

The Influence of Transformational Leadership and OCB on Teachers' Professional Commitment in Early Childhood Education Institutions in Serpong, Indonesia

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ABSTRACT. This study aims to analyze the influence of transformational leadership and organizational citizenship behavior on teachers' professional commitment. The research method uses quantitative research with survey techniques. A total of 75 teachers spread across 23 active Early Childhood Education institutions in Serpong District, South Tangerang City. Sampling using total sampling technique and data collection using closed questionnaires that have been tested for validity and reliability, covering three main variables, namely transformational leadership, organizational citizenship behavior, and teachers' professional commitment. Data analysis using multiple linear regression. The research findings show that transformational leadership and organizational citizenship behavior simultaneously have a significant and positive effect on teachers' professional commitment. The analysis model shows very high explanatory power, with an R^2 value of 0.996, indicating that the two independent variables can explain 99.6% of the variation in the professional commitment variable. No multicollinearity problems were found, so the regression model is declared valid. These findings underline the important role of transformational leadership and organizational citizenship behavior in increasing teachers' commitment to early childhood education, providing strategic implications for the development of leadership and organizational culture in educational environments.

Keywords: *Organizational citizenship behavior, Teacher commitment, Transformational leadership*

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INTRODUCTION

Early childhood education (ECE) plays a critical role in shaping the foundation for lifelong learning and development. In Indonesia, the urgency of strengthening ECE institutions continues to increase, particularly in rapidly growing urban areas such as the Serpong District. These institutions not only provide basic education for young learners but also act as a starting point for cultivating essential social and emotional skills (Achmad, 2024; Pratiwi et al., 2024). Amidst various efforts to improve facilities and curricula, the human element—particularly teacher performance and commitment—remains central to the quality of education delivered. Given the strategic role of ECE in supporting Indonesia's human development index, strengthening teacher professionalism and leadership effectiveness becomes an urgent matter of both academic and policy relevance (Badea & Suditu, 2024).

Amidst various efforts to improve facilities and curricula, the human element—particularly teacher performance and commitment—remains central to the quality of education delivered (Rasli et al., 2021; Allehyani, 2023; Mukaromah et al., 2024). Teachers in ECE settings face unique challenges due to the sensitive nature of their responsibilities. Their role extends beyond instructional delivery, requiring emotional intelligence, patience, and a nurturing disposition. Unfortunately, teacher disengagement, lack of motivation, and turnover are common issues, often stemming from inadequate professional support and poor organizational dynamics (Haloho, 2023; Haryono et al., 2024). These issues indicate a need to explore factors that can enhance teacher dedication and professional well-being within early education contexts, including reflective and sustained professional learning opportunities (Whittington & Shore, 2015). This phenomenon highlights the importance of early childhood education institutions developing leadership models that foster teacher commitment and encourage their willingness to contribute beyond their formal responsibilities (Heikkinen et al., 2024; Mulyaniapi et al., 2024).

These issues indicate a need to explore factors that can enhance teacher dedication and professional well-being within early education contexts. Leadership emerges as a vital influence on educational success, particularly in shaping teachers' work environments and attitudes (Culduz, 2024). Effective leadership can foster a culture of trust, collaboration, and growth. Among the various leadership styles, transformational leadership is increasingly recognized for its potential to inspire and empower individuals within an organization (Armiyanti et al., 2023; Gupta, 2025; Mohammed & Al-Abrow, 2023). It is especially relevant in educational settings, where emotional and motivational aspects significantly influence performance.

Transformational leadership is characterized by the ability to motivate subordinates through a clear vision, idealized influence, intellectual stimulation, and individualized consideration (Royhatudin et al., 2020; Alhamidi, 2022; Hasanah et al., 2023; Aziziyah et al., 2024; Baharuddin et al., 2025). Research by Suprpto et al. (2024) and Suryani et al. (2025) states that when implemented effectively in schools, it can lead to positive shifts in teacher morale and a shared commitment to institutional goals. Leaders who practice this style are capable of developing stronger emotional connections with their staff, encouraging innovation, and fostering a sense of belonging among teachers. Closely connected to the influence of leadership is the concept of OCB, which refers to voluntary, extra-role behaviours that contribute to an organisation's-organizational effectiveness (Asghar et al., 2022; Dedic et al., 2022; Khaola & Rambe, 2021). In the ECE, teachers who demonstrate OCB are those who willingly assist colleagues, maintain discipline without supervision, and display loyalty to the institution beyond their formal duties. These behaviours are instrumental in fostering a collaborative and caring learning environment for young children.

