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Transformational Leadership, Work Ethic and Quality of Work Life Increase Teachers' Organizational Citizenship Behavior

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Abstract: This study aims to analyze the extent of the influence of transformational leadership, Work Ethic and Quality of Work Life partially and together on Organizational Citizenship Behavior (OCB) of Teachers at SMKN 7 Tangerang Regency. The research method used is associative with a quantitative approach, utilizing moderation regression analysis. The sample consisted of 83 teachers, and the data analysis included multiple regression tests, determination coefficients, and hypothesis significance tests of t-test and F test. Transformal Leadership can project OCB with positive and significant changes to OCB, the higher the Transformal Leadership in SMKN 7 Tangerang Regency can increase OCB. Work Ethic has a positive and significant influence on OCB, as high as the Work Ethic felt by employees can increase Teacher OCB. The Quality of Work Life has a positive and significant influence on the OCB of Teachers, the high quality of Work Life owned by employees can increase OCB, and the Quality of Work Life also has a considerable contribution to the OCB of SMKN 7 Teachers of Tangerang Regency. Quality of Work Life is seen as a very important variable that can affect OCB. By combining transformational leadership, a strong work ethic, and a good quality of work life, schools can create an environment conducive to improving teachers' OCB. This has a positive impact on the effectiveness and efficiency of the overall educational organization.

Keyword: Transformational Leadership, Work Ethic, Quality of Work Life, Organizational Citizenship Behavior

INTRODUCTION

An organization can be said to be effective if its members can work in a team and good team performance can be seen from good interaction between its members both at the individual, group, and system level, the organization will produce human output that has a low level of absenteeism, low employee turnover (turnover), high organizational commitment, and the achievement of job satisfaction and members have organizational citizenship behavior (OCB) (Robbins dan Judge, 2014). According to Nemeth and Staw (Mansoor, et al. 2012),

OCB can help organizations to improve their performance and gain a competitive advantage by motivating employees to do work that goes beyond the formal job requirements required. In the current era of globalization where the business environment is increasingly

competitive, OCB or extra-role behaviors, namely employee behaviors that go beyond their job descriptions, are highly expected by organizations because extra-role behaviors among employees can affect the increase in company effectiveness.

Voluntary behavior outside of the job description that is not directly or explicitly recognized in the formal reward system and in the aggregate such behavior can improve the effectiveness function of the organization. OCB behavior is not found in the job description but is needed because it can increase the effectiveness and survival of an organization in an increasingly competitive business environment.

Teachers at SMKN 7 Tangerang Regency who interact directly to provide teaching and education are highly expected to be able to display Organizational Citizenship Behavior (OCB) at work. Individuals who work by displaying OCB tend to be more willing to help others voluntarily, meaning that teachers can bring out optimal service performance when teachers not only meet their organizational expectations (in-role) but also extra-role behavior.

The results of observations about the OCB of SMKN 7 teachers in Tangerang Regency can be seen in the following table:

Table 1. Overview of OCB Teachers of SMKN 7 Tangerang Regency

No	Statement	Frekuensi Jawaban Informan (People)			Total
		Willing	Lack of Preparation	Not Ready	
1	Willing to help other colleagues without any coercion on tasks closely related to organizational operations).	8	5	19	32
2	Always demonstrate voluntary participation and support for the interests of the school.	7	10	15	32
3	Work beyond the prerequisites of a role that exceeds the minimum standards.	9	7	16	32
4	Willing to alleviate problems related to work faced by others.	5	5	22	32
5	Doing taboos makes issues destructive even though they feel irritated.	3	11	18	32

Source : Interview results, data processed, research 2024

From the data above, the low OCB can be seen from the lack of initiative of teachers in helping colleagues, because it is considered that all teachers have received assignments according to their jobdesks. Lack of teacher participation if it is teamwork, because it is considered that the work does not have to involve many people. Teachers only focus on the work that has become their responsibility, because the compensation received by each teacher is different. Looking at the above conditions, it is necessary to know the factors that affect the increase in teacher OCB, so that the school can maximize its organizational performance.

Many factors can affect Organization citizenship behavior (OCB). For example, the leadership style applied by the leader can also affect the Organization citizenship behavior (OCB), As we know there are many leadership styles that are usually carried out by a leader in leading an organization. The effectiveness of the leadership carried out is one of the determining factors for the success of the organization.

