roadmap for teaching. This involves selecting appropriate teaching methods, educational resources, materials, and other essential elements. In addition to crafting individual lesson plans, we also develop yearly and semester programs and syllabi. As we progress to the implementation stage, we ensure that our classes are managed effectively by utilizing suitable instructional media, methods, and pedagogical strategies. Within the classroom, we engage in various learning activities, including introductory exercises, core lessons, and concluding activities, all in alignment with our pre-established Learning Plan. Subsequently, we assess our students' learning outcomes during the evaluation phase. Each Teacher is responsible for assessing their students to gauge their mastery of the subject matter. Typically, I assess my students shortly after delivering the lesson material, enabling them to respond to questions related to the content covered during the lesson.".

The data shows that teachers are very concerned and responsible; it can be said that Islamic religious education teachers have good OCB, which can impact the quality of learning.

Discussion

The Principal's leadership has a very urgent role in improving organizational citizenship behavior for school teachers. The Principal's leadership greatly influences activities' activities in achieving school goals. The findings of the research above show that the role of the Principal at SMA Negeri 1 Bumi Raya in strengthening the OCB of Islamic Religious Education Teachers tends to be a motivator and supervisor. The role of the Principal as a motivator, through giving advice, good and wise messages, giving awards to outstanding teachers, influencing responsible attitudes and behaviors, discipline, and improving performance as an implementation of the application of organizational citizenship behavior teachers, while the role of the Principal as a supervisor is to supervise the work done by teachers and education staff. If the Principal carries out supervision, he must be able to control supervision to improve educational personnel's performance through the improvement and teaching and learning activities.

This is reinforced by (Messick, 2012), which examines the relationship between school structure variables and significantly affects academic optimism and OCB. This study's findings align with the research (Novitasari et al. 2020), showing that teacher OCB has a positive and significant effect on teacher performance, both directly and indirectly, through the mediation of transformational leadership and job satisfaction. Meanwhile, indicators of leadership transformation are individual motivation and attention to self-efficacy (Setyaningsih, S. (2020). Therefore, the Principal at SMA Negeri 1 Bumi Raya carries out the role of motivator and supervisor in maximizing the OCB of Islamic Religious Education Teachers so that the Principal's leadership is included in the transformational leadership type. However, the data shows weaknesses in their roles as leaders and innovators. To improve teacher performance, improvements are made to the Principal's leadership, Work motivation, and Teacher OCB need to be improved first (Mardiyati, Imron & Mawardi, 2022).

The role of the Principal can maximize the OCB of IRE teachers, as can be seen from the aspects of implementing aspects of OCB by showing mutual help behavior or helping colleagues in the organization voluntarily (Altruism), individual behavior that maintains good relations with colleagues to avoid disputes between members in the organization (Courtesy), the behavior shown by trying to exceed the expected and obeying rules and discipline (Conscientiousness), behavior that provides tolerance for less than ideal circumstances in the organization without complaining and expressing objections (sportsmanship). The results showed that aspects of OCB would be maximized if influenced by employee intentions and job satisfaction (Shanker, 2018; Ribeiro, Duarte, & Filipe, 2018). The five

aspects of OCB, namely Altruism, decency, civic virtue, prudence, sportsmanship, and innovation, are influenced by the Principal's leadership role, which is oriented towards changing job satisfaction and organizational commitment, making a positive and significant contribution to the Organizational Citizenship Behavior (OCB) of teachers (Ozsahin & Sudak, 2015; Maulida et al., 2019).

Emami et al. (2012) found that performance measures influence organizational OCB through a comprehensive range of perspectives, which include clarity of roles, leadership, organizational commitment, organizational fairness and individual traits that affect organizational performance parameters, reduced absenteeism, employee satisfaction and loyalty, consumer satisfaction, and consumer loyalty. The study recommends further research into the variables of age, sex, and experience that have become a significant void in the existing literature on OCB. Meanwhile, this study found that the relationship between work experience and age is one of the External Factors that greatly influence the OCB of teachers.

OCB from teachers can be said to be a form of teacher gratitude because the school has supported the welfare of many teachers, appreciated the contributions of teachers, and felt organizational justice practiced by the school. The research results show that the improvement of Teacher OCB can be achieved through leadership that practices organizational justice in the work environment, considering that teachers play an essential role in improving the performance of school organizations (Hermanto & Srimulyani, 2022).

This research shows that the intervention of the Principal's leadership role towards the organizational citizenship behavior of Islamic religious education teachers in improving learning quality management is carried out intensely, guiding and assisting Islamic Religious Education teachers to improve further the quality of learning through coaching in carrying out planning, implementing and evaluating learning, fostering teachers to overcome student problems for the advancement of achievement. Learning, fostering teachers in preparing their students to become productive, creative, ethical, and religious members of society, fostering teachers in improving the ability to evaluate, diagnose, learn difficulties and reward outstanding teachers, influence responsible attitudes and behavior, discipline and improve the quality of learning Islamic Religious Education.

This guidance is very much felt to affect the OCB of Islamic Religious Education teachers at SMA Negeri 1 Bumi Raya, and good OCB impacts improving the quality of the learning process. This is evidenced by the Teacher's ability to manage classes, use media, methods, and appropriate learning strategies, and carry out learning activities such as preliminary activities, core activities, and closing activities following what is stated in the Learning Implementation Plan. These findings are reinforced by several studies (Belogolovsky & Somech, 2010; Zeinabadi, 2014; Alhyasat, 2012; Sari et al, 2019; Burns, W. T., & DiPaola, 2013) which affirm teacher commitment in the form of a sense of responsibility, fairness and honesty, the integrity of teamwork, adherence to work procedures, commitment to achievement and the creation of a school environment climate that leads to the quality of learning proves the ongoing intervention of leadership elements in strengthening Teacher OCB.

4. CONCLUSION

Several key conclusions can be drawn based on the detailed discussion provided: (1) Organizational Citizenship Behavior (OCB) among teachers at SMA Negeri 1 Bumi Raya is generally well-implemented, although some teachers still struggle with maintaining discipline during teaching. (2) The Principal's role in enhancing OCB among teachers primarily centers on being a motivator and supervisor. As a motivator, the Principal offers support, encouragement, and motivation to teachers facing challenges, conducts meetings to communicate important messages, and emphasizes responsibility and performance improvement. (3) As a supervisor, the principal delegates responsibilities to teachers per the school's established programs, such as creating a school work plan

and a medium-term work report. Subsequently, the Principal carries out supervision, encompassing both teacher performance and administrative matters. This supervisory approach promotes a cooperative and conducive work environment. (4) A combination of internal and external factors influences the improvement of Organizational Citizenship Behavior. Internal factors stem from individual attributes like personality and the perception of organizational support. External factors originate from external sources, such as the relationships between superiors and subordinates and the length of one's service. This research underscores the significance of the connection between teacher commitment and the quality of education, as demonstrated by the leadership's impact on strengthening Teacher OCB.

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