Volume 5 Number 1 (2023)
January-April 2023
Page: 142-161

E-ISSN: 2656-4491
P-ISSN: 2656-4548
DOI: 10.37680/scaffolding.v5i1.2339

SCAFFOLDING
Jurnal Pendidikan Islam dan Multikulturalisme

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND ADVERSITY QUOTIENT ON TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Ariyanto[1], Nurhattati Fuad[2], Sukro Muhab[3]
[123] Universitas Negeri Jakarta; Indonesia
corespondence email; Ariyanto_9910819030@mhs.unj.ac.id

Submitted: 20/08/2022 Revised: 18/10/2022 Accepted: 23/12/2022 Published: 22/02/2023

Abstract	The purpose of this study is to analyze the influence of Transformational Leadership (TL) on Organizational Citizenship Behavior (OCB), the influence of Adversity Quotient (AQ) on teachers' Organizational Citizenship Behavior (OCB), and the influence of Transformational Leadership (TL) on Adversity Quotient (AQ) of state high school teachers in Kalideres sub-district, West Jakarta. This study takes a casual quantitative approach while using the survey method. Data collection, namely employing a questionnaire that the teacher who served as the responder responded to directly, primary data source comes from school principals in Ponorogo district, to obtain data related to teacher management that has been carried out and existing constraints. The population in this study were civil servant teachers at State Senior High School, Kalideres District, West Jakarta City for the 2021/2022 Academic Year, a total of 167 teachers. The samples taken were 118 teachers. The sampling technique of this study used simple random sampling. The results of the study show that: t (1) Transformational leadership has a direct positive effect on organizational citizenship behavior (OCB). In other words, good transformational leadership can increase organizational citizenship behavior. (2) The adversity quotient has a positive direct effect on organizational citizenship behavior (OCB). That is, a good adversity quotient can increase organizational citizenship behavior (OCB). (3) Transformational leadership has a positive direct effect on the adversity quotient. That is, good transformational leadership can increase the adversity quotient.
Keywords	Transformational Leadership, Adversity Quotient, Organizational Citizenship Behavior.

INTRODUCTION

The rapid development of our times requires organizations to be able to keep up with its development. One of the organizations that must follow these developments is the school. Schools are part of a tiered and continuous education system (National Education System Law No. 2 of 1989). The school as an educational institution has an important role in preparing and producing quality human resources. When schools start to keep up with developments, indirectly, teachers as members of the organization are also required to be able to adapt and work according to current conditions.

In the current era, educational facilities are more modern and varied than in the previous era. Such conditions are very helpful for teachers in carrying out their work. With current facilities, it is hoped that an advanced quality of education can also be created (Jalismen, 2015). The progress of educational facilities supported by good service from teachers is a factor that supports the success of education.

However, the facts show that the quality of education in Indonesia is, in the eyes of the world, still relatively low. The latest report from the World Bank, presented by the Minister of Finance, Sri Mulyani Indrawati, at the World Bank headquarters in Washington based on the results of the World Development Report (WDR), found that Indonesia is considered to need 45 years to catch up in education in terms of reading so that it is equal to the OECD. Meanwhile, for science, Indonesia needs up to 75 years. The report is based on the current national system (Jefriando, 2017). The Organization for Economic Cooperation and Development (OECD) notes that Indonesia's Program for International Student Assessment (PISA) ranking based on a 2018 survey is in the lowest order (Kasih, 2020). PISA is an international assessment method that is an indicator for measuring the competence of Indonesian students at the global level. For the reading competency score, Indonesia is ranked 72 out of 77 countries. The Mathematics Score currently ranks 72nd out of 78 countries.

Various sources state that the low quality of education in Indonesia is partly due to the quality of teachers. According to Hidayat, the quality of teachers in Indonesia is still relatively low (Hidayat, 2019). The World Bank (2017) stated that 65 percent of students surveyed by PISA said that their teachers rarely gave them direct feedback. One in five teachers is regularly absent. According to an analysis by Andrew Rosser, a professor at the University of Melbourne, the average UKG score in 2015 for nearly three million Indonesian teachers was 53 percent. Of course, this should be a serious concern because teachers have a very strategic role in the field of education. It must be recognized that what is important in building quality education must start with developing teachers.

Based on a survey at the Asia Philanthropy Circle (APC), it was stated that the role of the teacher is very important in improving student achievement. The survey found that if students in grade 8 get a good teacher, then in grade 11 or 3 years later, those students will be in the top 10 percent of students. A student with the same qualifications who is paired with an ineffective teacher will fare significantly worse in grade 11 than a student who is paired with an effective teacher (Kasih, 2020). Teachers have a vital and fundamental role in guiding and directing the learning process of students. Teachers who succeed in carrying out the main tasks as stated in their job descriptions, coupled with the awareness of doing something extra, are the key to the success of the organization (Adebayo, 2017).

According to Nurjanah, Pebianti, and Handaru (2020), developments in the current era require employees to have not only in-role behavior but also "extra-role" behavior in an organization. Employees are not only a resource but also an asset or capital that must be managed and developed (Nurjanah, 2020). States that organizations want workers who do things that are not in the job description. Teachers are expected to contribute more than their formal job descriptions or organizational citizenship behavior (OCB) (Dharma, 2018).