In the context of Organization citizenship behavior (OCB), transformational leadership will encourage the growth of mutual help and voluntary assistance among employees outside of their personal obligations. Although the influence of transformational leadership on organizational citizenship behavior (OCB) has been studied extensively in human resource

management, evidence regarding the mechanisms of transformational leadership affecting OCB is only beginning to emerge. (Khaola, P & Rambe, P, 2021). In contrast to some of the research above, Pio and Tampi (2018) and Pio and Lengkong (2020) explained that spiritual leadership has no direct effect on organizational behavior. Transformational leadership has a more significant influence on OCB (Abdullahi, A.Z, et, al., 2020).

In addition to the transformational Leadership factor, the factors that affect OCB are the individual himself such as work ethic. According to Tasmara (2002) quoted by Ramadan and Suwarsi (2018) said that work ethic is a totality of the personality of the individual and the way the individual expresses, views, believes and gives meaning to something that encourages the individual to act and achieve optimal results (high performance).

Moral and social behavior is highly involved in work ethic. The basic elements of work ethic will provide a sense of worthiness in the work so as to strengthen the commitment of employees to work (Purnomo et al., 2023). The research was conducted by Sinaga, Tamara & Widiasih, Puti (2023) said that there is a positive influence between work ethic and organizational citizenship behavior, so that the higher the work ethic in the individual, the more it will affect the organizational citizenship behavior, where work ethic is the belief that a person has in doing something with the determination to work hard and give the best, then there will be encouragement in the individual based on initiative in order to help sustainability in the workplace in achieving its goals. An employee's work ethic can increase their tendency to volunteer to help their coworkers (De Clercq, D. et, al, 2018).

Furthermore, the third factor that affects teachers' OCB is Quality of Work Life. The experience of working people and the description of the experience in improving the work system, make recommendations for government initiatives into the future. Healthy working environment conditions, guaranteed work safety, effective problem solving, clear career development, and participation in the organization are all part of the Quality of Work Life. The pleasantness and displeasure of the work environment for the experiences that individuals feel while at work affect their behavioral attitudes at work. Because when the members of the organization are in a pleasant work environment, it can encourage activities that are beneficial to the development of the organization, without thinking about whether these activities are their duties or not. Thus, the members of the organization work voluntarily for jobs that have an impact on the progress of the organization (Yadav, M. et, al, 2019).

The above view provides a link that there is a causal correlation between Quality of Work Life (QWL) and Organizational Citizenship Behavior (OCB) in conditions at SMKN 7 Tangerang Regency. Quality of Work Life (QWL) at SMKN 7 Tangerang Regency, the perception of some teachers has not provided opportunities to grow and develop. Teachers have experience that the work environment is not pleasant which affects their attitude and behavior at work, such as the lack of effective work problem solving.

Based on the description above, the researcher is interested in conducting further research to confirm the influence of transformational leadership, work ethic and quality of work life on OCB Teachers at SMKN 7 Tangerang Regency. The formulation of the problem in this study is as follows:

1. How does the influence of Transformational Leadership on Organizational Citizenship Behavior (OCB) of Teachers at SMKN 7 Tangerang Regency?
2. How does Work Ethic affect Teachers' Organizational Citizenship Behavior (OCB) at SMKN 7 Tangerang Regency?
3. How does the effect of Quality of Work Life on Organizational Citizenship Behavior (OCB) of Teachers at SMKN 7 Tangerang Regency?
4. How do the effect of Transformational Leadership, Work Ethic and Quality of Work Life together on Organizational Citizenship Behavior (OCB) of Teachers at SMKN 7 Tangerang Regency?

METHOD

The method of use used is associative which is causal with a quantitative approach. The population in this study is all teachers of SMKN 7 Tangerang Regency, as many as 105 teachers with saturated sampling techniques. The data analysis method in this study is assisted by using SPSS V.25 statistical software. The data analysis technique using multiple linear regression is a technique to be able to determine the correlation between a criterion variable and a combination of two or more predictor variables. In regression, prediction errors can be minimized, because in the prediction other variables (factors) that are influential in the prediction are included. The general forms of this moderation regression analysis are:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Information:

- \hat{Y} = Organizational Citizenship Behavior
- X_1 = Etos Kerja
- X_2 = Kualitas Hidup Kerja
- X_3 = Kepemimpinan Tranformasional
- a = Nilai Konstanta
- ϵ = epsilon (faktor-faktor lain yang tidak diteliti)

The determination coefficient test was carried out to determine the percentage of contribution of the influence of independent variables simultaneously to the dependent variable. The formula for finding the determination coefficient with three independent variables is:

$$KD= r^2 \times 100\%$$

Meanwhile, the hypothesis test looks at a specified probability value of 5% or 0.05 on the output, in order to make a decision to reject or accept the null hypothesis (Ho):

H0 = If the significance probability value is greater than 0.05 (the chosen confidence level) then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

Ha = If the significance probability value is less than 0.05 (the chosen confidence level) then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted

RESULTS AND DISCUSSION

According to Sugiyono (2018:173) the conditions that must be met for this test are that they must have the following criteria:

- If $r \geq r$ table, then the question item from the questionnaire is valid,
- If $r \leq r$ table, then the question item from the questionnaire is invalid.

