

## **The Mediating Role of Job Satisfaction in the Effect of Transformational Leadership and Work Engagements on Teachers' OCB**

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**Abstract:** This research aims to analyze the role of job satisfaction as a mediating variable in the influence of transformational leadership and work engagement on teachers' Organizational Citizenship Behavior (OCB). The study used a quantitative, survey-based approach. The selected sample was 101 teachers through a purposive sampling technique. Data were collected through a structured questionnaire and analyzed using Structural Equation Modeling (SEM). The results of the study indicate that: transformational leadership does not have a positive effect on OCB; transformational leadership does not have a positive effect on job satisfaction; work engagement has a positive effect on job satisfaction; Job satisfaction has a positive effect on OCB; work engagement has a positive effect on OCB; job satisfaction does not mediate the relationship between transformational leadership and OCB; and job satisfaction mediates the relationship between work engagement and OCB. These results indicate that the OCB of teachers at Al Azhar Cilacap School is not influenced by transformational leadership, but rather by other factors not examined in this study.

**Keywords:** transformational leadership, work engagement, job satisfaction, OCB

### **A. Introduction**

The current dynamic development of education demands that educational institutions continuously improve the quality of their services. In their capacity as providers of formal education, schools are vital to the process of producing a more competent and superior next generation. Human resources that are capable of meeting the needs of both the company and society as a whole are essential for meeting this standard (Nurjanah et al., 2020). Optimal performance in the execution of everyday activities, including both formal instruction and the demonstration of organizational citizenship behavior (OCB), is one component that plays a strategic role in attaining educational objectives. Teachers who have

a high tendency to display behaviors beyond their job descriptions help schools more effectively achieve their vision, mission, and goals (Harding et al., 2020).

Discussions on OCB have become a focus in organizational behavior research over the past three decades, including in the education sector. The term "organizational citizenship behavior" (OCB) refers to efforts made by employees to improve the company beyond what is required by their official duties (Luo et al., 2025; Organ, 2018). In education, OCB is a crucial condition that describes work behavior outside of formal duties (Podsakoff et al., 2000). Teachers' OCB is demonstrated through their willingness to help colleagues, actively participate in school activities, and contribute beyond expectations for the advancement of the school (Ji et al., 2025). Academics and education practitioners recognize that OCB contributes significantly to creating an effective and innovative work environment (Kolzow et al., 2021).

Involvement in one's work and transformative leadership are two of the many potential causes of organizational citizenship behavior (OCB) (Chandra et al., 2018). Nurjanah et al. (2020) and Purwanto et al. (2023) found that OCB is positively affected by transformational leadership because of the leader's capacity to inspire and encourage personnel. Principals that practice transformational leadership have the power to inspire their teachers to act in an OCB manner (Fauziah et al., 2025). One discrepancy was that transformative leadership had a negative effect on organizational citizenship behavior (OCB) (Bogar et al., 2018). Aziza (2023) and Mayendri et al. (2025) found no substantial influence of transformational leadership on OCB. According to Baihaqi (2021) and Amin et al. (2025), OCB is unaffected by transformational leadership.

An additional crucial factor that leads to OCB is being engaged at work. A favorable attitude toward one's job that is marked by energy, commitment, and immersion is described by Schaufeli et al. (2002) as work engagement. Employees who are emotionally invested in their work and the success of their organization are more likely to be open to developing organizational citizenship behavior (OCB) (Febriansyah, 2020). Rambam and Arifianto (2024), Saputra et al. (2023), and Yuliantini et al. (2024) all found that OCB is greatly affected by how engaged an individual is at work. Strong emotional attachment to work promotes extra-role actions like OCB when work engagement is high (Chen et al., 2024). Inconsistencies in research outcomes, specifically the negative influence of work engagement on OCB (Praditya, 2023; Sasando et al., 2025), were discovered while employees may feel emotionally and cognitively engaged in their work, this may not necessarily translate into job satisfaction if other factors, such as rewards, the work environment, or the workload, are not supportive.

