

A MODELING OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN ISLAMIC EDUCATION INSTITUTION

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Abstract

This study analyzed the determinants of organizational justice, job satisfaction, and organizational commitment on organizational citizenship behavior (OCB) among MTsN teachers in Central Aceh Regency. Using a quantitative approach with a survey of 280 teachers, the data were analyzed through the Partial SEM-PLS approach. The population of this study consisted of all MTsN teachers in Central Aceh Regency, from which a sample of 280 respondents was determined using the simple random sampling technique to ensure representation across different madrasahs. The data sources included primary data obtained directly from respondents through structured questionnaires. The data collection technique employed a survey method using a Likert-scale questionnaire designed to measure teachers' perceptions of organizational justice, job satisfaction, organizational commitment, and OCB. The results showed that organizational justice ($\beta_{z41} = 0.224$), job satisfaction ($\beta_{z42} = 0.399$), and organizational commitment ($\beta_{z43} = 0.243$) had a positive and significant direct effect on OCB. Organizational justice also had a positive and significant effect on job satisfaction ($\beta_{x21} = 0.667$), while organizational justice ($\beta_{y31} = 0.537$) and job satisfaction ($\beta_{y32} = 0.228$) positively and significantly affected organizational commitment. The Goodness of Fit (GoF) value of 0.614 indicated a strong model. These findings emphasize the importance of organizational justice and job satisfaction in strengthening commitment and encouraging teacher OCB, which could serve as a foundation for developing sustainable policies and programs to improve madrasah performance.

Keywords

Organizational Citizenship Behavior, Organizational Justice, Job Satisfaction, and Organizational Commitment.



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INTRODUCTION

In the increasingly competitive and dynamic world of work in educational institutions, teacher behavior outside of their formal duties is important. The term Organizational Citizenship Behavior (OCB) refers to this conduct. OCB is the voluntary actions taken by members of an organization that do not directly relate to their job duties but still enhance the social and psychological climate of the organization. (Anderson & Brough, 2024) ; (Uçanok Tan, 2023). In addition, OCB may also enhance the organization's social and psychological climate (Uçanok Tan, 2023), encourage teamwork (Vijayaraghavan et al., 2025), reduce conflict (Azizah et al., 2024), and enhance the general functioning of the organization (Atalla et al., 2024); (Haass et al., 2023).

OCB is increasingly important for educational institutions, especially Islamic educational institutions in MTsN (State Islamic Junior High School) in Central Aceh. The Result of the questionnaire shows that many teachers, MTsN in Central Aceh have a scale that is very low, 6% and low is 30%. This result can be described in Figure 1.

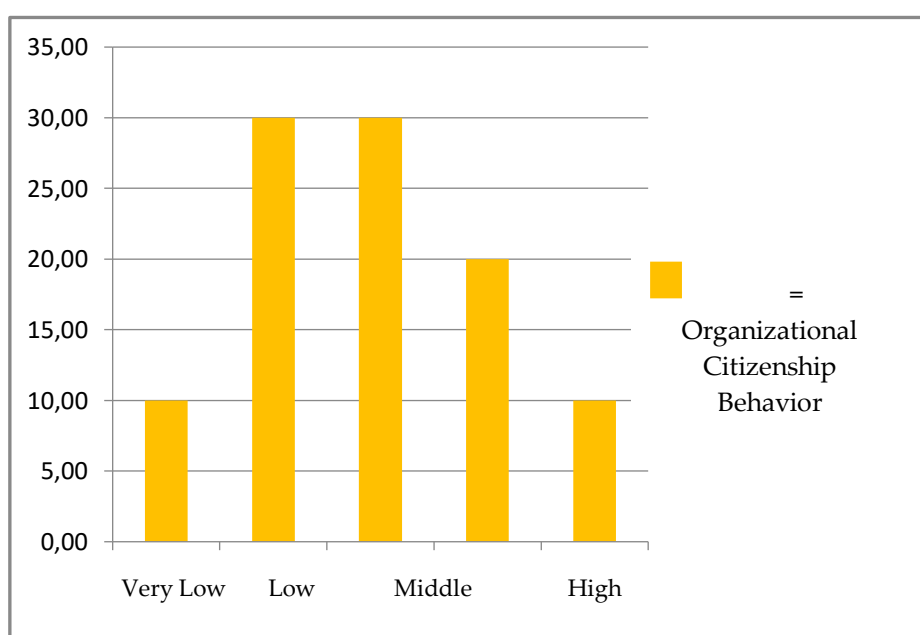


Figure 1. Organizational Citizenship Behavior Teachers Scale

Source: Research Data Processed Using Excel 2010

OCB is important to make teacher characteristics for the good performance of individuals and MTsN in Central Aceh. OCB includes voluntary actions that are not mandatory but contribute to the overall effectiveness of the organization (Hu, 2023); (Organ, 2018); (Alshammari, 2023) Previous studies have shown that organizational justice (Laxmipriya Das & Mohanty, 2023); (Ajlouni et al., 2021), job satisfaction (Shrestha & Bhattarai, 2022); (Sowmiya & Ramadevi, 2025) and

organizational commitment (Singh et al., 2024); (Singh et al., 2025) play an important role in influencing OCB. But even with the large number of research studies that have been done, there is still a lack of knowledge on how these three factors interact and affect OCB across the analytical path. In addition, the determination of the direct and indirect effects between organizational justice and job satisfaction on OCB through organizational commitment is still less thoroughly explored in this context.