OCB behavior is very important to generate employee interest and promote organizational development. OCB is an individual contribution that exceeds the demands of a role at work (In'am Latif, 2018; Titisari, 2019). OCB in the world of work can be demonstrated through employee actions such as helping co-workers to reduce their workload, not getting much rest, volunteering to work extra hours at work, trying to avoid conflicts with co-workers, caring for and maintaining the organizational property, willing to accept situations that are less ideal at work, giving constructive suggestions at work, and not wasting much time resting (Mahdi et al., n.d.). These behaviors describe the added value of employees and are a form of prosocial behavior, namely social behavior that is positive, constructive, and meaningful to help (Lasut, 2019).

However, phenomena in the field show that teachers' OCB is not optimal. Educational counselor Itje Chodijah, in a discussion on the theme "Reflections on Mental Revolution and Education in Strengthening the Character of Teachers and Students" at the Walhi office in Tegal Parang, South Jakarta, stated that in schools in general, many teachers are reluctant to take part in training to support teaching abilities if the training is not tied to official work. Training should be understood as an important pattern based on improving the quality of teaching, not just administrative equipment.

DKI Jakarta also has an issue with low teacher motivation to raise the caliber of instruction and development. Chodijah claims that substantial Regional Performance Allowances (TKD) for teachers at DKI Jakarta are not matched by good quality. He claimed that the majority of state instructors who earned high TKD regarded it as a privilege without an equivalent duty (Chotimah, 2017).

Jakarta, as the nation's capital, is certainly in the spotlight for other regions and the outside world regarding teacher involvement in improving quality and service in schools. The provincial government of DKI Jakarta has provided a large regional performance allowance for PNS teachers. Thus, DKI Jakarta PNS teachers should have better performance, and besides that, they should also make a greater contribution by being actively involved in increasing organizational effectiveness.

The behaviors above show that the teacher's OCB is not optimal. OCB behavior is a behavior that must be owned by every teacher because OCB can improve performance and can be a measure of dedication to the profession as a teacher.

To grow and optimize OCB in schools, leadership is needed to support school effectiveness. Loyal employees do not appear by themselves; they must be created by leaders who understand how to treat employees for them to progress and develop (Perwirasari, 2019). The key is in the leader. Employees who have great ideas are influenced by the leadership's attitude of giving space (Tahapary & Desma Rahadhini, 2018). Meanwhile, if employees who have lots of creative ideas feel they have no room for channeling, this is because their leaders don't care about new ideas (Adawiyah Algadri et al., 2020. Bad leadership can result in low employee performance in an organization.

According to Adebayo, Ghavifekr, and Megat (2017), "forces within the organization itself, like leadership and policies, can stimulate members of staff to display organizational citizenship behavior (Adebayo, 2017)." Strengths in the organization, such as leadership and policies, can stimulate employees to display OCB behavior (Hayati, 2020; In'am Latif, 2018). An advanced school certainly has good leadership from the principal in controlling the running of the school . One of the best leadership models in organizations for humanizing humans in various ways, such as motivating and empowering employees for organizational development, is the transformational leadership model (Simamora et al., 2021; Tantowi et al., 2022).

In addition, another factor that affects OCB is the adversity quotient (AQ). AQ is one of the individual factors that can influence OCB (Chandra et al., 2020). Employees with AQ fighting ability,

according to Stoltz, will work more effectively (Stoltz, 2000). According to Stoltz (2007), "AQ is a person's ability or intelligence to survive in the face of adversity and overcome life's challenges."Employees with a high fighting spirit are expected to be able to overcome difficulties in their lives more positively and not easily give up (Stoltz, 2007).

The ability to face difficulties must be possessed by a teacher both as an educator and as part of an organization. With AQ, teachers will continue to move forward, be able to overcome difficult obstacles, and accept change as a challenge to achieve success.

From these problems, it is clear that the OCB of teachers is still low in the school environment, which greatly hinders the realization of quality school organizations. Therefore, a research problem statement related to the influence of TL and AQ on teacher OCB emerged. The formulation of the problem was: (1) Is there an influence of TL on the OCB of public high school teachers in Kalideres District, West Jakarta City?; (2) Is there an influence of AQ on teacher OCB? public high school in Kalideres District, West Jakarta City? (3) Is there an effect of TL on the AQ of state senior high school teachers in Kalideres District, West Jakarta City?

The purpose of this research is to answer the research questions, namely, to analyze the effect of TL on the teacher's OCB, to analyze the effect of AQ on the teacher's OCB, and to analyze the effect of TL on AQ. Meanwhile, the benefits of this research can improve the quality of teachers as educators and help them create quality students so they can catch up with Indonesia's ranking in the eyes of the world regarding education.

