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## Antecedent Analysis and Consequences of Organizational Citizenship Behavior in PPPK Teachers in High School

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**Abstract:** The goal of this finding is to look at how work motivation and transformational leadership affect organisational citizenship behaviour and how this affects the performance of PPPK teachers at Riau Islands Provincial High School. A quantitative method was applied by giving out questionnaires to 217 people. SmartPLS 4 and PLS-SEM were used to analyse the data. The findings demonstrated that work motivation had a big and good influence on both organisational citizenship behaviour and teacher performance, either directly or via OCB mediation. Transformational leadership, on the other hand, does not have a big effect on OCB or teacher performance. The conclusions of this study confirm the importance of work motivation as a major factor in improving teacher performance, while transformational leadership styles have not been effective in encouraging extra-role behaviors. These findings provide practical implications in the management of educational human resources to strengthen the role of PPPK teachers in increasing school effectiveness.

**Keyword:** Work Motivation, Transformational Leadership, Organizational Citizenship Behavior, Teacher Performance, PPPK.

### INTRODUCTION

In the world of education, the role of teachers is one of the main pillars in shaping a quality generation. Teachers are not only in charge of teaching, but also become inspirers, facilitators, and role models for students. In the Riau Islands Province, which consists of several districts and cities, Government Employee Teachers with Employment Agreements (PPPK) in Senior High Schools (SMA) have a great responsibility in creating a conducive learning environment (Mahfud, 2021). However, the difference in employment status between PPPK teachers and the State Civil Apparatus (ASN) often poses its own challenges, especially related to job security, welfare, and access to professional development (Yunita Carolina, n.d.). These challenges can affect their work motivation and commitment in carrying out their duties, including in the behavior of organizational citizenship which is an important factor in improving the effectiveness of schools in all districts and cities in the Riau Islands.

In various previous studies, work motivation and transformational leadership have been identified as the main factors that can improve an organization's citizenship behavior. High

work motivation encourages teachers to be more proactive in carrying out tasks outside of formal obligations, such as helping colleagues or contributing to school development. However, the challenges of the world of education, including work stress, well-being, and increasingly complex administrative demands, can affect teachers' motivation in demonstrating organizational citizenship behavior (Beltman & Poulton, 2025). Meanwhile, transformational leadership through ideal influence, inspiration, intellectual stimulation, and individual consideration can create an environment that is more conducive to teachers' involvement in activities outside of their formal duties. (Schmitz et al., 2023) Identify that effective education leaders must be able to build a strong vision, facilitate quality learning experiences, and create an organizational culture that supports professional growth. However, there is still an analytical gap in understanding how these two factors simultaneously affect the citizenship behavior of PPPK teacher organizations in high school. Previous finding has focused more on ASN teachers or educators in general, so the results may not necessarily fully describe the unique conditions experienced by PPPK teachers.

This finding is different because it looks at both work motivation and transformational leadership at the same time as a way to measure organisational citizenship behaviour in high school PPPK instructors. This study helps us understand how the relationship between individual variables and leadership might improve organisational citizenship behaviour in an educational setting that has its own administrative and structural problems. This finding also gives us new ideas on how to promote citizenship behaviour in organisations by making motivating and leadership elements better, which may be used in education programs.

This study is important because it has real-world ramifications for those who work in education, particularly when it comes to creating PPPK teacher management regulations. The finding's findings should provide school principals advice on how to be better leaders and the government advice on how to make policies that would make PPPK teachers more motivated to work and improve their quality of life.

This study only looks at PPPK instructors at high schools in one region, thus further finding is needed to see whether the findings can be applied to other schools. This study also uses a quantitative approach that may not have fully captured the more complicated psychological and social dynamics that affect the relationship between work motivation, transformational leadership, and organisational citizenship behaviour. The following are the hypotheses that were made in this study.