The creation of a conceptual model that integrates organizational justice, job satisfaction, and organizational commitment as interacting variables to forecast OCB in MTsN in Central Aceh Regency is what makes this study innovative. With Islamic education as the primary focus, this study offers a fresh perspective on OCB. As a result, the findings can offer theoretical and practical suggestions that are pertinent to human resource management at MTsN in Central Aceh Regency to enhance OCB behavior, which in turn improves the sustainability and performance of the madrasah.

The gap analysis and novelty are used to build a number of research objectives, which include many problem formulations: 1) Does organizational justice have a direct impact on OCB? 2) Does job satisfaction have a direct impact on OCB? 3) Does organizational commitment have an immediate impact on OCB? 4) Does job satisfaction have a direct impact on organizational justice? 5) Does organizational justice have a direct impact on organizational commitment? 6) Does organizational commitment have a direct correlation with job satisfaction? 7) Does organizational commitment have an indirect impact on OCB as a result of organizational justice? 8) Does organizational commitment have an indirect impact on OCB as a result of job satisfaction? 9) Do job satisfaction and organizational justice have an impact on OCB at the same time?

The usefulness of this research is divided into two aspects: theoretical and pragmatic. Theoretically, this research is expected to enrich the scientific knowledge in the field of educational management, particularly regarding the influence of organizational justice, job satisfaction, and organizational commitment on organizational citizenship behavior. Pragmatically, this research provides benefits for madrasah principals, who can encourage increased OCB and support the effective achievement of madrasah goals.

METHOD

This study used a quantitative approach with a survey method to analyze the influence of organizational justice, job satisfaction, and organizational commitment on Organizational

Citizenship Behavior (OCB) among MTsN teachers in Central Aceh Regency. The study sample consisted of 280 teachers selected using simple random sampling from a population of 304 teachers, following the guidelines of Hair et al. (2022). The research instrument was tested for validity and reliability using Pearson Product-Moment correlation and Cronbach's Alpha. Data analysis was conducted in stages, starting with descriptive analysis and ending with inferential analysis using Structural Equation Modeling based on Partial Least Squares (SEM-PLS) using a two-stage method. Model evaluation included an outer model to test construct validity and reliability, and an inner model to assess the relationships between latent variables, coefficient of determination, effect size, and goodness of fit (Hair et al., 2021).

This research was conducted at all state Islamic junior high schools (Madrasah Tsanawiyah Negeri) in Central Aceh Regency, with teachers as the unit of analysis. The data sources included primary data obtained directly from respondents through questionnaires. Data collection was conducted through a survey using a structured instrument in the form of a Likert-type questionnaire designed to measure respondents' perceptions of the constructs studied. The data collection process was conducted systematically to ensure validity and reliability. This ensures that the collected data can describe the empirical conditions in accordance with the research objectives. This research design can be described in Figure 2.

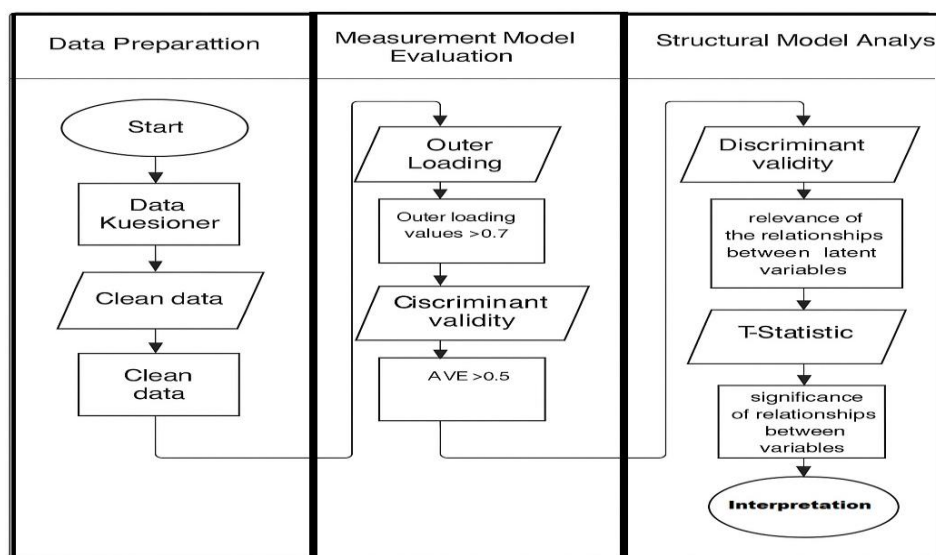


Figure 2. Research Design Scheme

The hypotheses in this study were formulated to test the influence of latent constructs established in the conceptual model. Each hypothesis describes a tentative assumption regarding the direction and strength of the relationship between variables based on theoretical foundations