Interestingly, work happiness can mediate the connection between OCB and these two factors. When workers are happy in their jobs, it shows that they enjoy what they do (Sulistyawati et al., 2022). When educators feel content in their roles, they are more likely to show organizational citizenship behavior (OCB) (Sumathi, 2025). Research conducted by Ahmad (2020), Sabahi (2016), and Wardono et al. (2022) has demonstrated that when work satisfaction is mediated, the influence of transformational leadership on organizational citizenship behavior (OCB) becomes stronger. According to Wahyu et al. (2019), job satisfaction acts as a mediator between servant leadership and organizational citizenship behavior (OCB). Research has shown that job satisfaction can mediate

transformational leadership towards organizational citizenship behavior (OCB); however there is conflicting evidence on its mediating impact (Mayendri et al., 2025).

The results of the literature evaluation indicate that this study is necessary to fill certain knowledge gaps. To begin, there have been a number of studies that have looked at how transformational leadership, job satisfaction, and work engagement affect organizational citizenship behavior (OCB) (Ahmad, 2020; Sabahi, 2016; Sumathi, 2025), but the majority of these studies have either ignored or only included one or two of these variables in their models. The relationship between factors could be more thoroughly and practically explained with a more all-encompassing approach. Secondly, studies on the topic of how work engagement affects organizational citizenship behavior (OCB) continue to yield conflicting results. For example, Chen et al. (2024) showed a positive effect, whereas Affandi et al. (2019) found no such effect. Third, relatively little is known about the role of job satisfaction in bridging the influence of work engagement on OCB, particularly in the context of Islamic education. This is despite the fact that job satisfaction has been tested as a mediating variable between various organizational factors and OCB (Sari & Kurniawan, 2023; Wahyu et al., 2019; Wardono et al., 2022).

The phenomenon at Al Azhar Cilacap and Purwokerto schools, based on data provided by the Human Resources Departments of both schools, shows a variation in OCB behavior among teachers and educational staff, with some simply working according to their core duties while others demonstrate greater dedication. Some employees demonstrate OCB during events, while others do not take on such roles. This behavioral gap is certainly a particular concern because OCB behavior among employees can improve the quality of school services.

Therefore, this research is theoretically and practically significant, presenting novelty in an integrative form that examines the direct and indirect effects of transformational leadership and work engagement on OCB through job satisfaction in Islamic schools. This research is expected to provide scientific contributions to the development of organizational behavior theory in the education sector and serve as a practical reference for Islamic school human resource management in improving service quality by strengthening teacher OCB.

## **B. Methods**

The researchers in this study utilized a cross-sectional design and a quantitative technique. The study's goal, based on hypothesis testing, was to investigate potential causal correlations between research variables; hence a quantitative technique was preferred. Data was collected at a particular point in time, which is why the cross-sectional design was utilized.

The 164 educators working in the Cilacap and Purwokerto Al Azhar schools made up the study's population. Using a 2-year minimum work term as the criterion, the sample technique employed *purposive sampling*, which takes specific considerations into account (Sugiyono, 2017). A total of 101 educators were selected using these parameters.

The research instrument used in this study was a structured questionnaire consisting of five parts, namely Respondent demographic information (name, length of service, and teaching unit); OCB questionnaire adapted from (Somech & Ron, 2007), Somech and Drach-Zahavy in (Utari et al., 2020); Transformational leadership questionnaire adapted from MLQ (Bass & Riggio, 2006); Work engagement questionnaire using UWES (Schaufeli et al., 2002); Job satisfaction questionnaire adapted from a holistic approach (Locke, 1969). Before being used in the study, the instrument was translated into Indonesian using back-translation techniques to ensure equivalence of meaning. The questionnaire measurement used a 5-point Likert scale ranging from 1 “strongly disagree” to 5 “strongly agree”.