Work motivation is a key factor in determining teacher performance, where internal and external motivation can affect their intensity, direction, and perseverance in work (Setiawan et al., 2022). High motivation encourages teachers to be more enthusiastic in teaching, creative in developing learning strategies, and responsible in improving the quality of education (Chien et al., 2020). A balance between intrinsic motivations, such as teaching satisfaction, and extrinsic motivations, such as incentives and recognition, can optimally improve performance (Riyanto et al., 2021). Good teacher performance not only contributes to the success of educational institutions, but also becomes a source of personal satisfaction (Srimulyani et al., 2023). In addition, work experience also strengthens performance, where more experienced teachers are able to better manage the classroom and develop effective learning methods (Layek & Koodamara, 2024). Based on previous finding, work motivation has been proven to have a significant influence on employee performance (Setiawan et al., 2022);(Chien et al., 2020);(Riyanto et al., 2021), So that in this study a hypothesis was proposed.

H1: Work Motivation Affects Teacher Performance

Transformational leadership is a big part of helping teachers do better by using four main areas: ideal influence, inspiring motivation, intellectual stimulation, and personalised concern (Qalati et al., 2022). Leaders who are able to inspire, provide support, and encourage innovation will create a conducive work environment, so that teachers are more motivated and productive in carrying out their duties (Pham et al., 2024);(Setiawan et al., 2022). In addition,

organizational civic behaviors, such as cooperation, active participation, and time efficiency, help strengthen the relationship between transformational leadership and teacher performance (Arifin & Narmaditya, 2024). Teachers who are highly motivated and innovative in solving problems will show better performance, both in achieving learning targets and in meeting professionalism standards (Dinesh Babu et al., 2024);(Dagnew Gebrehiwot & Elantheraiyan, 2023). Previous finding results also confirm that employee performance is significantly impacted by transformational leadership (Arifin & Narmaditya, 2024);(Qalati et al., 2022);(Setiawan et al., 2022). The next hypothesis can be formulated as follows.

H2: Transformational Leadership Affects Teacher Performance.

Work motivation plays an important role in encouraging the civic behavior of PPPK teacher organizations. Teachers who feel valued and have career development expectations are more motivated to improve performance and exhibit extra-role behaviors, such as helping colleagues, obeying informal rules, and taking the initiative in school development (Liaquat et al., 2024);(Widarko & Anwarodin, 2022). Trust in the organization and positive relationships with leaders and colleagues also strengthen teacher involvement in the organization's citizenship behavior (Hsieh et al., 2024). Previous finding has shown that high work motivation is significantly associated with improved organizational citizenship behavior. (Widarko & Anwarodin, 2022), which ultimately contributes to the effectiveness and productivity of educational institutions (Rahman & Karim, 2022). The hypotheses proposed in this study are as follows.

H3: Work Motivation Affects Organizational Citizenship Behavior.

Transformational leadership is able to increase the involvement and motivation of teachers in carrying out their duties. Transformational leaders provide clear direction and vision, as well as encourage innovation and create a work environment that supports individual development (Schmitz et al., 2023). This leadership builds a positive school culture, motivates teachers to exceed expectations, and instills organizational Citizenship behaviors, such as altruism and support for the organization. Prior studies have shown a strong positive correlation between organisational citizenship behaviour and transformational leadership (Arifin & Narmaditya, 2024);(Qalati et al., 2022), where extra-role behaviours are more likely to be shown by instructors who feel appreciated and encouraged (Eliyana et al., 2019). Transformational leadership plays a crucial role in raising teacher engagement and commitment to help educational organisations succeed by fostering trust and offering continuous support (Idris et al., 2021). The following are the theories put forward.

H4: Transformational Leadership Affects Organizational Citizenship Behavior.

Citizenship in the Workplace Behaviour is a good behaviour that isn't in the job contract but has a big influence on how well the organisation works, even in schools (Hermanto & Srimulyani, 2022). Organizational Citizenship Behavior includes altruism, which is a willingness to help colleagues and students; thoroughness, namely meticulousness in carrying out duties and compliance with the rules; sportsmanship, which is tolerance to obstacles without complaining; politeness, which is maintaining harmonious working relationships; and civic virtues, namely active involvement in school activities. All of these aspects contribute to increasing the effectiveness of teachers' work and a more conducive school environment (Nan-Nan et al., 2020). Effective human resource development practices are also an important factor in maintaining and improving Organizational Citizenship Behavior, which ultimately has a positive impact on teacher productivity (Tafese Keltu, 2024). Previous finding supports that Organizational Citizenship Behavior has a significant effect on teacher performance, as it increases collaboration, motivation, and teaching effectiveness (Arifin & Narmaditya, 2024);(Qalati et al., 2022);(Hermanto & Srimulyani, 2022). Therefore, the hypotheses prepared are as follows.