and previous research results. Through Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis, each hypothesis was tested to determine whether the assumed relationship was empirically proven. The results of the hypothesis testing were obtained from the path coefficient, *t*-statistic, and *p*-value. If the *t*-statistic value is > 1.96 and the *p*-value < 0.05 , then the hypothesis is declared accepted, which means there is a significant influence between the latent constructs in the model. The hypotheses in this study can be described as follows:

1. $H_0: \beta_{Z41} \leq 0$: There is no direct and significant positive effect of Organizational Justice (X_1) on Organizational Citizenship Behavior (Z_4).
 $H_a: \beta_{Z41} > 0$: There is a direct and significant positive effect of Organizational Justice (X_1) on Organizational Citizenship Behavior (Z_4).
2. $H_0: \beta_{Z42} \leq 0$: There is no direct and significant positive effect of Job Satisfaction (X_2) on Organizational Citizenship Behavior (Z_4).
 $H_a: \beta_{Z42} > 0$: There is a direct and significant positive effect of Job Satisfaction (X_2) on Organizational Citizenship Behavior (Z_4).
3. $H_0: \beta_{Z43} \leq 0$: There is no direct and significant positive effect of Organizational Commitment (Y_3) on Organizational Citizenship Behavior (Z_4).
 $H_a: \beta_{Z43} > 0$: There is a direct and significant positive effect of Organizational Commitment (Y_3) on Organizational Citizenship Behavior (Z_4).
4. $H_0: \beta_{X21} \leq 0$: There is no direct and significant positive effect of Organizational Justice (X_1) on Job Satisfaction (X_2).
 $H_a: \beta_{X21} > 0$: There is a direct and significant positive effect of Organizational Justice (X_1) on Job Satisfaction (X_2).
5. $H_0: \beta_{Y31} \leq 0$: There is no direct and significant positive effect of Organizational Justice (X_1) on Organizational Commitment (Y_3).
 $H_a: \beta_{Y31} > 0$: There is a direct and significant positive effect of Organizational Justice (X_1) on Organizational Commitment (Y_3).
6. $H_0: \beta_{Y32} \leq 0$: There is no direct and significant positive effect of Job Satisfaction (X_2) on Organizational Commitment (Y_3).
 $H_a: \beta_{Y32} > 0$: There is a direct and significant positive effect of Job Satisfaction (X_2) on Organizational Commitment (Y_3).

7. $H_0: \beta_{Z413} \leq 0$: There is no indirect and significant positive effect of Organizational Justice (X_1) on Organizational Citizenship Behavior (Z_4) through Organizational Commitment (Y_3).
 $H_a: \beta_{Z413} > 0$: There is an indirect and significant positive effect of Organizational Justice on Organizational Citizenship Behavior (Z_4) through Organizational Commitment (Y_3).
8. $H_0: \beta_{Z423} \leq 0$: There is no indirect and significant positive effect of Job Satisfaction (X_2) on Organizational Citizenship Behavior (Z_4) through Organizational Commitment (Y_3).
 $H: \beta_{Z423} > 0$: There is an indirect and significant positive effect of Job Satisfaction (X_2) on Organizational Citizenship Behavior (Z_4) through Organizational Commitment (Y_3).
9. $H_0: \beta_{Z41,2} \leq 0$: There is no direct and significant positive effect of Organizational Justice (X_1) and Job Satisfaction (X_2) simultaneously on Organizational Citizenship Behavior (Z_4).
 $H_a: \beta_{Z41,2} > 0$: There is a direct and significant positive effect of Organizational Justice (X_1) and Job Satisfaction (X_2) simultaneously on Organizational Citizenship Behavior (Z_4).

FINDINGS AND DISCUSSION

Findings

An overview of the respondents' characteristics is given by the explanation of the data in this research. Two hundred eighty teachers from Central Aceh Regency's State Junior High Schools participated in this survey as respondents. The frequency distribution and proportion of each category in the dimension were ascertained by analyzing the demographic data, which included dimensions like age, gender, length of teaching, and educational attainment. The following table provides a description of the data used in this investigation.