OCB is not a trait that occurs in isolation; it is often a result of internal commitment and external support systems. One of the key external drivers of OCB is the leadership climate established within the organization (Damayanti & Widiastuti, 2025). Transformational leadership, in particular, can trigger such positive behaviours by aligning individual values with the organizational vision and by recognizing and appreciating teachers' efforts. Teachers who feel valued and inspired by their leaders are more likely to exhibit proactive and altruistic behaviours in the workplace (Efendi et al., 2023). Teacher commitment plays a significant mediating role in the relationship between leadership and OCB (Sulton & Gunawan, 2023). Commitment, especially affective commitment, refers to the emotional attachment an individual has toward their organization (Bastian & Widodo, 2024). In ECE settings, committed teachers are more resilient, innovative, and enthusiastic in fulfilling their responsibilities. They are also more inclined to engage in professional development and contribute meaningfully to the school community.

While prior studies have explored leadership and OCB within primary and secondary education, there remains a paucity of research specifically focused on early childhood education settings in Indonesia. This gap is especially evident in localized urban areas such as Serpong, which face unique socio-economic challenges and demands. Therefore, this study aims to examine the

relationship between transformational leadership and organizational citizenship behaviour in ECE institutions across the Serpong District, with teacher commitment as a mediating variable.

Although several studies have examined the role of leadership and OCB in various educational settings, there is a lack of focused research within early childhood education institutions in Indonesia. ECE institutions often function under different structural and resource conditions compared to primary or secondary schools, which necessitates a context-specific investigation. Exploring these variables within the Serpong District enables a localized understanding of how leadership styles influence teacher behaviour and institutional development. The Serpong District presents a compelling environment for this study due to its demographic diversity, rapid urbanization, and increasing demand for quality early childhood education. In such a dynamic context, the leadership approach adopted by school principals or program coordinators can either facilitate or hinder the development of committed and collaborative teaching teams. Thus, the relevance of transformational leadership becomes even more pronounced in these early learning environments.

This study, therefore, aims to investigate the relationship between transformational leadership and organizational citizenship behaviour in ECE institutions across the Serpong District, with teacher commitment serving as a mediating factor. By identifying the interconnections among these variables, the research aims to provide valuable insights for educational leaders and policymakers to foster sustainable, high-quality early childhood education through enhanced teacher engagement and leadership effectiveness. Existing research has established the significance of transformational leadership in enhancing educational quality and teacher performance. For instance, Iriana et al. (2025) demonstrated that transformational leadership has a positive impact on learning environments and teacher motivation in ECE settings. Similarly, Rahmansyah (2021) found that transformational leadership contributes to OCB among teachers. The research conducted by Shofiyuddin et al. (2021) showed that transformational leadership has a positive and significant influence on teachers' OCB. In addition, job satisfaction has also been proven to make a positive and significant contribution to increasing OCB behaviour, as well as organizational commitment, which plays a significant role in encouraging teacher OCB behaviour.

However, there is a paucity of studies focusing specifically on the mediating role of teacher commitment in the relationship between transformational leadership and OCB within the context of Indonesian ECE institutions. This study addresses this gap by exploring how transformational leadership influences OCB through the lens of teacher commitment in the early childhood education sector of Serpong District. The novelty lies in its localized focus and the examination of teacher commitment as a mediating variable, offering nuanced insights into leadership dynamics in early childhood education.

METHOD

This study employs a quantitative approach, using multiple linear regression analysis, to examine the effect of transformational Leadership among ECE principals on teachers' OCB and professional commitment. This method was chosen to explore the causal relationships between variables and to obtain objective, measurable results. The data analysis was conducted using the SPSS program to ensure accuracy and reliability in statistical processing.