METHOD

The method used in this research is a survey research method with a quantitative-causal approach (Arikunto, 2010). The population in this study was civil servant teachers at the Kalideres District State High School, West Jakarta, for the 2021/2022 Academic Year, totaling 167 teachers. The number of samples in this study was 118 teachers. The calculation of the number of samples used by researchers in the study in Kalideres District is as follows:

$$n = \frac{167}{1 + 167 \times 0{,}05 \times 0{,}05}$$

$$n = \frac{167}{1 + 0{,}417}$$

$$n = \frac{167}{1{,}417}$$

$$n = 117{,}85 \rightarrow \text{"rounded to 118"}$$

The primary data source comes from the principal of teachers at the Kalideres District State High School, West Jakarta, to obtain data related to teacher management that has been carried out and existing obstacles. The data collected is in the form of primary data, namely, data obtained directly from the research object. Primary data is used to realize the proposed hypothesis or answer the problem to be studied. Primary data were obtained from field research conducted by distributing questionnaires to respondents (Sugiono, 2016). The secondary data sources used are scientific articles, books, and other information that supports this research.

The data collection technique in this study was adapted to the research objectives. The data collected is in the form of primary data, namely data obtained directly from the object of research. Primary data is used to realize the proposed hypothesis or answer the problem to be studied. Primary data was obtained from field research conducted by distributing questionnaires to respondents. The questionnaire used in this study was a closed questionnaire with answers provided so that respondents could choose one of the answers according to the circumstances that occurred.

The development of the instrument was carried out through several stages: (1) examining the theory related to the variables to be studied; (2) compiling indicators for the number of questions for each variable; (3) compiling a grid; (4) compiling the questions and placing the measurement scale; (5) carrying out instrument trials and improving the questions; (6) conducting research by distributing questionnaires to the selected sample; (7) analyzing items through validity and reliability testing; and (8) compiling the results of data collection as a research report.

Based on the specified research hypothesis, the statistical hypothesis in this study is as follows:

a. The first hypothesis is that there is a positive direct effect of transformational leadership (X1) on OCB (X3).

   H_0 : Transformational Leadership has no effect on Organizational Citizenship Behavior

   H_1 : Transformational Leadership influences Organizational Citizenship Behavior

b. The second hypothesis is that there is a positive direct effect of AQ (X2) on OCB (X3).

   H_0 : Adversity Quotient has no effect on Organizational Citizenship Behavior

   H_1 : Adversity Quotient influences Organizational Citizenship Behavior

c. The third hypothesis is that there is a positive direct effect of transformational leadership (X1) on AQ (X2).

H_0 : Transformational Leadership has no effect on Adversity Quotient

H_1 : Transformational Leadership influences Adversity Quotient

Data analysis techniques used in this study are descriptive statistics and inferential statistics. Descriptive statistics are carried out in terms of data presentation, a measure of the tendency to concentrate (central measure), and a measure of dispersion. Presentation of data in descriptive statistics using a frequency distribution table and then presented in the form of a histogram. Central measurement is done by determining the mean, mode, and median of the available data. At the same time, the measure of the spread is done by determining the standard deviation (standard deviation) and variance. By using path analysis (path analysis) which begins with testing normality and linearity. The data normality test will be carried out using the Liliefors test and the linearity test using simple linear regression.

Testing the hypothesis in this study uses path analysis by calculating the path coefficient to find out how much direct influence the influencing variables (exogenous variables) have on the affected variables (endogenous variables).

FINDINGS AND DISCUSSION

Findings

This research was conducted on state high school teachers in Kalideres District, West Jakarta City, with a sample of 118 people. The description of the data in this section includes data on variable Y (OCB) as an endogenous variable, variable X1 (TL) as an exogenous variable, and variable X2 (adversity quotient) as an intermediate endogenous variable. The description of each variable is presented successively, starting with the variables Y, X1, and X2.

From the data obtained in the field, which was then statistically processed into a frequency distribution list, the number of classes was calculated according to Sturges' rules. Seven classes were obtained with a maximum score of 129 and a minimum score of 88, so that the score range was 39. Based on the results of descriptive statistical calculations, it was found that OCB data has an average value (mean) of 108.75 with a standard deviation value of 7.59, where the variance value is 57.55, the median value is 109, and the mode value is 113. The grouping of data can be seen in the frequency distribution table as follows:

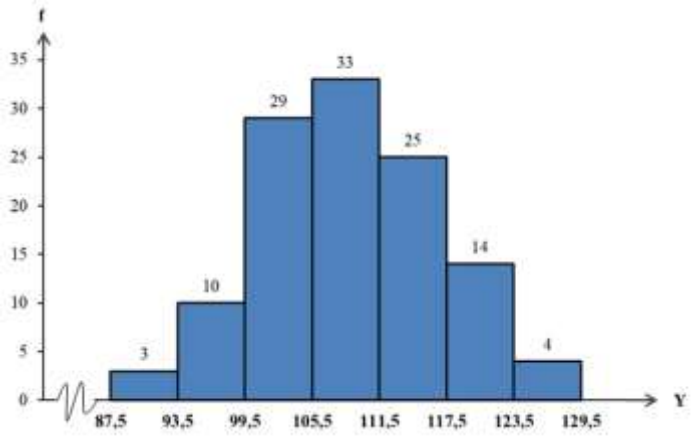
Table 1. OCB Score Frequency Distribution

No	Interval Class			Limit		Frequency		
				Down	Top	Absolut	Relatif	Komulatif
1	88	-	93	87,5	93,5	3	2,54%	3
2	94	-	99	93,5	99,5	10	8,47%	13
3	100	-	105	99,5	105,5	29	24,58%	42
4	106	-	111	105,5	111,5	33	27,97%	75
5	112	-	117	111,5	117,5	25	21,19%	100
6	118	-	123	117,5	123,5	14	11,86%	114
7	124	-	129	123,5	129,5	4	3,39%	118
						118	**100%**	

From the presentation of the data, it can be concluded that the frequency distribution of teachers' performance at the Kalideres District State High School, West Jakarta has an average above the minimum limit, indicating that the teacher's Organizational Citizenship Behavior is maximal.