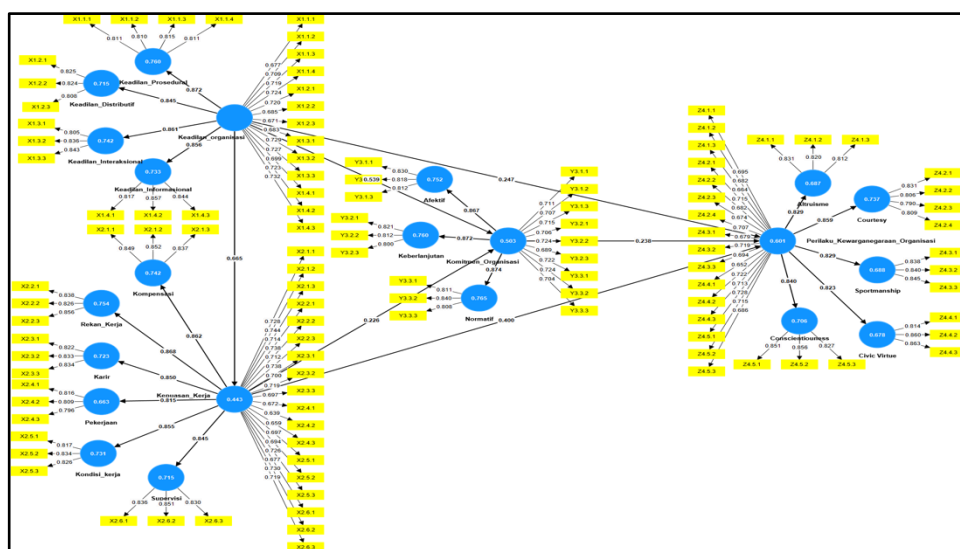
Table 1. Sociodemographic Characteristics of Respondents

Status Sosiodemografis	Category	Frequency	Percentage
Gender	Male	83	29,64
	Female	197	70,36
Age	20-35	79	28,21
	36-45	106	37,86
	46-60	95	33,93
Level of education	Bachelor	271	96,79
	Magister	9	3,21
	Doctoral	-	-
Employee Status	Government employees (PNS)	142	50,71
	Government Employees with Employment Agreements (PPPK)	119	42,50
	honorary workers (Honorer)	19	6,79

Source: Primary Data Processed, 2020

Based on the sociodemographic characteristics of respondents as presented in Table 1, the majority of MTsN teachers in Central Aceh Regency are female, 197 (70.36%), while 83 (29.64%) are male. In terms of age, most respondents are in the 36–45 years range (37.86%), followed by the 46–60 years age group (33.93%) and the 20–35 years age group (28.21%). Based on education level, almost all respondents have completed a bachelor's degree (S1), as many as 271 people (96.79%), while only nine people (3.21%) have a master's degree (S2), and there are no respondents with doctoral education. In terms of employment status, teachers with civil servant (PNS) status are the largest group, namely 142 people (50.71%), followed by government employees with work agreements (PPPK), as many as 119 people (42.50%), and honorary teachers, as many as 19 people (6.79%). These data show that the research respondents were dominated by female teachers with bachelor's degrees and permanent employment status, which reflects the general profile of state madrasah educators in the region.

Overall, the results of the validity and reliability of the constructs at the first and second level constructs have met the validity and reliability standards required in this study, with outer loading and Composite Reliability values above 0.7 and Average Variance Extracted (AVE) above 0.5 (Hair et al., 2021). So that all the constructs in this study are quite good. This can be described in Figures 2 and 3.



items meet the convergent validity criteria because the outer loading value is > 0.7 and the AVE value for each construct is also above 0.5.

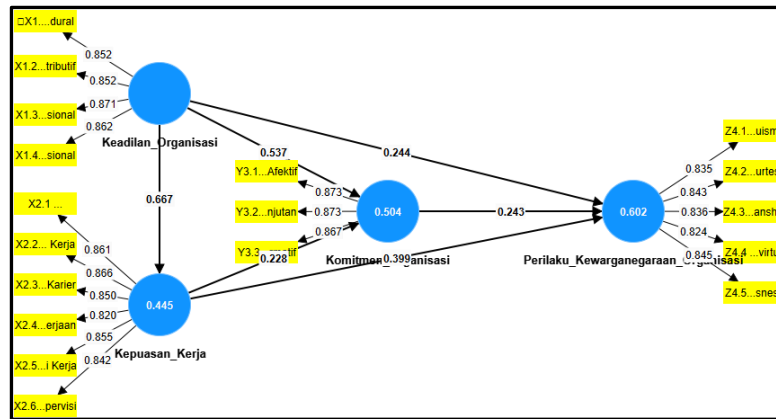


Figure 4. The Second Constructs of Validity and Reliability
Source: Research Data Processed Using Smart PLS 4.0

In the second stage of the PLS-SEM analysis, it was shown that all indicators in the variables of organizational justice, job satisfaction, organizational commitment, and organizational citizenship behavior (OCB) had outer loading values above 0.7, thus meeting the requirements for convergent validity. The Average Variance Extracted (AVE) values were also all above 0.5, indicating that more than half of the indicator variance can be explained by the construct.