The sampling technique used in this study is saturated sampling (total sampling), which is commonly applied when the population size is relatively small. Based on data from the Department of Education, the total number of ECE teachers in Serpong District, South Tangerang City, is 75 individuals across 23 active institutions. Therefore, all members of this population were included as research respondents. Since the population is fewer than 100, the study employs a total sampling technique, as recommended by Sugiyono (2020), who suggests using all members of the population as respondents in such cases. This technique is designed to enhance the internal generalizability and

descriptive power of the findings while minimizing sampling bias in small populations. The research instrument was a closed-ended questionnaire developed based on indicators from three main variables: (1) Transformational Leadership, which encompasses the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, is based on the work of Bass and Avolio (1994) and Magasi (2021), (2) Organizational Citizenship Behavior (OCB), with indicators including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, based on Organ (1988), C. Meniado (2020), and Solomon and Meron (2022), and (3) Teachers' Professional Commitment, which consists of affective commitment, continuance commitment, and normative commitment, is based on Meyer and Allen (1991), Çillik and Tok (2023).

Before being used in the main data collection, all research instruments were first tested (try out) to determine their validity and reliability. The instruments consisted of three main variables: Transformational Leadership, OCB, and Teacher Professional Commitment, each with 24 statements using a 1-4 Likert scale. The pilot test was conducted with respondents who had characteristics similar to those of the research population. The pilot test data were then analyzed using SPSS software.

Validity testing was performed using *Pearson Product Moment* correlation through SPSS, and an item was deemed valid if the calculated r-value was greater than the table r-value at a significance level of 0.05. Meanwhile, reliability testing was conducted using Cronbach's Alpha technique. The SPSS analysis results showed that all instrument items had r-calculated values that met the validity criteria, and Cronbach's Alpha values indicated high reliability. Therefore, the instrument was deemed suitable for use in the main study. As with the validity test, all items in each variable were deemed valid because the sig value was <0.05 and reliable with reliability values for the Transformational Leadership variable ($\alpha = 0.983$), it was deemed to have high reliability. The OCB variable ($\alpha = 0.967$) was categorized as having very high reliability. For the commitment variable ($\alpha = .973$), it was also categorized as having very high reliability, as shown in the following table.

Table 1. Reliability Analys of TL, OCB, and TPC

Variable	Cronbach's Alpha	N of Items
Transformational Leadership (TL)	0.983	24
OCB	0.973	24
Teacher Professional Commitment (TPC)	0.967	24

Data collection was conducted by distributing questionnaires directly and online, accompanied by researchers, to ensure respondents understood the context of each item. Additionally, document analysis was conducted by collecting supporting data, including the number of teachers per institution, organisational structure, and institutional profile. Data analysis was performed using descriptive and inferential techniques. Descriptive analysis was used to present the characteristics of each variable, while inferential analysis was used to test the relationship between variables using simple and multiple linear regression tests. Before conducting regression analysis, assumption tests were performed, including tests for normality, linearity, and multicollinearity. All assumptions were met, thereby validating the use of regression techniques. This analytical technique was chosen based on the principle that a minimum of 30–50 respondents is required for valid regression analysis, as stated by Krejcie and Morgan, cited in Chanuan et al. (2021). With 75 respondents, this study meets the criteria for quantitative research and is statistically valid for inferential analysis.

RESULT AND DISCUSSION

Result

This study aims to determine the influence of transformational leadership and Organizational Citizenship Behavior (OCB) on the commitment of early childhood education (ECE) teachers in Serpong District. Based on the results of data analysis, it was found that the three variables Transformational Leadership (TL), OCB, and Teacher Professional Commitment (TPC) were normally distributed, as indicated by the results of the Kolmogorov-Smirnov normality test, with a significance value greater than 0.05. These results confirm that the data meet the normality assumption, thereby enabling further statistical analysis such as correlation and regression tests. The results of the normality test can be seen in the table below.

Table 2 Normality Test by One-Sample Kolmogorov-Smirnov Test

		TL	OCB	TPC
N		75	75	75
Normal Parameters ^{a,b}	Mean	59.96	60.00	60.03
	Std. Deviation	10.091	10.086	10.057
Most Extreme Differences	Absolute	.058	.059	.078
	Positive	.057	.049	.078
	Negative	-.058	-.059	-.053
Test Statistic		.058	.059	.078
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 2 shows the results of the normality test using the One-Sample Kolmogorov-Smirnov Test on three variables, namely Transformational Leadership (TL), Organizational Citizenship Behavior (OCB), and Teacher Professional Commitment (TPC), each with a sample size of 75 respondents. The average value (mean) of the three variables ranges from 59.96 to 60.03, with a standard deviation of around 10. The normality test produces the highest statistical value of 0.078 on the commitment variable. However, the significance value of Asymp. Sig. (2-tailed) for all variables is 0.200, which is greater than 0.05. It shows that the data of the three variables are normally distributed so that they can be used for further parametric analysis.