Based on table 1 above, a histogram is then made. There are two axes needed in making a histogram, namely the vertical axis as the absolute frequency axis and the horizontal axis as the OCB score axis. In this case, the boundaries of the class intervals are written on the horizontal axis, starting from 87.5 to 129.5. These values are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class limit to the highest limit. The histogram graph of the distribution of the OCB data is shown in the following figure.

Figure 1. OCB Data Histograms



Transformational leadership data has an empirical score range of 86 to 131, so the score range is 45. The results of the data calculations obtained an average of 108.02, a standard deviation of 11.36, a variance of 128.98, the median of 108, and the mode of 119. The data grouping can be seen in the frequency distribution table as follows:

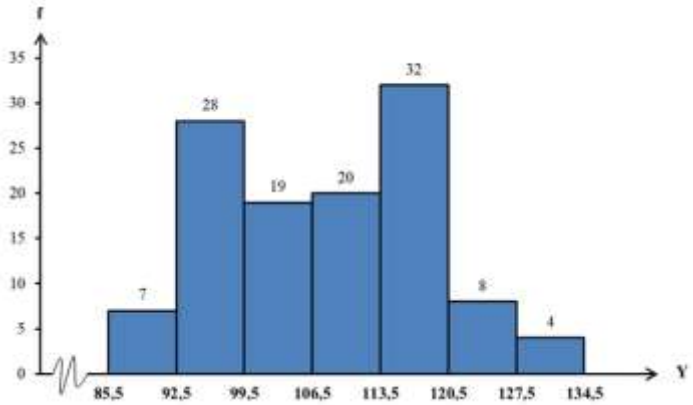
Table 2. Frequency Distribution of Transformational Leadership Scores

No	Interval Class			Limit		Frequency		
				Down	Top	Absolut	Down	Top
1.	86	-	92	85,5	92,5	7	5,93%	7
2.	93	-	99	92,5	99,5	28	23,73%	35
3.	100	-	106	99,5	106,5	19	16,10%	54
4.	107	-	113	106,5	113,5	20	16,95%	74
5.	114	-	120	113,5	120,5	32	27,12%	106
6.	121	-	127	120,5	127,5	8	6,78%	114
7.	128	-	134	127,5	134,5	4	3,39%	118
						118	**100%**	

From the presentation of these data, it can be concluded that the frequency distribution of transformational leadership for teachers at the Kalideres District State High School, West Jakarta has an average above the minimum limit, indicating that teacher transformational leadership is maximally implemented.

Based on table 2 above, a histogram is then made. There are two axes needed in making a histogram, namely the vertical axis as the absolute frequency axis and the horizontal axis as the transformational leadership score axis. In this case, the boundaries of the class intervals are written on the horizontal axis, starting from 85.5 to 134.5. These values are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class limit to the highest limit. The histogram graph of the transformational leadership data distribution is shown in the following figure.

Figure 2. Transformational Leadership Data Histograms



The adversity quotient data has an empirical score range between 80 and 114, so the score range is 34. The results of the data calculation obtained an average of 99.44; a standard deviation of 8.25; a variance of 68.03; the median is 99; and a mode is 108. The data grouping can be seen in the

frequency distribution table as follows:

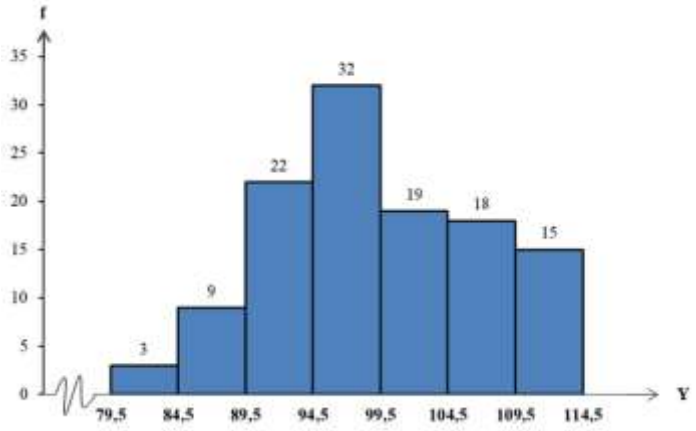
Table 3. Adversity Quotient Score Frequency Distribution

No	Interval Class			Limit		Frequency		
				Down	Top	Absolut	Down	Top
1.	80	-	84	79,5	84,5	3	2,54%	3
2.	85	-	89	84,5	89,5	9	7,63%	12
3.	90	-	94	89,5	94,5	22	18,64%	34
4.	95	-	99	94,5	99,5	32	27,12%	66
5.	100	-	104	99,5	104,5	19	16,10%	85
6.	105	-	109	104,5	109,5	18	15,25%	103
7.	110	-	114	109,5	114,5	15	12,71%	118
						118	**100%**	

From the presentation of the data, it can be concluded that the frequency distribution of Adversity Quotient teachers at the Kalideres District State High School, West Jakarta has an average above the minimum limit, indicating that the Adversity Quotient teachers are in maximum implementation.