H5: Organizational Citizenship Behavior Affects Teacher Performance.

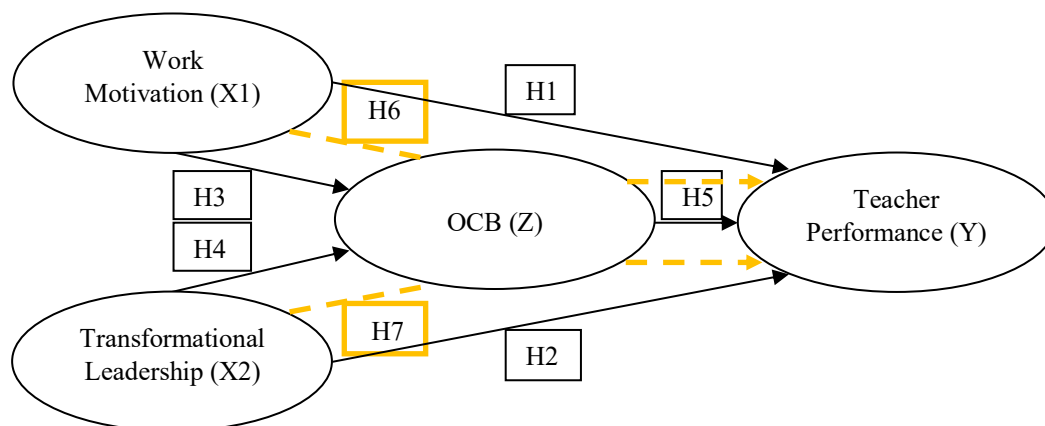
One of the most important things that may help teachers do better is to be motivated to work, particularly when the organisation encourages citizenship behaviour. Not only do motivated teachers make the lessons better, but they also do things like aid their coworkers and become involved in the school community (Ludwikowska et al., 2024). According to Social Exchange Theory, teachers are more likely to show organisational citizenship behaviours that help their performance when they feel encouraged. Previous studies have shown that Work Motivation has a big impact on how well teachers do their jobs, and that this effect is mediated by Organisational Citizenship Behaviour. (Widarko & Anwarodin, 2022);(Desma Rahadhini, 2022);(Rinaldi & Riyanto, 2021). So, schools and colleges need to make sure that instructors are motivated and healthy so that they can do their best work. We can make the next hypothesis like this:

H6: Work Motivation Affects Teacher Performance Mediated by Organizational Citizenship Behavior.

Transformational leadership has a big effect on how well teachers do their jobs, and this effect is seen via organisational citizenship behaviour. Transformational leaders inspire, motivate, and encourage changes in teachers' attitudes and behaviors to exceed expectations (Zainal & Mohd Matore, 2021). Organizational citizenship behavior has been shown to increase teacher commitment and dedication, leading to increased work effectiveness and achievement of school goals (Sverke et al., 2019). Previous finding confirmed that transformational leadership affects teacher performance through organizational citizenship behavior as the main mediator (Arifin & Narmaditya, 2024);(Eliyana et al., 2019). Therefore, when done well, transformational leadership may make the workplace a better place to work, help teachers become more professional, and make learning better. Thus, this study establishes the following hypotheses.

H7: Transformational Leadership Affects Teacher Performance Mediated by Organizational Citizenship Behavior.

This finding model (Figure 1) departs from the hypothesis that work motivation and transformational leadership play a role in shaping organizational citizenship behavior in PPPK teachers in high school. High work motivation encourages teachers to be more proactive in tasks outside of formal obligations, while transformational leadership creates an environment that supports their involvement in school activities. However, PPPK teachers face structural and administrative challenges that can affect their performance and motivation. Structurally, the uncertainty of contract extensions, career path limitations, and welfare disparities compared to ASN teachers are obstacles in maintaining work commitments. Administratively, the high workload, limited access to professional development, and suboptimal performance evaluation mechanisms are also challenges.