For the purpose of validity testing, 30 samples were used so that an r table of 0.361 was obtained. The validity and reliability test of the instrument can be seen in the following table:

Table 2. Validity and Reliability Test

Item	r Statistic	Cronbach's Alpha	Information
		Transformational Leadership	
X11	0,432	0,700	Valid
X12	0,399		Valid
X13	0,462		Valid
X14	0,436		Valid

Item	r Statistic	Cronbach's Alpha	Information
X15	0,415		Valid
X16	0,513		Valid
X17	0,564		Valid
X18	0,522		Valid
X19	0,503		Valid
X110	0,437		Valid
Work Ethic			
X21	0,554		Valid
X22	0,445		Valid
X23	0,422		Valid
X24	0,609		Valid
X25	0,401		Valid
X26	0,444	0,613	Valid
X27	0,491		Valid
X28	0,328		Valid
X29	0,467		Valid
X210	0,405		Valid
Quality of Work Life			
X31	0,501		Valid
X32	0,561		Valid
X33	0,531		Valid
X34	0,546		Valid
X35	0,409		Valid
X36	0,549	0,624	Valid
X37	0,427		Valid
X38	0,318		Valid
X39	0,433		Valid
X310	0,493		Valid
OCB Teachers			
Y1	0,473		Valid
Y2	0,552		Valid
Y3	0,441		Valid
Y4	0,576		Valid
Y5	0,533		Valid
Y6	0,444	0,653	Valid
Y7	0,409		Valid
Y8	0,450		Valid
Y19	0,567		Valid
Y10	0,491		Valid

The results of the validity and reliability test of Transformal Leadership, Work Ethic, Quality of Work Life, and OCB Teachers showed that all statement items of the variables of Transformal Leadership, Work Ethic, Quality of Work Life, and OCB Teachers had an r value of > 0.361 (r table) and Cronbach's Alpha had a reliability level of > coefficient 0.600 (reliable).

The normality test is carried out to see the level of normality of the data used, whether the data is normally distributed or not. The following are the results of the normality test using *One Sample Kolmogorov Smirov* which was then extracted with Monte Carlo using SPSS.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	83

Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,39759204
Most Extreme Differences	Absolute	,101
	Positive	,101
	Negative	-,065
Test Statistic		,101
Asymp. Sig. (2-tailed)		,037 ^c
Exact Sig. (2-tailed)		,345
Point Probability		,000

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: SPSS Output, Research 2024

Based on the output of One Sample Kolmogrov Smirov. The variable is said to be normally distributed, with an Exact Sig. (2-tailed) value of 0.345 more than 0.05. Then the multicollinearity test was carried out by looking at the magnitude of the tolerance value and variance inflation factor (VIF). From the results of the calculation, the following results were obtained:

Table 4. Multicollinearity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	,614	3,363		,182	,856		
	Transformational Leadership	,442	,094	,401	4,725	,000	,757	1,321
	Work Ethic	,210	,097	,195	2,155	,034	,665	1,504
	Quality of Work Life	,373	,092	,352	4,070	,000	,728	1,374

a. Dependent Variable: OCB

Source: SPSS Output, Research 2024

From Table 4, the results of the multicollinearity test show that the tolerance value of the Transformational Leadership variable is 0.757, Work Ethic is 0.665, and Work Quality of Life is 0.728, the Tolerance value of these three variables is greater than 0.10, so it means that there is no multicollinearity on the tested data. The results of the calculation also showed that all variables were free of the VIF value of the Transformational Leadership variable of 1.321, Work Ethic of 1.504, and Quality of Work Life of 1.374, the three variables had a VIF value of less than 10.00, which means that there was no multicollinearity of the data tested.