Based on table 3 above, a histogram is then made. There are two axes needed in making a histogram, namely the vertical axis as the absolute frequency axis and the horizontal axis as the adversity quotient score axis. In this case, the boundaries of the class interval are written on the horizontal axis, starting from 79.5 to 114.5. These values are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class limit to the highest limit. The histogram graph of the distribution of the adversity quotient data is shown in the following figure.

Figure 3. Histogram *Adversity Quotient*



The results of the significance test of the OCB (Y) regression equation for transformational leadership (X1) are presented in table 8. It is known that Fcount = 107.409 is greater than Ftable = (0.05; 1; 116) = 3.92, or p-value = 0.000 0.05. So that the regression equation = 58,720 + 0.463X1 is stated

to be significant at a significance level of = 0.05, the regression model can be used to predict the OCB variable, or, in other words, the transformational leadership variable (X1) influences the OCB variable (Y).

Table 4. ANOVA Regression Equation $\hat{Y} = 58.720 + 0{,}463X_1$

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3237.471	1	3237.471	107.409	.000[b]
	Residual	3496.402	116	30.141		
	Total	6733.873	117			
a. Dependent Variable: OCB						
b. Predictors: (Constant), Transformational Leadership						

The results of the linearity test of the OCB (Y) regression equation for transformational leadership (X1) are presented in table 4. It is known that the Deviation from the Linearity value, namely Fcount = 1.532 with a p-value of 0.077 > 0.05, indicates that the OCB regression equation (Y) on transformational leadership (X1) is linear.

OCB (Y) *Adversity Quotient* (X_2)

Based on the calculations in Table 5, it is known that the value of = 52,734 and the value of = 0.563, so that the regression equation OCB (Y) for adversity quotient (X2) is = 52,734 + 0.563X2. The regression coefficient is positive, so it can be said that the direction of the influence of the adversity quotient variable on OCB is positive.

This test aims to determine the level of closeness of the relationship between variables expressed by the correlation coefficient (r). The basis for making this test decision is if the significance/sig (2-tailed) value is less than 0.05 then it is correlated, if the significance/sig (2-tailed) value is more than 0.05 then it is not correlated. Based on table 4 it is known that the significance value of the two variables is 0.000, so it can be said that the AQ and OCB variables are correlated. The value of the Pearson correlation variable AQ and OCB is 0.612 which is included in the degree of strong relationship with a positive relationship.

Table 5. Koefisien track Y on X_2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.734	6.736		7.828	.000
	AQ	.563	.068	.612	8.345	.000

a. Dependent Variable: OCB

The results of the significance test of the regression equation OCB (Y) on AQ (X2) are presented in table 5. It is known that Fcount = 69.633 is greater than Ftable = (0.05; 1; 116) = 3.92, or p-value = 0.000 0.05. So that the regression equation = 52,734 + 0.563X2 is stated to be significant at a significance level of = 0.05, the regression model can be used to predict the OCB variable, or, in other words, the AQ variable (X2) influences the OCB variable (Y).

***Adversity Quotient* (X_2) *on Transformational Leadership* (X_1)**

Based on the calculations in Table 15, it is known that the value of = 58,340 and the value of = 0.380, so that the regression equation AQ (X2) for transformational leadership (X1) is X 2 = 58,340 + 0.380X1. The regression coefficient is positive, so it can be said that the direction of the influence of the transformational leadership variable on AQ is positive.

This test aims to determine the level of closeness of the relationship between variables expressed by the correlation coefficient (r). The basis for making this test decision is if the significance/sig (2-tailed) value is less than 0.05 then it is correlated, if the significance/sig (2-tailed) value is more than 0.05 then it is not correlated. Based on table 5 it is known that the significance value of the two variables is 0.000, so it can be said that the transformational leadership and AQ variables are correlated. The Pearson correlation value for the variable transformational leadership and AQ is 0.524, which is included in the moderate degree of relationship with a positive relationship.

Table 6. Koefisien track X_2 on X_1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	58.340	6.238		9.352	.000

	Transformational Leadership	.380	.057	.524	6.624	.000

a. Dependent Variable: AQ

The results of the significance test of the AQ regression equation (X2) on transformational leadership (X1) are presented in table 6. Based on table 6, it is known that Fcount is 43.884 times greater than Ftable (0.05; 1; 116) 3.92, or a p-value of 0.000 on 0.05. In order for the regression equation X 2 = 58,340 + 0.380X1 to be declared significant at a significance level of = 0.05, the regression model can be used to predict the AQ variable, or in other words, the transformational leadership variable (X1) influences the AQ variable (X2).