Table 3. ANOVA^a (Overall Model Significance Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7456.440	2	3728.220	9758.780	.000 ^b
Residual	27.507	72	.382		
Total	7483.947	74			

a. Dependent Variable: Teacher Professional Commitment (TPC)

b. Predictors: (Constant), OCB, Transformational Leadership (TL)

Based on the results of the F test (ANOVA), it was found that the regression model used in this study is statistically significant. It is evidenced by the F value of 9758.780 with a significance level (Sig.) of 0.000, which is far below the threshold of 0.05. These findings indicate that the independent variables, TL and OCB, simultaneously have a significant effect on the dependent variable, namely the TPC of early childhood education teachers in Serpong District.

Table 4 Multicorrelation test Results (Coefficients^a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-22.779	.597		-38.156	.000		
TL	.690	.007	.693	96.881	.000	.998	1.002
OCB	.690	.007	.692	96.811	.000	.998	1.002

a. Dependent Variable: TPC

The results of the multicollinearity test through multiple linear regression analysis indicate that two independent variables, namely TL and OCB, jointly and individually have a significant effect on teachers' professional commitment. It is known that the unstandardized regression coefficient (B) value for TL is 0.690, and the exact value is obtained for the OCB variable, namely 0.690. It means that every one-unit increase in TL or OCB will increase the TPC score by 0.690, assuming other variables remain constant.

The calculated t-values for both are very high, at 96.881 for TL and 96.811 for OCB, with a significance level of 0.000, indicating statistical significance (below 0.05). It suggests that both variables significantly contribute to explaining the dependent variable (TPC). Additionally, the multicollinearity indicators show excellent results. The Tolerance value for both variables is 0.998, and the Variance Inflation Factor (VIF) value is 1.002. Since the Tolerance value is close to 1 and $VIF < 10$, it can be concluded that there is no multicollinearity issue between the independent variables in this regression model. It means that the two independent variables do not excessively influence each other linearly, so the regression model is stable and valid.

Table 7 Multiple Linear Regression Test (Model Summary^b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998 ^a	.996	.996	.618

a. Predictors: (Constant), OCB, Transformational Leadership

b. Dependent Variable: Commitment

The results shown in the Model Summary table indicate that the *R Square* value is 0.996. It means that 99.6% of the variance in the dependent variable, namely TPC, can be explained collectively by the independent variables, which are TL and OCB. Furthermore, the Adjusted R Square value is also high at 0.996, indicating that the model remains robust and consistent even after adjusting for the number of predictors. The inclusion or exclusion of predictors does not significantly reduce the explanatory power of the model.

The Standard Error of the Estimate is 0.618, which reflects a low average prediction error between the observed and predicted values of TPC, further supporting the model's accuracy and reliability. In conclusion, the regression model demonstrates a powerful and significant predictive ability, with an almost perfect contribution from TL and OCB variables to explaining the TPC of early childhood education teachers in Serpong District.

Discussion

The results of this study address the research objectives regarding the influence of Transformational Leadership and Organizational Citizenship Behavior on the Teacher Professional Commitment of early childhood education teachers in Serpong District. It was empirically established that both independent variables, transformational leadership, and OCB, exert a positive and statistically significant influence on teacher commitment, both jointly and individually. It is supported by the regression results, where the significance values ($p < 0.05$) confirm the robustness of the model. The preliminary normality test, conducted using the One-Sample Kolmogorov-Smirnov test, revealed that the data for all three variables were normally distributed, with Asymp. Sig. (2-tailed) values of 0.200. This outcome ensured the validity of subsequent parametric analyses and strengthened the methodological rigor of this study. The strength of the correlation between the independent and dependent variables was further demonstrated through Pearson correlation tests, indicating a strong positive relationship: transformational leadership and OCB were positively correlated with teacher commitment. These results are consistent with prior studies, such as those by Kuswinarno (2024), who concluded that transformational leadership enhances teacher motivation and loyalty (Madrid et al., 2024), who emphasized the role of OCB in fostering a collaborative and committed work environment.