**Figure 1. Finding Framework**

Previous finding has extensively discussed the relationship between work motivation, transformational leadership, and organizational citizenship behavior (Widarko & Anwarodin, 2022);(Arifin & Narmaditya, 2024), but there are still few who specifically finding PPPK teachers in high school with all their complexities. Therefore, this study contributes to filling this gap by exploring how these two factors affect the civic behavior of PPPK teacher organizations. In addition to providing academic contributions, the results of this finding are expected to be a foundation for policy makers in developing more effective educator management strategies. Thus, this finding not only enriches the literature on education management but also provides recommendations for school principals and the government in improving the welfare and professionalism of PPPK teachers.

## **METHOD**

This study aims to analyze how work motivation and transformational leadership as independent variables affect organizational citizenship behavior in PPPK teachers in high school. High work motivation is believed to increase teachers' engagement in various activities outside of their formal duties, while effective transformational leadership can create a more supportive and inspiring work environment. By comprehending this link, the finding aims to provide light on elements that might support organisational citizenship behaviour in the educational setting, particularly for PPPK instructors who deal with distinct administrative and structural issues than ASN teachers.

This finding looks at how work motivation and transformational leadership affect teacher performance at Riau Islands Provincial High School, using organisational citizenship behaviour as a middleman. From November 22 to December 2, 2024, an electronic questionnaire was sent out using Google Forms. This was then shared via WhatsApp and a personal message to the principal, who then sent it on to PPPK teachers in different districts and cities in the Riau Islands Province. The number of samples in this study was determined based on two approaches, namely the Krejcie and Morgan tables and the sample size calculator from the calculator.net site. Based on the Krejcie and Morgan tables, with a population of 320 teachers, a minimum sample of 175 people was obtained, while calculations through a sample size calculator with a population of 314 teachers showed a minimum sample requirement of 174 people. By employing a sample of 217 PPPK high school teachers, our study has met the standards of both approaches. Each trait was measured using a five-point Likert scale, where 1 denotes severe disagreement and 5 denotes strong agreement. The indicators used in this study are based on many prior studies to ensure the validity and reliability of the measuring instruments.

The gathered data was evaluated using partial least squares-structural equation modelling (PLS-SEM) using SmartPLS software version 4. The study was conducted in two phases: the structural model (inner model) was evaluated to determine the links between the finding variables, and the measurement model (outer model) was evaluated to determine the validity and reliability of the construct (Isnaini Nuzula Agustin, 2021). Although ideal influence, inspiration, intellectual stimulation, and personal interests are used to assess transformative leadership (Hermanto et al., 2024), intrinsic motivation is one way to quantify work motivation (Long et al., 2024). Altruism, thoroughness, sportsmanship, special attitude, and civic virtue are markers of organisational citizenship behaviour (Hermanto et al., 2024). In the meanwhile, teaching effectiveness is used to evaluate teacher performance (Luo & Li, 2024). It is anticipated that this study would improve the efficacy of human resource management and leadership in the field of education, both academically and practically. Table 1 displays information on organisational citizenship behaviour, teacher performance, work motivation, and transformational leadership indicators.

**Table 1. Indicators of Transformational Leadership, Work Motivation, Teacher Performance and Organizational Citizenship Behavior**

Variable	Indicator Code	Questionnaire Statement
<b>Transformational Leadership</b>	ID1	"The principal grows to believe as an independent teacher through rules/behavior."
	ID2	"Principals build teachers' confidence while doing their jobs."
	IN3	"The principal gives encouragement to teachers in achieving goals."
	IN4	"The principal helps and motivates the teachers."
	IS5	"The principal works together to solve the problem."
	IS6	"The principal gives instructions to the teachers."
	IS7	"The principal practices/sets an example for each teaching."
	IC8	"The principal provides attention and moral support."
	IC9	"The principal treats and respects the teacher."
<b>Work Motivation</b>	WM1	"I enjoy solving problems that I am completely unfamiliar with."
	WM2	"I'm willing to try to solve complex problems."
	WM3	"The more complex the problem, the more I want to solve it."
	WM4	"I hope my job allows me to gain knowledge and skills."
	WM5	"Curiosity drives me to do a lot of things."
	WM6	"I enjoy relatively simple and easy tasks." (inverted score)
	WM7	"The most important thing for me is to enjoy what I do."
	WM8	"It's important for me to have an outlet for self-expression."
	WM9	"I enjoy doing work that is so absorbing that I forget about everything else."
	WM10	"It's important for me to be able to do what I love the most."
<b>Teacher Performance</b>	TP1	"I am satisfied with the presentation of my knowledge."
	TP2	"I'm satisfied with my training activities."
	TP3	"I'm satisfied with my production activities."
	TP4	"I am satisfied with my teaching competence."
	TP5	" I was able to get a high score in the teaching exam."
<b>Organizational Citizenship Behavior</b>	AL1	"I'm willing to help busy coworkers (overloaded work)."
	AL2	"I'm willing to take the time to help others with work problems."
	PS3	"I am willing to work outside of the stipulated time."
	PS4	"I obey the school rules even though no one is watching me."
	PS5	"I don't like to complain at work."
	SP6	"I maintain relationships to avoid interpersonal problems with colleagues and superiors."
	SP7	"I consider the impact of my actions on co-workers."
	CV8	"I always follow information, for example organizational announcements, memos."
	CV9	"I attend and get involved in every activity at school."