Table 7. ANOVA Regression Equation $\hat{X}_2 = 58.340 + 0{,}380X_1$

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2184.549	1	2184.549	43.884	.000[b]
	Residual	5774.536	116	49.780		
	Total	7959.085	117			

a. Dependent Variable: AQ

b. Predictors: (Constant), Transformational Leadership

The results of the linearity test of the adversity quotient regression equation (X2) for transformational leadership (X1) are presented in table 7. It is known that the Deviation from Linearity value, namely Fcount = 1.049 with a p-value of 0.416 > 0.05, indicates that the adversity regression equation quotient (X2) for transformational leadership (X1) is linear.

Table 8. ANOVA test Linearitas Regression Equation X_2 on X_1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
AQ * Transformational Leadership	Between Groups	(Combined)	3425.569	25	137.023	2.781	.000
		Linearity	2184.549	1	2184.549	44.332	.000
		Deviation from Linearity	1241.020	24	51.709	1.049	.416
	Within Groups		4533.516	92	49.277		
	Total		7959.085	117			

Based on Table 8, it is known that the significance value of the two variables is 0.000, so it can be said that the transformational leadership and AQ variables are correlated. The Pearson correlation value for the variable transformational leadership and AQ is 0.524, which is included in the moderate degree of relationship with a positive relationship.

Table 9. Koefisien Korelasi X_2 atas X_1

Correlations			
		Transformational Leadership	AQ
Transformational Leadership	Pearson Correlation	1	.524**
	Sig. (2-tailed)		.000
	N	118	118
AQ	Pearson Correlation	.524**	1
	Sig. (2-tailed)	.000	
	N	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis test

Testing the research hypothesis using path analysis (Path analysis) with the help of IBM SPSS Statistics 21. The SPSS output and its interpretation can be summarized as follows:

Table 10. Simple Correlation Coefficient Matrix between Variables

No	Matriks	Koefisien Korelasi		
		X1	X2	Y
1	X1	1,00	0,524	0,693
2	X2		1,00	0,612
3	Y			1,00

From table 10 it can be seen that the correlation between transformational leadership and the adversity quotient is 0.524. The correlation between transformational leadership and OCB is 0.693. The correlation between adversity quotient and OCB is 0.612.

First Hypothesis

Transformational leadership has a direct positive effect on OCB.

Table 11. Coefficient of Path X1 to Y

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	40.288	5.900		6.828	.000
	Transformational Leadership	.343	.048	.513	7.122	.000
	AQ	.316	.066	.343	4.764	.000

a. Dependent Variable: OCB

Based on the results of the SPSS analysis in the table above, the path coefficients are obtained in the Beta (Standardized Coefficients) column, namely the path coefficient X1 to Y (Py1) = 0.513. The hypothesis to be tested is:

H0 : Transformational Leadership has no effect on Organizational Citizenship Behavior

H1 : Transformational Leadership influences Organizational Citizenship Behavior

From the Coefficients table, it is obtained tcount 7.122 and p-value 0.000/2 = 0.000 <0.05 or H0 is rejected. Thus, the variable Transformational leadership (X1) has a direct positive effect on OCB (Y).

The results of the first hypothesis analysis provide findings that transformational leadership has a direct positive effect on OCB. The better transformational leadership results in an increase in teacher OCB.

Second Hypothesis

Adversity quotient has a positive direct effect on OCB.

Table 12. Coefficient of Path X2 to Y

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	40.288	5.900		6.828	.000
	Transformational Leadership	.343	.048	.513	7.122	.000
	AQ	.316	.066	.343	4.764	.000

a. Dependent Variable: OCB

Based on the results of the SPSS analysis in the table above, the path coefficients are obtained in the Beta (Standardized Coefficients) column, namely the path coefficient X2 to Y (Py2) = 0.343. The hypothesis to be tested is:

H0 : Adversity Quotient has no effect on Organizational Citizenship Behavior

H1 : Adversity Quotient influences Organizational Citizenship Behavior

From the Coefficients table, tcount is 4.764 and p-value is 0.000/2 = 0.000 <0.05 or H0 is rejected. Thus, the adversity quotient variable (X2) has a direct positive effect on OCB (Y).

The results of the second hypothesis analysis provide findings that the adversity quotient has a direct positive effect on OCB. Increasing adversity quotient results in an increase in teacher

OCB.

Third Hypothesis

Transformational leadership has a positive direct effect on the adversity quotient.

Table 13. Path Coefficient X1 to X2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	58.340	6.238		9.352	.000
	Transformational Leadership	.380	.057	.524	6.624	.000

a. Dependent Variable: AQ

Based on the results of the SPSS analysis in the table above, the path coefficients are obtained in the Beta (Standardized Coefficients) column, namely the path coefficient X1 to X2 (P21) = 0.524. The hypothesis to be tested is:

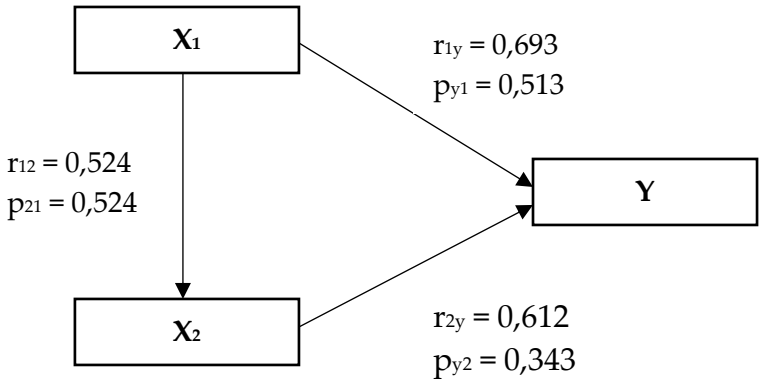
H0 : Transformational Leadership has no effect on Adversity Quotient

H1 : Transformational Leadership influences Adversity Quotient

From the Coefficients table, it is obtained count 6.624 and p-value 0.000/2 = 0.000 <0.05 or H0 is rejected. Thus, the transformational leadership variable (X1) has a direct positive effect on the adversity quotient (X2).