Using confirmatory factor analysis (CFA), we checked the questionnaire's items for instrument validity to make sure they measured the right things. Elements that had factor loadings lower than 0.5 were either removed or altered. According to Hair et al. (2010), a minimum acceptable value of 0.7 for Cronbach's alpha coefficient was used to test the reliability of the instruments. In this research, 24 items were removed because they had factor loading lower than 0.5.

The researcher got approval from the administration of the Al Azhar schools in Cilacap and Purwokerto before gathering any data. After obtaining permission, the researcher informed the teachers about the research objectives through formal meetings or circulars. The researchers used a survey approach to get their data. In order to collect data, questionnaires were sent out to teachers who were eligible using an online platform called Google Forms. Respondents were given two days to complete the questionnaires. To increase the response rate, researchers sent reminders via *WhatsApp* to respondents who had not returned the questionnaires after two days.

Descriptive statistics were used to describe the demographics of the respondents and the distribution of their questionnaire answers based on the data obtained. Mean and standard deviation were among the descriptive statistics utilized. Research model and hypothesis testing software assisted by *Structural Equation Modeling* (SEM) analytical approach. PLS-SEM, because using both latent and manifest variables at the same time enables testing of complicated causal linkages.

### **C. Results and Discussion**

This study involved 101 respondents, teachers at Al Azhar in Purwokerto and Cilacap, who were selected based on having more than two years of teaching experience. This selection criterion was intended to ensure that respondents had a sufficient understanding of the dynamics of school organization. In terms of gender, the respondents were predominantly female, numbering 63 (62.4%), while male teachers numbered 38 (37.6%). In terms of age, the 31-50 age group was the largest, with 61 respondents (60.4%), indicating that the majority of respondents were in the productive phase of their teaching careers. Regarding marital status, there were 84 respondents (83.2%) who were married, while 17 respondents (16.8%) were not married.

**Table 1.** Descriptive Statistics

<b>Variables</b>	<b>Item</b>	<b>Mean</b>	<b>Standard Deviation</b>
Transformational Leadership	<b>TL 1</b>	<b>4,436</b>	<b>0.791</b>
	TL 2	4,208	0.748
	TL 4	4,406	0.648
	TL 6	4,198	0.868
	TL 9	4,188	0.841
	<b>TL 10</b>	<b>3,921</b>	<b>0.826</b>
	TL 12	4,198	0.809
	TL 16	4,069	0.719
	TL 18	4.139	0.716
	TL 20	4,208	0.735
	TL 22	4,356	0.712
	TL 23	4,406	0.707
	TL 24	4,248	0.723
	Work Engagement	WE2	4,307
WE4		4,356	0.684
WE5		4,525	0.591
WE6		4,376	0.688
WE7		4,228	0.701
WE8		4,436	0.652
WE9		4,515	0.818
<b>WE10</b>		<b>4,535</b>	<b>0.640</b>
<b>WE11</b>		<b>4,040</b>	<b>0.842</b>
WE16		4,465	0.655
Organizational Citizenship Behavior	OCB1	4,297	0.755
	<b>OCB9</b>	<b>3,842</b>	<b>0.872</b>
	OCB10	4,208	0.787
	OCB11	4,188	0.792
	OCB12	4,356	0.638
	OCB13	4,030	0.872
	<b>OCB14</b>	<b>4,446</b>	<b>0.622</b>
OCB15	4,188	0.726	
Job Satisfaction	JS1	4,416	0.736
	JS2	4,416	0.763
	<b>JS3</b>	<b>4,525</b>	<b>0.608</b>
	JS4	4,455	0.654
	JS5	4,455	0.698
	<b>JS6</b>	<b>4,525</b>	<b>0.685</b>
	<b>JS7</b>	<b>4,406</b>	<b>0.825</b>

Source: PLS data output

It is clear by looking at Table 1 that transformational leadership has the highest mean score of 4,436 in statement 1, namely, "I feel my leader works hard and is enthusiastic about his duties." While the lowest mean score is 3,921 in statement 10, namely, "I feel my institutional leader is sensitive to my personal needs." The work engagement variable has the highest mean of 4,535 from statement 10, namely, "I feel my work is full of meaning and purpose.", while the lowest score is 4,040 in statement 11, "I feel that outside problems do not interfere with my focus on work.". The OCB variable has the highest score of 4,446 in statement 14, namely "and other teachers work productively", while the lowest score is 3,842 in statement 9, namely, "I often take the initiative to introduce myself to accompany students". The job satisfaction variable had the highest score of 4.525 for statement 3, "I feel my work is meaningful," and statement 6, "I feel proud of my work." Meanwhile, the lowest score of 4.406 was obtained from statement 7, "I intend to be a teacher as long as I can."