In this study, the HTMT value ranged from 0.663 to 0.797, which is in the acceptable to good category (Hair et al., 2021). This suggests that there are significant disparities between concepts like job satisfaction, organizational justice, organizational commitment, and OCB. Stated differently, these findings verify that every construct assesses a distinct idea and that the variables in the study model do not significantly overlap. Table 4 below provides a description of this.

Table 2. Discriminant Validity Assessment Using HTMT Criterion

Constructs	HTMT Value	Interpretation
Job Satisfaction (X2) ↔ Organizational Justice (X1)	0.739	Acceptable
Organizational Commitment (Y3) ↔ Organizational Justice (X1)	0.797	Acceptable
Organizational Commitment (Y3) ↔ Job Satisfaction (X2)	0.663	Good
OCB (Z4) ↔ Organizational Justice (X1)	0.762	Acceptable
OCB (Z4) ↔ Job Satisfaction (X2)	0.774	Acceptable
Job Satisfaction (X2) ↔ Organizational Justice (X1)	0.739	Acceptable

Source: Research Data Processed Using Smart PLS 4.0

A very good overall model fit is shown in this study by the Goodness of Fit (GoF) score of 0.614 (Hair et al., 2021). This is due to the fact that this number is higher than the big GoF category criterion (≥ 0.36). As a consequence, the model evaluation's findings show that the model is

appropriate for use in hypothesis testing and research decision-making as it is valid, dependable, and has a high predictive power. Table 5 below provides a description of this.

Table 3. Overall Model Fit and Predictive Power Assessment

Average AVE	Average R ²	Gof	Interpretation
0.729	0.517	0.614	High

Source: Research Data Processed Using Smart PLS 4.0

The analysis results showed no multicollinearity issues between variables, with VIF values ranging from 1.0 to 2.38. This indicates a low correlation between predictors, thus ensuring that the model parameter estimates remain valid and reliable.

Table 4. Variance Inflation Factor (VIF) Values and Multicollinearity Diagnosis

Path	VIF	Interpretation
X ₁ Organizational Justice -> X ₂ Job Satisfaction	1.000	No multicollinearity
X ₁ Organizational Justice -> Y ₃ Organizational Commitment	1.800	No multicollinearity
X ₁ Organizational Justice -> Z ₄ OCB	2.382	No multicollinearity
X ₂ Job Satisfaction -> Y ₃ Organizational Commitment	1.800	No multicollinearity
X ₂ Job Satisfaction -> Z ₄ OCB	1.904	No multicollinearity
Y ₃ Organizational Commitment -> Z ₄ OCB	2.014	No multicollinearity

Source: Research data processed using Smart PLS 4.

The Job Satisfaction variable (X₂) has an R² value of 0.445 with an adjusted R-square of 0.443, which is categorized as moderate explanatory power (Hair et al., 2022). The Organizational Commitment variable (Y₃) shows an R² value of 0.504 and an adjusted R² of 0.500, which is included in the large category. This indicates that the model is able to explain more than 50% of the variance in the Organizational Commitment variable (Y₃). Meanwhile, the OCB variable (Z₄) has the highest R² value of 0.602 with an adjusted R² of 0.598, which is also included in the large category. This indicates that the model is very effective in explaining the variability of OCB. Overall, this table indicates that the research model has a good ability to explain the relationship between the latent variables studied. This can be described in Table 5.

Tabel 5. Coefficient of Determination (R²)

Variabel	R-square	R-square adjusted	Interpretation
X ₂ Job Satisfaction	0.445	0.443	Medium
Y ₃ Organizational Commitment	0.504	0.500	Big
Z ₄ OCB	0.602	0.598	Big

Source: Research data processed using Smart PLS 4.0

The Organizational Justice variable (X₁) has a Q² value of 0, which means that the model does not show predictive ability for this variable. However, the Job Satisfaction variable (X₂) has a Q²

value of 0.315, which is categorized as moderately predictive, indicating that the model is able to predict this variable quite well. The Organizational Commitment (Y_3) and OCB (Z_4) variables show Q^2 values of 0.376 and 0.416, respectively, which are included in the large predictive category (Hair et al., 2022). This indicates that the model is very effective in predicting the variability of the two variables. Overall, the research model has good predictive ability, especially for the organizational commitment and OCB variables. This can be described in Table 6.

Tabel 6. Predictive Relevance (Q^2)

Variabel	SSO	SSE	$Q^2 (=1-SSE/SSO)$	Interpretation
X_1 Organizational Justice	1120	1120	0	
X_2 Job Satisfaction	1680	1151.527	0.315	Medium
Y_3 Organizational Commitment	840	524.451	0.376	Big
Z_4 OCB	1400	817.164	0.416	Big

Source: Research Data Processed Using Smart PLS 4.0

The influence of Organizational Justice (X_1) on Job Satisfaction (X_2) has an f^2 value of 0.800, which is categorized as a large effect (Hair et al., 2022). This shows that organizational justice makes a significant and strong contribution to job satisfaction. The influence of Organizational Justice on Organizational Commitment (Y_3) of 0.323 is a medium effect, while its influence on OCB (Z_4) is only 0.063, which is classified as a small effect. In addition, Job Satisfaction (X_2) has a moderate effect on OCB ($f^2 = 0.210$), but a small effect on Organizational Commitment ($f^2 = 0.058$). Finally, the influence of Organizational Commitment on OCB is also relatively small ($f^2 = 0.074$). Overall, these results provide an overview of which variables make the most significant contribution to the model and help understand the strength of the relationship between constructs in the study. This can be described in Table 7.