The results of the third hypothesis analysis provide findings that transformational leadership has a direct positive effect on the adversity quotient. The increase in transformational leadership results in an increase in the adversity quotient. A summary of the path analysis model can be seen in Figure 4 as follows:

Figure 4. Empirical Model Between Variables



Discussion

Based on the literature review that has been discussed and the empirical studies above, the following is a discussion of the results of the research as an attempt to synthesize theoretical studies with empirical findings. The detailed discussion of the results of the analysis and testing of the research hypothesis is described as follows.

The Influence of Transformational Leadership on OCB

From the results of testing the first hypothesis, it can be concluded that there is a positive direct effect of transformational leadership on OCB with a correlation coefficient value of 0.693 and a path coefficient value of 0.513. This implies that transformational leadership has a direct positive effect on OCB. The results of this study are in line with the opinions of several experts, including the opinion of Cannella and Monroe (1997) that transformational leaders can build relationships with their followers in such a way that they can more easily disseminate and implement organizational strategic goals. The main responsibility of an organizational leader is to direct his subordinates toward achieving organizational goals by articulating the mission, vision, strategy, and goals (Zaccaro and Klimoski, 2004). By creating an open learning environment, transformational leaders foster situations that foster a deeper understanding of goals, missions, and visions that will ultimately drive better strategic balance, identification, and focus throughout the organization.

Effect of Adversity Quotient on OCB

From the results of testing the second hypothesis, it can be concluded that there is a direct positive adversity quotient effect on OCB with a correlation coefficient value of 0.612 and a path coefficient value of 0.343. This gives the meaning of the adversity quotient, which has a direct positive effect on OCB. The results of this study are in line with the opinions of several experts, including the opinion of Stoltz (2007) that people with high AQ tend to embrace change, encourage change, and persist in undergoing the change process (Stoltz, 2007). A high AQ response to change also creates momentum and courage for the organization to embrace ongoing change and deal with it successfully. AQ is a true source for organizational health, performance, empowerment, and competitive advantage. The adversity quotient can tell how far an individual is able to endure adversity and overcome it, who is able to face adversity and who will be crushed, who exceeds expectations of their performance and potential and who will fail, who will give up, and who will endure. This is corroborated by the research by Kusuma et al. (2013), which found that AQ has a significant effect on OCB.

The Effect of Transformational Leadership on Adversity Quotient

From the results of testing the third hypothesis, it can be concluded that there is a positive direct effect of transformational leadership on the adversity quotient, with a correlation coefficient of 0.524 and a path coefficient of 0.524. This implies that transformational leadership has a direct positive effect on the adversity quotient. The results of this study are in line with Insan's opinion (2019), that transformational leadership motivates and encourages followers to use their minds and potential to overcome work obstacles, understand targeted goals, and support organizational interests. Such leadership is a major cause of competitive advantage for organizations (Insan, 2019). Transformational leaders are leaders who humanize humans to develop organizations and self-development toward real self-actualization.

CONCLUSION

Based on the findings above, it can be concluded that transformational leadership and an increased adversity quotient have resulted in an increase in organizational citizenship behavior (OCB) among state senior high school teachers in Kalideres District, West Jakarta City. The research's conclusions have ramifications that follow logically, and initiatives to promote organizational citizenship behavior (OCB) among state high school teachers in Kalideres District, West Jakarta City, are made in response: (1) To increase OCB, it can be done by applying transformational leadership. Leaders build the awareness of their subordinates about the importance of work values, encourage changes toward common interests, and are able to optimize performance to achieve the school's vision and mission. (2) Increasing OCB can be done by increasing AQ. Being accountable for completed tasks, accepting and embracing changes in the learning environment, pushing forward in all endeavors, and contributing by continually learning and bettering oneself are all ways to build AQ. (3) AQ-improving initiatives are effective transformational leadership. A leadership approach that inspires and motivates followers, abstains from using authority for personal benefit, fosters the creative development of subordinates, communicates openly, and acts as a mentor for subordinates will be able to have a remarkable and amazing impact on followers.

REFERENCES

Adawiyah Algadri, R., Muis, M., & Razak Munir, A. (2020). Kepemimpinan Transformasional dan Budaya Organisasi terhadap Organizational Citizenship Behavior YUME : Journal of Management Kepemimpinan Transformasional dan Budaya Organisasi terhadap Organizational Citizenship Behavior dengan Kepuasan Kerja. *Journal of Management*, *3*(3), 26–43. https://doi.org/10.37531/yum.v11.12

Adebayo, S. A. , G. S. and M. D. M. A. K. (2017). Impact of Leadership Self-Efficacy on Organizational Citizenship Behavior: A Qualitative Analysis on Academic Leaders Perceptions. *International Research Journal of Education and Sciences*, *1*(2), 41–47.