One way to detect heteroscedasticity is to look at the scatter plot graph between the predicted value of the bound variable (ZPRED) and its residual (SRESID). If there are dots forming a certain pattern that is regular. If the dots spread above and below the number 0 on the Y axis without forming a certain pattern, then heteroscedasticity does not occur (Ghozali, 2016).

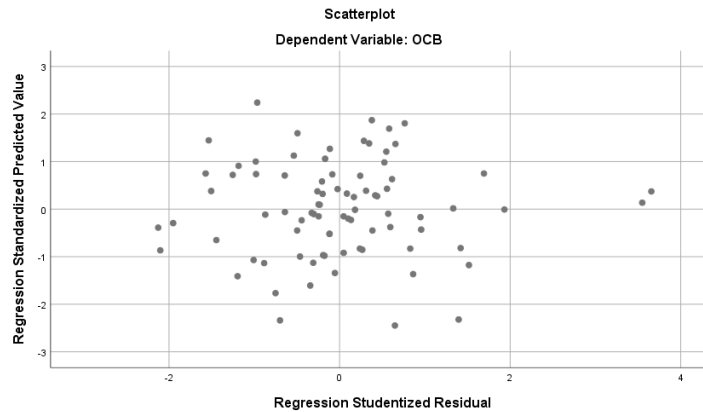


Figure 1. Heterokedasticity Test Results

From the output results of SPSS in Figure 1, it shows that there is no heteroscedasticity disturbance that occurs in the estimation process of the estimator model parameters, the dots spread above and below the number 0 on the Y axis without forming a certain pattern, then no heteroscessism occurs. So overall it can be concluded that there is no heteroscedasticity problem in this study.

Furthermore, to predict OCB, a multiple regression test was carried out on Transformal Leadership, Work Ethic, and Quality of Work Life. Here are the SPSS output results for multiple regression:

Table 5. Results of OCB Teachers' Multiple Regression Testing on Transformal Leadership, Work Ethic, Quality of Work Life

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,614	3,363		,182	,856
	Transformal Leadership	,442	,094	,401	4,725	,000
	Work Ethic	,210	,097	,195	2,155	,034
	Quality of Work Life	,373	,092	,352	4,070	,000

a. Dependent Variable: OCB

Source : SPSS Output, Research 2024

Table 6. Multiple Regression Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4139.939	3	1379.980	42.328	.000 ^b
	Residual	4173.054	128	32.602		
	Total	8312.992	131			

a. Dependent Variable: OCB

b. Predictors: (Constant), Quality of Work Life, Work Ethic, Transformal Leadership

Source: SPSS Output, Research 2024

From the output of SPSS table 5 above, the regression equation is obtained $Y = 0.614 + 0.373X_{11} + 0.210X_{21} + 0.373X_{31} + e$. Each coefficient value in the research variable has a positive direction, so that the higher the Transformal Leadership, Work Ethic, Quality of Work Life, will increase the OCB of Teachers. Meanwhile, the research hypothesis can be described as follows:

1. The Influence of Transformal Leadership (X1) on OCB Teachers (Y)
Based on the results of the regression analysis in table 5, it was obtained that Transformal Leadership had a t-value of $4.725 > t$ table 1.990, a significance of $0.000 < 0.05$, at a confidence interval of 95% so that the conclusion was that there was a significant influence of Transformal Leadership on OCB Teachers at SMKN 7 Tangerang Regency.
2. The Effect of Work Ethic (X2) on OCB Teachers (Y)
Based on the results of the regression analysis in table 4.17, a t-value of $2.155 > t$ table 1.990 was obtained, the significance of Work Ethic was $0.034 < 0.05$ at a 95% confidence interval so that the conclusion was that there was a significant influence of Work Ethic on the Performance of OCB Teachers at SMKN 7 Tangerang Regency.
3. The Effect of Quality of Work Life (X3) on Teacher OCB (Y)
Based on the results of the regression analysis in table 4.17, the value of Quality of Work Life was obtained of $4.070 > t$ table 1.990, the significance of $0.000 < 0.05$ at the 95% confidence interval so that the conclusion is that there is a significant influence of Quality of Work Life on the Performance of OCB Teachers at SMKN 7 Tangerang Regency.
4. The Simultaneous Influence of Transformal Leadership (X1), Work Ethic (X2), and Quality of Work Life (X3) on Teacher OCB (Y)
Table 6, in column F, the value of F is calculated $42.328 > F$ table 3.07, probability (sig. F change) = $0.000 < 0.05$, then the decision is that there is a significant influence of Transformal Leadership, Work Ethic and Quality of Work Life together on the Performance of OCB Teachers at SMKN 7 Tangerang Regency