Table 7. f^2 Values and Effect Size Interpretation of Path Coefficients

Latent Variable Path	f^2 Value	Effect Size Interpretation
Organizational Justice (X_1) → Job Satisfaction (X_2)	0.800	Large
Organizational Justice (X_1) → Organizational Commitment (Y_3)	0.323	Medium
Organizational Justice (X_1) → OCB (Z_4)	0.063	Small
Job Satisfaction (X_2) → Organizational Commitment (Y_3)	0.058	Small
Job Satisfaction (X_2) → OCB (Z_4)	0.210	Medium
Organizational Commitment (Y_3) → OCB (Z_4)	0.074	Small

Source: Research Data Processed Using Smart PLS 4.0

The results showed that all relationships between variables were positive and significant ($p < 0.05$). Organizational justice, job satisfaction, and organizational commitment directly increased organizational citizenship behavior (OCB) among MTsN teachers in Central Aceh. Organizational

commitment also mediated the relationship between organizational justice and job satisfaction on OCB. Overall, these three variables play an important role in building positive behavior and a collaborative work culture in Madrasah.

Table 8. Results of Structural Model Hypothesis Testing (SEM-PLS)

Hypothesis	Path	(β)	t-value	p-value	Interpretation
H ₁	X1 Organizational Justice -> Z4 OCB	0.244	3.319	0.001	Accepted
H ₂	X2 Job Satisfaction -> Z4 OCB	0.399	5.957	0.000	Accepted
H ₃	Y3 Organizational Commitment -> Z4 OCB	0.243	4.184	0.000	Accepted
H ₄	X1 Organizational Justice -> X2 Job Satisfaction	0.667	16.345	0.000	Accepted
H ₅	X1 Organizational Justice -> Y3 Organizational Commitment	0.537	8.724	0.000	Accepted
H ₆	X2 Job Satisfaction -> Y3 Organizational Commitment	0.228	3.468	0.001	Accepted
H ₇	X1 Organizational Justice -> Y3 Organizational Commitment -> Z4 OCB	0.131	3.686	0.000	Accepted
H ₈	X2 Job Satisfaction -> Y3 Organizational Commitment -> Z4 OCB	0.055	2.620	0.009	Accepted
H ₉	X1 Organizational Justice and X2 Job Satisfaction -> Z4 OCB	0,449 and 0,395*	-	0.000	Accepted

*Calculation with SPSS 21

Source: Research Data Processed Using Smart PLS 4.0 and SPSS 21

Based on the hypothesis test table, it can be concluded that all hypotheses proposed in the SEM-PLS model are accepted. This is indicated by the positive and significant path coefficient (β) value, as well as the t-value that exceeds the critical limit (generally $t > 1.96$ for $\alpha = 0.05$), and the p-value is smaller than 0.05 on each relationship path between latent variables. Thus, each relationship tested in the model, both directly and indirectly, is proven to be statistically significant. This can be described in Figure 4.

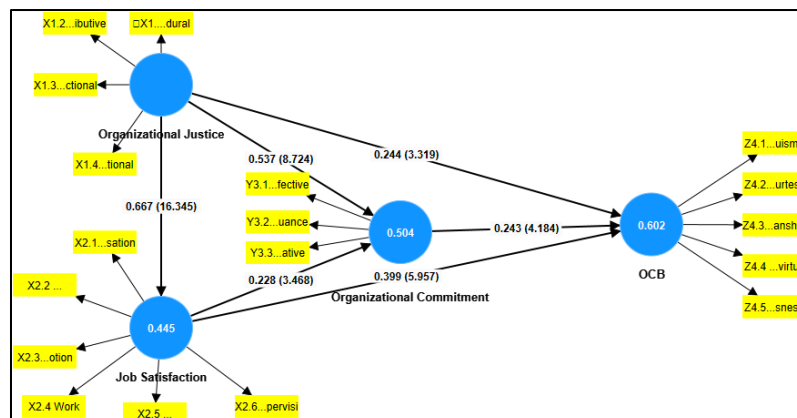


Figure 5. Path Coefficient of Organizational Justice, Job Satisfaction, Organizational Commitment, and OCB.

Source: Research Data Processed Using Smart PLS 4.0

Discussion

H₁ Organizational Justice Has a Positive Impact on OCB.