## RESULTS AND DISCUSSION

This study reveals the factors that strengthen Organizational Citizenship Behavior in the educational environment, especially for PPPK teachers in high school who face different structural and administrative challenges than ASN teachers. The majority of respondents were women (67.28%), over 40 years old (33.64%), and had a S1 degree (93.55%), showing the dominance of experienced educators with strong academic backgrounds. The most taught fields of study are Social Studies (26.27%) and Science (24.88%), while in terms of working period, most teachers have served more than 6 years (58.99%), reflecting high professionalism and dedication. These findings confirm that work experience, education level, and field of study play an important role in building Organizational Citizenship Behavior, where teachers with long experience tend to be more actively involved in the school environment, support colleagues, and create a harmonious work environment. Data Summary of the characteristics of respoden can be seen in table 2.

**Table 2. Characteristics of Respondents based on Demographic Data**

Demographic Variables	Golongan	Number (n)	Percentage (%)
Gender	Man	71	32,72
	Woman	146	67,28
Age	20 - 25 Years	8	3,69
	26 - 30 Years	49	22,58
	31 - 35 Years	48	22,12
	36 - 40 Years	39	17,97
	> 40 Years	73	33,64
Last Education	High School	3	1,38
	D3	-	-
	S1	203	93,55
	S2	11	5,07
	S3	-	-
Teacher of the Field of Study	IPA	54	24,88
	IPS	57	26,27
	Language and Literature	33	15,21
	Religious Education	28	12,90
	Art	11	5,07
	Physical Education	17	7,83
	Technology and Engineering	10	4,61
	Management and Business	7	3,23
Working Period	< 1 Years	8	3,69
	1-3 Years	49	22,58
	4-6 Years	32	14,75
	> 6 Years	128	58,99

Source: Data Processed (2024)

The measuring model (outer model) is assessed to ensure that each concept and indicator in the study has met the stated standards of validity and reliability (Isnaini Nuzula Agustin, 2021). Loading factors and Average Variance Extracted (AVE) were used in this finding to assess convergent validity. If the loading factor value is larger than 0.6 and the AVE value is greater than 0.5, the indication is deemed legitimate. Generally speaking, the loading factor value must be more than 0.6 in order to evaluate convergent validity in exploratory finding. However, an outside loading value between 0.5 and 0.6 is still appropriate in the early phases of finding or while creating a measuring scale (Isnaini Nuzula Agustin, 2021).

According to the analysis's findings, six indicators WM1, WM2, WM3, WM6, WM9, and PS3, did not satisfy the requirements for convergent validity as their loading factor values were less than 0.5. As a result, the model no longer included the indications. Following removal, every indication that remained satisfied the requirements for convergent validity, with a loading factor value greater than 0.5 (Isnaini Nuzula Agustin, 2021). In addition, the AVE value of each variable has also reached a minimum threshold of more than 0.5, which indicates that the constructs in the model have an adequate level of validity.

As a result, the measurement model used in this finding satisfies the convergence validity requirement and is suitable for use in further phases of analysis. Table 3 displays the validity test's findings.