Chandra, J. A., Nyoman, N., Martini, P., & Qomariah, N. (2020). Impact of Organizational Citizenship Behavior, Leadership, Individual Characteristics and Competence on Teacher Performance. *Jurnal Manajemen Dan Bisnis Indonesia*, *6*(2).

Dharma, Y. (2018). The Effect of Work Motivation on Employee Performance with Organization Citizenship Behavior as Intervening Variable at Bank Aceh Syariah. *Proceedings of MICoMS 2017 (Emerald Reach Proceedings Series, Vol. 1)*, *1*(1).

Hayati, N. (2020). Pengaruh Persepsi Dukungan Organisasi dan Budaya Organisasi terhadap Organizational Citizenship Behaviour melalui Kepuasan Kerja. *Equilibrium: Jurnal Ekonomi-Manajemen-Akuntansi*, *16*(2), 54–61.

Hidayat, S. (2019). *Teori dan Prinsip Pendidikan*. Pustaka Mandiri.

In'am Latif, M. (2018). Pengaruh Kepemimpinan Transformasional dan Transaksional terhadap Iklim Organisasi dan Organizational Citizenship Behavior (Studi Pada RSUD Genteng Kabupaten Banyuwangi). *Jurnal Bisnis Dan Manajemen*, *5*(1), 51–64.

Insan, A. (2019). *Kepemimpinan Transformasional: Suatu Kajian Empiris di Perusahaan*. Alfabeta.

Jalismen, M. (2015). Pengaruh Budaya Organisasi dan Etika terhadap Organizational Citizenship Behavior (OCB) Guru SMA Negeri di Sipora Kabupaten Kepulauan Mentawai. *Jurnal Manajemen Pendidikan*, *6*(1), 1007–1016.

Jefriando, M. (2017). Riset Bank Dunia: RI Butuh 45 Tahun Kejar Ketertinggalan Pendidikan. *Retrieved from DetikFinance* .

Kasih, A. P. (2020). Survei: Kualitas Guru Jadi Pendorong Terbesar Prestasi Siswa. *Kompas.Com.* .

Lasut, E. J. , S. G. M. , dan T. R. N. (2019). Pengaruh Kepemimpinan Transformasional dan Transaksional terhadap Organization Citizenship Behavior (OCB) di Aston hotel Manado.

Jurnal EMBA, *7*(2), 2491–2500.

Mahdi, Aiyub, & Darmawati. (n.d.). Pengaruh Gaya Kepemimpinan Transaksional dan Transformasional Terhadap Kinerja Guru dengan Kepuasan Kerja Sebagai Variabel Intervening pada SMK Negeri di Aceh Utara. *J-MIND*, *5*(2).

Nurjanah, S. , P. V. , & H. A. W. (2020). Pengaruh Kepemimpinan Transformasional, Kepuasan Kerja, dan Komitmen Organisasi terhadap Organizational Citizenship Behavior (OCB) di Inspektorat Jenderal Kementerian Pendidikan dan Kebudayaan. *Cogent Business & Management*, *7*(1), 1–12.

Perwirasari, A. S. (2019). Pengaruh Kepemimpinan Transformasional dan Kepuasan Kerja terhadap Organizational Citizenship Behavior (OCB) Studi pada Dosen STIE Indonesia Banjarmasin. *Magenta*, *8*(1), 33–40.

Simamora, S. B. H., Entang, M., & Patras, Y. E. (2021). Peningkatan Organizational Citizenship Behavior (Ocb) dengan Cara Adversity Quotient (Aq) dan Servant Leadership pada Guru SMK Berstatus PNS Se-Kota Bogor. *Jurnal Manajemen Pendidikan*, *9*(1). https://doi.org/10.33751/jmp.v9i1.3365

Stoltz, P. G. (2000). *Adversity Quotient Mengubah Hambatan menjadi Peluang*. PT Gramedia Widiasarana.

Stoltz, P. G. (2007). *Adversity Quotient: Faktor Paling Penting dalam Meraih Sukses*. PT Gramedia.

Sugiono. (2016). *Memahami Penelitian Kualitatif*. Alfabeta.

Suharsimi Arikunto. (2010). *Prosedur Penelitian; Suatu Pendekatan Praktis*. Rineka Cipta.

Tahapary, Y., & Desma Rahadhini, M. (2018). Transformational Leadership, Organizational Culture and Organizational Commitment in Forming Performance in Secretariat Employees DPRS Surakarta. *Transformation Leadership, Organizational*, *3*(2), 1–8.

Tantowi, A., Subhan, A., Romadon, S., & Rosidin, R. (2022). Mutual Relationship Management Between Teachers and Parents: Strategies for Improving Student Learning Outcomes. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, *6*(3), 802–813. https://doi.org/10.33650/al-tanzim.v6i3.3643

Titisari, P. (2019). *Peranan Organizational Citizenship Behavior (OCB): Dalam Meningkatkan Kinerja Karyawan*. Mitra Wacana Media.