The results of the study indicate that organizational justice (X_1) has a positive and significant effect on organizational citizenship behavior (OCB) of MTsN teachers in Central Aceh Regency, with a path coefficient of $\beta_{Z41} = 0.244$. This means that increasing perceptions of organizational justice will increase the tendency of teachers to exhibit extracurricular behavior in Madrasah. Teachers who perceive fairness in resource allocation, decision-making processes, interactions with leaders, and transparent information distribution tend to have higher OCB (Laxmipriya Das & Mohanty, 2023); (Moltot Ayalew & Walia, 2024); (Gayathri & Savarimuthu, 2025); (Chahar, 2023), which has an impact on improving madrasah performance. Thus, organizational justice is an important factor in encouraging teacher OCB. Therefore, Madrasahs are advised to strengthen policies that emphasize distributive, procedural, interactional, and informational justice to increase teachers' active contributions to the progress of the institution.

H₂ Job Satisfaction Has a Positive Impact on OCB.

The results of the study indicate that job satisfaction (X_2) has a positive and significant effect on organizational citizenship behavior (OCB) of MTsN teachers in Central Aceh Regency, with a path coefficient of $\beta_{Z42} = 0.399$. This means that the higher the teacher's job satisfaction, the greater their tendency to display extra behavior in the madrasah. Teachers who are satisfied with the work environment, relationships between colleagues, and adequate rewards tend to show higher OCB, thus positively impacting the madrasah's performance (Sowmiya & Ramadevi, 2025); (Bahtiar et al., 2024); (Hermawan et al., 2024); (Shrestha & Bhattarai, 2022); (Moltot Ayalew & Walia, 2024). Thus, job satisfaction is an important factor in improving teacher OCB. Therefore, madrasah leaders need to create a conducive work environment, provide fair rewards, and strengthen interpersonal communication to increase teacher job satisfaction and encourage their contribution to achieving the madrasah's educational goals.

H₃ Organizational Commitment Has a Positive Impact on OCB.

The results of the study indicate that organizational commitment (Y_3) has a positive and significant effect on organizational citizenship behavior (OCB) of MTsN teachers in Central Aceh Regency, with a path coefficient of $\beta_{Z43} = 0.243$. This means that the higher the organizational commitment of teachers, the greater their tendency to exhibit extracurricular behavior in the madrasah. Teachers who have strong affective, normative, and continuance commitments tend to

be more involved and motivated to contribute beyond their formal duties. Emotional attachment to the madrasah encourages teachers to act voluntarily for the advancement of the institution (Niveditha & Padhy, 2024); (Singh et al., 2025); (Susanto et al., 2021); (P. N. D. Nguyen & Le, 2023); (P. N.-D. Nguyen et al., 2022). Therefore, the madrasah needs to create a supportive work environment and involve teachers in decision-making to foster a sense of belonging, thereby increasing organizational commitment and having implications for strengthening OCB and improving the quality of madrasah education.

H₄ Organizational Justice Has a Positive Impact on Job Satisfaction

The results of the study indicate that organizational justice (X_1) has a positive and significant effect on job satisfaction (X_2) of MTsN teachers in Central Aceh Regency, with a path coefficient of $\beta_{X_21} = 0.667$ and a $t_{\text{statistic}}$ value of $16.345 > t_{\text{table}} 1.96$. This means that the higher the teachers' perception of organizational justice, the higher their level of job satisfaction. Organizational justice, which includes procedural, distributive, interactional, and informational aspects, plays an important role in creating job satisfaction. Teachers who feel fair in the distribution of tasks, rewards, and treatment from leaders tend to be more satisfied with their work. Conversely, injustice can reduce satisfaction even though work results are high (Jilili & Aini, 2023); (Bakotić & Bulog, 2021); (Challa & Dadhabai, 2024); (Al-frijawy, 2025). Therefore, the implementation of fair, transparent, and consistent management is the main strategy in increasing job satisfaction and building a positive work environment in Madrasah.

H₅ Organizational Justice Has a Positive Impact on Organizational Commitment

The results of the study indicate that job satisfaction (X_2) has a positive and significant effect on organizational commitment (Y_3) with a coefficient value of $\beta_{Y_32} = 0.228$ and $t_{\text{statistic}} = 3.468 > t_{\text{table}} = 1.96$. This means that increasing the job satisfaction of MTsN teachers in Central Aceh will increase organizational commitment by 0.228 units. Teachers who are satisfied with their work, such as receiving a fair salary, good working relationships, and supportive supervision, Then teachers will tend to be more loyal and committed to the madrasah (Sucitra et al., 2024); (Ramasamy et al., 2023); (Phong & Anh, 2024); (Rai,et.al, 2021). Job satisfaction plays an important role in building emotional attachment, enthusiasm, and active participation of teachers towards the goals of the institution. Therefore, madrasah management needs to increase job satisfaction through a conducive work environment, rewards for performance, clear career development, and the application of justice. This increase in job satisfaction will strengthen organizational commitment and support the creation of a

positive work culture and sustainable educational quality.