**Table 3. Validity Test Results**

Variable	Indicator	Pearson Correlation	Extracted Average Variance (AVE)	Conclusion
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Transformational Leadership	ID1	0.687	0.665	Valid
	ID2	0.793		
	IN3	0.846		
	IN4	0.857		
	IS5	0.867		
	IS6	0.765		
	IS7	0.804		
	IC8	0.884		
	IC9	0.821		
Work Motivation	WM4	0.716	0.525	Valid
	WM5	0.754		
	WM7	0.780		
	WM8	0.792		
	WM10	0.555		
Teacher Performance	TP1	0.861	0.697	Valid
	TP2	0.893		
	TP3	0.862		
	TP4	0.842		
	TP5	0.705		
Organizational Citizenship Behavior	AL1	0.670	0.507	Valid
	AL2	0.609		
	PS4	0.781		
	PS5	0.757		
	SP6	0.748		
	SP7	0.803		
	CV8	0.702		
	CV9	0.597		

Source: Data Processed (2024)

In addition to the validity test, model measurements are also done to check the reliability of a construct. This makes sure that the instrument is accurate and consistent while measuring the variables being studied. This study uses Cronbach's Alpha and composite reliability to say that an instrument is reliable if its value is higher than 0.6. More strict standards demand a minimum value of 0.7 to make things more reliable (Isnaini Nuzula Agustin, 2021). The results of the analysis showed that the Cronbach's Alpha value and composite reliability of all the study's variables—Transformational Leadership, Work Motivation, Organisational Civic Behaviour, and Teacher Performance—were greater than 0.7 (Isnaini Nuzula Agustin, 2021). This means that the finding tool is competent and trustworthy in measuring the variables that were findinged. Table 4 shows the results of the Reliability Test.

**Table 4. Reliability Test Results**

Variable	Alpha Cronbach	Composite Reliability	Conclusion
Transformational Leadership	0.936	0.947	Reliable
Work Motivation	0.770	0.845	Reliable
Organizational Citizenship Behavior	0.859	0.891	Reliable
Teacher Performance	0.889	0.920	Reliable

Source: Data Processed (2024)

Also, the evaluation uses a structural model, which is also called an inner model, to measure how well the final model fits and to measure the influence between latent variables. The indirect effect was looked at to see what the mediating variable did, using the same

standards as the direct impact hypothesis. This meant that a connection between variables was significant if the T-statistic was more than 1.96 and the P-value was less than 0.05 (Isnaini Nuzula Agustin, 2021). The results of the investigation showed that work motivation had a big effect on how well teachers did their jobs, either directly or via the influence of organisational civic conduct. This meant that instructors who were more motivated at work were more inclined to behave in a civic way at work, which in turn led to better performance. Transformational leadership, on the other hand, doesn't seem to have any influence on either the civic conduct of the company or the performance of the teachers. This shows that transformational leadership is not having a big enough effect on the performance of high school PPPK teachers, even if it tries to excite and encourage them. Also, Organisational Citizenship Behaviour was shown to be a mediator between Work Motivation and Teacher Performance, but not between Transformational Leadership and Teacher Performance, since the latter did not reach the level of statistical significance. The results of the hypothesis test are shown in Table 5.

**Table 5. Results of Hypothesis Test**

Hypothesis		Statistics T	P value	Conclusion
Work Motivation->Teacher Performance	H1	2,217	0,027	Accepted
Transformational Leadership->Teacher Performance	H2	0.839	0.402	Rejected
Work Motivation - > Organizational Citizenship Behavior	H3	9,405	0,000	Accepted
Transformational Leadership->Organizational Citizenship Behavior	H4	0,841	0,400	Rejected
Organizational Citizenship Behavior -> Teacher Performance	H5	2.338	0.019	Accepted
Work Motivation -> Organizational Citizenship Behavior -> Teacher Performance	H6	2.207	0.027	Accepted
Transformational Leadership -> Organizational Citizenship Behavior -> Teacher Performance	H7	0,808	0.419	Rejected

Source: Data Processed (2024)

The hypothesis test showed that Work Motivation had a big effect on Teacher Performance (H1) since the T-Statistical value was 2.217 and the P-Value was 0.027. The degree of significance ( $T > 1.96$  and  $P < 0.05$ ) was higher than expected. The results of this study are in line with what other studies have found: that employee motivation has a big effect on performance (Setiawan et al., 2022). More studies, such those by Barriga Medina et al. (2024) and Riyanto et al. (2021), revealed similar findings. They showed that there is a positive and statistically significant relationship between motivation and performance. Liaquat et al. (2024) also found similar results to this finding. This means that the employee's environment operates better when they are intrinsically motivated, which is what the hypothetical connection being examined is all about. These results confirm the idea that job happiness and personal significance are the main things that motivate people to work, which has a substantial and favourable influence on teacher performance.