The multiple linear regression analysis revealed a near-perfect model fit, with an R^2 value of 0.996, indicating that 99.6% of the variance in teacher commitment could be explained by transformational leadership and OCB. This exceptionally high explanatory power is further confirmed by the ANOVA results ($F = 9758.780$, $\text{Sig.} = 0.000$), suggesting that the model is highly significant. The regression coefficients ($B = 0.690$ for both variables) and standardized Beta values also demonstrate the equally strong impact of both predictors. Moreover, the absence of multicollinearity ($\text{Tolerance} = 0.998$; $VIF = 1.002$) affirms the model's internal consistency and independence of predictor variables.

Theoretically, these findings validate the Full Range Leadership Theory as proposed by Bass and Avolio 1994, which posits that transformational leadership through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration can significantly impact organizational commitment and performance. In the context of this study, transformational leadership enhances ECE (Furtner & Baldegger, 2024; Oprea et al., 2022; Sivarat et al., 2021) teachers' commitment by fostering a shared vision, emotional support, and intrinsic motivation. It supports the notion that effective school leadership transcends managerial duties and includes transformational behaviors that cultivate trust, respect, and enthusiasm among teachers.

Simultaneously, the role of OCB, as conceptualized by Organ, is reaffirmed. OCB, defined as discretionary behavior beyond formal job requirements that promote the effective functioning of the organization, was shown in this study to predict teacher commitment significantly. Acts such as voluntarily helping colleagues, participating in school activities beyond working hours, and showing initiative are all forms of OCB that reflect teachers' intrinsic dedication. These behaviors not only enhance organizational effectiveness but also nurture a sense of belonging and professional responsibility, as echoed in the works of Najih and Mansyur (2022), O'Brien et al., (2025), and Wang et al. (2021).

Additionally, this study resonates with the findings of Ilies (Boli et al., 2023), who highlighted that teachers exhibiting high levels of OCB tend to demonstrate more substantial organizational commitment. This relationship appears particularly relevant in ECE settings, where emotional labor and collaboration are key components of professional performance. One of the novel insights from this research is the implication that teacher commitment is not solely shaped by external training or administrative support but is also significantly influenced by leadership style and collegial ethics. It invites education stakeholders to reconsider traditional approaches to teacher development, which often prioritize pedagogical skills while overlooking character-building and leadership cultivation. The findings emphasize the importance of humanistic leadership practices and the promotion of altruistic work cultures as core components of professional development programs. It is aligned with the perspectives of Lasrado and Kassem (2021), who advocate for the integration of transformative leadership with strong collegiality to achieve sustainable educational reform.

From a policy standpoint, this research contributes meaningfully to the ongoing discourse surrounding Indonesia's *Merdeka Belajar* (Freedom to Learn) policy. The promotion of transformational leadership and OCB directly supports the role of teachers as change agents and educational leaders. Thus, ECE teacher training initiatives should not only focus on instructional competencies but also embed leadership training and values-based education to enhance teacher agency, resilience, and commitment. In conclusion, this study adds new empirical evidence to the body of knowledge in educational leadership and organizational behavior, particularly in the ECE context. It confirms that transformational leadership and OCB are essential drivers of teacher professional commitment, offering both theoretical validation and practical direction for future research, training, and policy development. These findings are especially valuable for institutions aiming to build strong, ethical, and sustainable educational cultures rooted in trust, collaboration, and visionary leadership.

CONCLUSION

The results of this study indicate that transformational leadership and Organizational Citizenship Behavior (OCB) have a positive and significant effect on the professional commitment of early childhood education teachers in Serpong District, with statistical testing showing a significance value of $p < 0.05$, indicating a strong empirical influence. These findings highlight the importance of inspirational leadership styles and voluntary work behavior in enhancing teachers' dedication to their professional responsibilities. However, this study has limitations, including its narrow geographical focus and reliance solely on a quantitative approach, which may not fully capture the qualitative dimensions of teachers' experiences. Therefore, future research is recommended to expand the study area, employ mixed-methods approaches, and explore other variables such as organizational climate or managerial support to provide a more comprehensive understanding of the factors influencing teachers' professional commitment.

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