H₇ Organizational Justice Has a Positive Impact on OCB Through Organizational Commitment.

The results of the study indicate that organizational justice has a positive and significant effect on OCB through organizational commitment as a mediating variable, with a coefficient value of $\beta_{z413} = 0.131$, $t_{\text{statistic}} = 3.686 > t_{\text{table}} = 1.96$, and a $p\text{-value} = 0.000$. This means that MTsN teachers in Central Aceh's perception of fairness in policies, decisions, and resource distribution can increase their commitment, which in turn encourages the emergence of organizational citizenship behavior (OCB) (Mesfin, 2025) ; (Fauza et al., 2022) ; (Magfuroh & Herminingsih, 2021). Although the indirect effect is smaller than the direct effect (0.244), the mediation path remains significant, indicating that organizational commitment strengthens the relationship between fairness and OCB.

Teachers who perceive themselves to be treated fairly are more likely to exhibit positive behaviors such as helping colleagues and actively participating outside of formal duties. Therefore, madrasah management needs to strengthen perceptions of fairness through transparent, fair, and participatory policies. This approach will foster teacher loyalty, commitment, and prosocial behavior, ultimately improving madrasah performance and the sustainability of educational quality.

H₈ Job Satisfaction Has a Positive Impact on OCB Through Organizational Commitment.

The results of the study indicate that job satisfaction has a positive and significant effect on OCB through organizational commitment as a mediating variable, with a coefficient of $\beta_{z423} = 0.055$, $t_{\text{statistic}} = 2.620 > t_{\text{table}} = 1.96$, and a $p\text{-value} = 0.009$. This means that organizational commitment acts as a mediator in the relationship between job satisfaction and organizational citizenship behavior (OCB) (Wahyu & Suhana, 2025) ; (Sitanggang & Riyanto, 2023). Although the indirect effect is small, this relationship remains statistically significant.

Compared to the direct effect ($\beta = 0.399$), the mediating effect of organizational commitment is weaker, indicating that job satisfaction directly motivates teachers to demonstrate positive behavior in Madrasah. Teachers who are satisfied with their work environment, interpersonal relationships, and reward systems tend to contribute more actively without the need for mediation by organizational commitment. However, organizational commitment remains important because it strengthens and stabilizes teachers' tendencies to engage in positive behavior on an ongoing basis. Therefore, efforts to improve OCB should be carried out by strengthening job satisfaction while simultaneously fostering teacher commitment to Madrasah through fair policies, a conducive work environment, and adequate rewards.

H₉ Organizational Justice and Job Satisfaction Have a Simultaneous Positive Impact on OCB.

The ninth hypothesis of this study is that there is a direct positive and significant influence simultaneously from the variables of organizational justice and job satisfaction on OCB. The findings of this study are that the path coefficient value with $\beta_{Z41.2}$ for X_1 to Z_4 is 0.449, and for X_2 to Z_4 is 0.395. For $F_{\text{statistic}} = 185.957$, while F_{table} with numerator two and dk denominator 277 at a significance level of $\alpha = 0.05$ is 3.03. Therefore, $F_{\text{statistic}} > F_{\text{table}}$, it can be interpreted that the regression of Y on X_1 and X_2 with the regression equation $\hat{Y} = 11.077 + 0.449X_1 + 0.395X_2$. From the regression equation, it can be interpreted that H_0 is rejected and H_9 is accepted. So it can be interpreted that there is a direct positive and significant influence simultaneously from the variables of organizational justice and job satisfaction on OCB. Thus, organizational justice and job satisfaction play a crucial role in building a collaborative work culture in Madrasah. Efforts to simultaneously improve both will be more effective in fostering teacher commitment and voluntary behavior that supports the advancement of the educational institution.

CONCLUSION

This study generally shows that organizational justice, job satisfaction, and organizational commitment have a positive and significant influence on OCB in MTsN teachers in Central Aceh Regency. The higher the teacher's perception of justice and satisfaction in the work environment, the greater their tendency to show extra behavior that supports the organization, such as helping coworkers and actively participating in madrasah activities. Organizational commitment also plays an important role in strengthening this relationship, although its influence is relatively smaller compared to the other two variables. This finding emphasizes the importance of creating a fair, satisfying work environment that is able to build teachers' emotional attachment to the madrasah. Thus, managing aspects of justice, satisfaction, and commitment simultaneously can encourage the formation of a positive, productive, and collaborative work culture, which will ultimately improve the performance and effectiveness of the madrasah as a whole. Based on the findings of this study, it is suggested that further research can expand the scope by including other variables that have the potential to influence teacher OCB to obtain a more comprehensive understanding and form a more complex model development by including other variables. In addition, longitudinal research is also highly recommended to observe the dynamics of model changes to test the stability of model predictions over a longer period of time.

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