The hypothesis test findings revealed that transformational leadership did not have a big effect on how well teachers did their jobs (H2). The P-Value was 0.402, which is more than 0.05, and the T-Statistic value was 0.839, which is less than 1.96. The results of this finding don't match up with what Setiawan et al. (2022) observed, which implies that transformational leadership has a large influence on how effectively workers accomplish their tasks. Also, these findings don't line up with what Saif et al. (2024) found, which was that transformational leadership improved how well people did their jobs. Lee et al. (2023) and Qalati et al. (2022) argue the same thing: that transformational leadership has a big positive influence on how effectively workers accomplish their tasks. But the results of this study actually support the work done by Eliyana et al. (2019), which demonstrates that even while the principle utilises a

leadership style that encourages and offers direction, it still doesn't do enough to make teachers do better. Based on demographic data, most of the individuals who replied are women (67.28%), more than a third are over 40 years old (33.64%), and more than six years of work experience (58.99%), which shows that they are quite autonomous at work. More experienced instructors want to keep to the same routines and rely on the skills and methods they have learnt over the years. This suggests that the principal's leadership could not have a large effect on how well they do their tasks. Also, 93.55% of the persons who replied had at least an S1 level of education, which shows that they are extremely smart and professional. Because of this, individuals rely more on their own motivation and work experience to do better than on advice or orders from superiors.

The hypothesis test findings showed that Work Motivation had a big effect on Organisational Citizenship Behaviour (H3), with a T-Statistic of 9.405 and a P-value of 0.000. This means that the link is extremely strong and goes above the level of significance (T-Statistic  $> 1.96$  and  $P < 0.05$ ). These results are in line with earlier studies (Widarko & Anwarodin, 2022) that show work motivation has a big effect on Organisational Citizenship Behaviour. They are also backed up by finding (Desma Rahadhini, 2022) that found work motivation had a big positive effect on Organisational Citizenship Behaviour. The results are further supported by the study of Rinaldi and Riyanto (2021), which found that job motivation helps people develop citizenship behaviour in the workplace. The finding found that when a PPPK teacher is driven by happiness and interest in their profession, they are more likely to assist their coworkers willingly, do their job well, and deal with problems or adjustments without too many complaints.

The T-Value of 0.841 and the P-Value of 0.400 were both below the significance threshold ( $T > 1.96$  and  $P < 0.05$ ), which meant that there was no significant relationship between Transformational Leadership and Organisational Citizenship Behaviour (H4). The findings of this study do not agree with (Arifin & Narmaditya, 2024), which says that transformational leadership has a very big effect on the Citizenship Behaviour of the Organisation. Also, the findings of this study are different from those of other studies (Qalati et al., 2022; Aboramadan & Dahleez, 2020; Hermanto et al., 2024) that say transformative leadership has a strong and positive link to Organisational Citizenship Behaviour. In this situation, it indicates that even when administrators use leadership styles that focus on motivating and supporting each teacher, it hasn't been enough to get teachers to do things outside of their normal duties at school. According to demographic statistics, most of the instructors who took part in the survey were from the disciplines of social studies (26.27%) and science (24.88%). These fields have more academic and administrative work than other professions, such as arts or physical education. Because of this high academic demand, instructors are more focused on their main jobs than on things they do outside of school. Also, more than half of the people who answered (58.99%) have been in their jobs for more than six years. This shows that they care more about employment security and getting important tasks done quickly than about being a good citizen at work.