The contribution of Transformal Leadership, Work Ethic, and Quality of Work Life to the OCB of Teachers based on the determination coefficient test can be seen in the *output* of SPSS as follows:

Table 7. Test of Determination Coefficient of Transformal Leadership, Work Ethic, Quality of Work Life on Teachers' OCB

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,755 ^a	,569	,553	3,462

a. Predictors: (Constant), Quality of Work Life, Transformal Leadership, Work Ethic
b. Dependent Variable: OCB

Sumber : *Output* SPSS, Penelitian 2024

The SPSS output in the table above was obtained with an Adjusted R Square value of 0.553 and then multiplied by 100% according to the determination coefficient test formula ($r^2 \times 100\%$), so that a result of 55.30% was obtained. Thus, the contribution of Work Ethic to the OCB of Teachers is 55.30%, while the remaining 44.70% is influenced by other variables that are not studied (epsilon).

CONCLUSION

1. The Influence of Transformal Leadership on OCB Teachers
Transformal Leadership can project OCB Teachers with positive changes, the higher the Transformal Leadership in SMKN 7 Tangerang Regency can increase OCB Teachers. And Transformal Leadership has a significant influence. From these conditions, Transformal Leadership for teachers at SMKN 7 Tangerang Regency has an impact on OCB Teachers. Transformational leadership can increase organizational citizenship behaviour (OCB) in teachers. Studies show that there is a positive correlation between transformational leadership and OCB improvement. Teachers who feel motivated and valued by their

transformational leaders are more likely to engage in behaviors that benefit the organization outside of their formal duties.

2. The Effect of Work Ethic on OCB Teachers

Based on the results of the research that Work Ethic has a positive and significant influence on Teacher OCB, the high level of Work Ethic felt by employees can increase Teacher OCB. A strong work ethic can significantly improve Organizational Citizenship Behaviour (OCB) in teachers at SMKN 7 Tangerang Regency. Overall, a good work ethic creates an environment where OCB behavior develops naturally. Teachers with a strong work ethic tend to be more motivated to contribute more than expected, support colleagues, and participate in additional activities that benefit the school and the educational community as a whole.

3. The Effect of Quality of Work Life on OCB Teachers

Based on the results of the research Quality of Work Life has a positive and significant influence on the OCB of Teachers, the high quality of Work Life owned by employees can increase the OCB of Teachers, and the Quality of Work Life also has a considerable contribution to the OCB of Teachers of SMKN 7 Tangerang Regency. Quality of Work Life is seen as a very important variable that can affect Teacher OCB. A good Quality of Work Life (QWL) can improve Organizational Citizenship Behaviour (OCB) in teachers through various mechanisms. By improving the quality of work life, schools can create a supportive environment and motivate teachers to contribute more than expected, demonstrating OCB behavior which can ultimately improve the effectiveness and efficiency of the educational organization as a whole.

4. The Influence of Transformal Leadership, Work Ethic, and Quality of Work Life, Simultaneously on OCB Teachers

Based on the results of the study, combining the variables of Transformal Leadership, Work Ethic, and Quality of Work Life can affect the OCB of Teachers and has a strong correlation. Transformational leadership, a strong work ethic, and a good quality of work life can all together improve Organizational Citizenship Behaviour (OCB) in teachers. Transformational leaders inspire and motivate teachers with a clear vision and noble goals. When teachers feel motivated and inspired by their leaders, they are more likely to demonstrate OCB such as helping colleagues and engaging in school activities outside of their primary duties. A strong work ethic includes discipline, commitment and loyalty to the school. Teachers who are disciplined, loyal and committed will be more likely to contribute more than expected, support colleagues, and participate in additional activities that benefit the school. A good quality of work life includes high well-being and job satisfaction. Teachers who feel well-off and satisfied with their working conditions are more motivated to demonstrate OCB behavior, and a supportive work environment, where teachers feel valued and supported, increasing their sense of involvement and motivation. Teachers who feel supported tend to be more willing to help others and engage in OCB behavior. By combining transformational leadership, a strong work ethic, and a good quality of work life, schools can create an environment conducive to improving OCB among teachers. This will have a positive impact on the effectiveness and efficiency of the educational organization as a whole. Transformal Leadership Work Ethic and Quality of Work Life contributed 55.30%, while the remaining 44.70% was influenced by other variables that were not studied called epsilons, namely other factors that affect OCB Teachers but were not studied in this study.

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