The hypothesis test indicated that the link between Organisational Citizenship Behaviour and Teacher Performance (H5) had a T-Statistic of 2.338 and a P-Value of 0.019. This was statistically significant since the T-Statistic was more than 1.96 and the P-Value was less than 0.05. The results of this study are in accordance with those of Atatsi et al. (2019), which show that there is a favourable link between Organisational Citizenship Behaviour and employee performance. The study's findings (Kartika Ningsih et al., 2022) also reveal that Organisational Citizenship Behaviour has a big and good influence on how well employees do their jobs. The results (Qalati et al., 2022; Rinaldi & Riyanto, 2021; Desma Rahadhini, 2022) show that Organisational Citizenship Behaviour has a big effect on improving employee performance. The fact that the findings of this finding were consistent with each other makes it more clearer

that Organisational Citizenship Behaviour is a key factor in motivating PPPK instructors to do their best work.

The hypothesis test showed that the link between Work Motivation and Teacher Performance through Organisational Citizenship Behaviour (H6) had a T-Statistic of 2.207 and a P-Value of 0.027. This means that the link is significant because it meets the T-Statistical threshold of  $> 1.96$  and  $P\text{-Value} < 0.05$ . This study agrees with another study (Widarko & Anwarodin, 2022) that says Organisational Citizenship Behaviour may change how job motivation influences performance. These findings suggest that Organisational Citizenship Behaviour may help teachers do a better job by motivating them to work. Teachers that are very driven usually do a good job at work by supporting their colleagues, following professional ethics, and being active in school activities.

The hypothesis test findings showed that the link between Transformational Leadership and Teacher Performance, using Organisational Citizenship Behaviour as a mediator (H7), was not strong enough to be significant. The T-Statistic was 0.808 and the P-Value was 0.419. This signifies that the result didn't reach the level of significance ( $P\text{-result} < 0.05$  and  $T\text{-Statistic} > 1.96$ ). This finding agrees with other ones (Rita et al., 2018) that found transformative leadership has an indirect effect on employee performance that is not substantial. But this study doesn't agree with the study of Arifin and Narmaditya (2024), which says that transformational leadership affects how well employees do their jobs via Organisational Citizenship Behaviour. Most of the PPPK teachers in this finding are women over 40, which means they have a lot of experience and can run their own classrooms and do their jobs without needing the principal's help or guidance.

## CONCLUSION

This finding shows that Work Motivation has a big effect on how well teachers do their jobs at high schools in the Riau Islands Province. The more motivated they are, the better they do their jobs. Motivation that comes from personal pleasure and purpose may make instructors more involved in their profession, which can lead to better long-term outcomes. Transformational Leadership, on the other hand, did not have a big impact on performance or Organisational Citizenship Behaviour (OCB). This means that this kind of leadership has not worked to get PPPK teachers to improve their behaviour and performance. It's interesting that work motivation is a big part of establishing OCB. This, in turn, leads to better teacher performance via a proactive, collaborative, and school-progress-oriented mindset. These results show that making people more motivated to work is the most important thing to do in human resource management in the education sector.

This finding has several limitations that need to be considered. First, the study was only conducted at high schools in Riau Islands Province, so these findings may not be fully applicable to other regions with different characteristics. Second, although the direct influence between work motivation and teacher performance can be explained, external factors that may affect teacher performance, such as education policies or family support, have not been taken into account in depth. Third, although the variables of transformational leadership and organizational Citizenship behavior are tested, it is possible that other factors more relevant to the local context have not been identified.

To improve the performance of PPPK teachers in high schools in Riau Islands Province, the Riau Islands Provincial Education Office and school principals can initiate the "Riau Islands Inspirational Teachers" award program as a form of appreciation for outstanding teachers through charters, incentives, and international training. In addition, mentoring programs between senior and junior teachers and competency-based career paths need to be clarified to increase the motivation and professionalism of PPPK teachers. School principals are expected to be role models by being directly involved in teaching and training to motivate teachers. To build better communication, it is necessary to hold a "Monthly Dialogue with the Principal", so

that PPPK teachers in high schools can convey their aspirations and challenges directly. Regular discussion forums between teachers are also important to share innovative learning methods at the provincial level. Finally, social activities such as community service and social service can strengthen solidarity and a sense of responsibility in the school community. The implementation of this recommendation is expected to create a more supportive work environment, improve the professionalism of PPPK teachers in high schools, and strengthen the effectiveness of education in Riau Islands Province.

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