By looking at the values of the loading factors, the measurement model in this research was tested. The correlation loading factor is said to be valid if it has a value  $\geq 0.5$ , while the minimum value of Average Variance Extracted (AVE) is 0.50 (Chin, 2010). Test results of loading factor, AVE, Composite Reliability, Cronbach's presented in Table 2 and Figure 2.

**Table 2.** Model Analysis

Variables	Cronbach Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)
Job satisfaction (Z)	0.944	0.944	0.954	0.748
OCB (Y)	0.885	0.886	0.911	0.593
Transformational leadership (X1)	0.961	0.964	0.965	0.680
Work Engagement (X2)	0.941	0.943	0.950	0.655

Source: SmartPLS Output

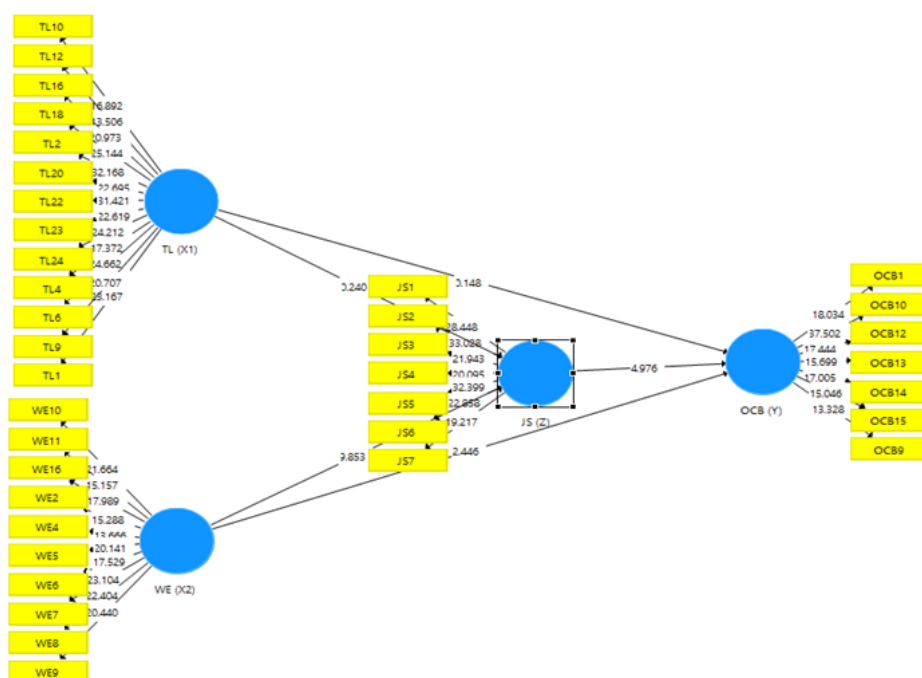


Table 2 demonstrates that all of the research variables have an AVE value greater than 0.5. Both Cronbach's dependability and the composite reliability score are over 0.7. Thus, validity and reliability are satisfied by the study's factors. Because the item's loading factor value was less than 0.5, it did not match the required criteria and was thus removed from the list. After that, the importance of the inner model was assessed by calculating its R-squared value and its path coefficient. Here are the outcomes of the tests for path coefficients and R-squared:

**Table 3.** R Square

	R Square	R Square Adjust
<i>Job Satisfaction</i>	0.652	0.645
OCB	0.624	0.613

Based on Table 3, the R-square value of job satisfaction shows a value of 0.652. This value indicates that transformational leadership (X1) and work engagement (X2) are able to explain job satisfaction (Z) by 65.2% and after variable adjustments to 64.5%. This can be interpreted as the ability of X1 and X2 in explaining Z is at a good level. Meanwhile, the ability of X1 and X2 in explaining OCB (Y) is 62.4% which after adjustments to 61.3%. Both models show strong predictive ability (>60%), indicating that the independent variables used are highly relevant in explaining variations in job satisfaction and OCB. The relatively small difference in R-square and adjusted R-square values (1-2%) indicates that the model does not experience significant overfitting and the number of independent variables in the model is quite optimal.

**Table 4.** Structural Analysis Results

Hypothesis	Connection	Original sample (O)	T Statistic (O)STDEV	P Values	Result
H1	TL (X1) → OCB (Y)	0.016	0.146	0.884	<b>Rejected</b>
H2	TL (X1) --> JS (Z)	0.024	0.234	0.815	<b>Rejected</b>
H3	WE (X2) --> OCB (Y)	0.328	2,332	0.020	<b>Accepted</b>
H4	WE (X2) -->JS (X1)	0.790	9,779	0.000	<b>Accepted</b>
H5	JS (Z) --> OCB (Y)	0.490	4,437	0.000	<b>Accepted</b>
H6	TL (X1) --> JS (Z) --> OCB (Y)	0.012	0.227	0.820	<b>Rejected</b>
H7	WE (X2) --> JS (Z) --> OCB (Y)	0.387	3,813	0.000	<b>Accepted</b>

Source: PLS data output

Table 4 shows the relationship between transformational leadership and OCB has a coefficient value of 0.016 indicating a positive direction; T statistic 0.146 < t Table (1.96) shows no influence. P value of 0.884 > 0.05 indicates no significance. The conclusion of the hypothesis testing results obtained: there is no influence and is not significant even though the direction is positive. The relationship between transformational leadership and job satisfaction, obtained a coefficient value of 0.024 in a positive direction; t-statistic of 0.234 < 1.96 (t-count) indicates no influence, and P value of 0.815 > 0.05 indicates no significance.

The relationship between work engagement and OCB has a coefficient value of 0.328 in a positive direction; a t-statistic of  $2.332 > 1.96$  indicates an influence, a p-value of 0.884 means it is significant. The results of the structural analysis show a positive direction, there is an influence, and it is significant.

The relationship between work engagement and job satisfaction has a coefficient of 0.790; t-statistic:  $9.779 > 1.96$  (t-table), and p-value  $0.0000 < 0.05$ . Seeing t-statistic  $>$  t-table, and p-value  $< 0.05$ , it can be concluded that the results of the structural analysis show a positive direction, there is an influence, and it is significant. The relationship between job satisfaction and OCB has a coefficient value of 0.490; t statistic of 4.437; P value of 0.000. Based on the results of t-statistics  $>$  t table; p-value  $< 0.05$ , it can be concluded that the results of the structural analysis test show a positive direction, there is an influence, and it is significant.

The mediation analysis revealed that the two mediators examined played distinct roles. In the relationship between transformational leadership and organizational citizenship behavior (OCB), job satisfaction (JS) acts as a mediator. However, despite showing a positive direction in the coefficient = 0.012 and a t-statistic of  $0.227 < 1.96$ , as well as a p value of  $0.820 > 0.05$ , this means that JS has no influence and is not statistically significant. Job satisfaction acts as a mediator between work engagement and organizational citizenship behavior (OCB), with a positive-pointing coefficient of 0.387, a t-statistic of  $3.813 > 1.96$ , and a p value of  $0.001 < 0.05$ . Positive, influential, and statistically significant findings are the ones that follow.

Social Exchange Theory, developed by Blau (1964), explains that relationships within an organization are built on the principle of reciprocity, where employees will make extra contributions when they experience positive treatment from their leaders. According to this theory, transformational leadership should trigger the emergence of OCB (Blau, 2017). Previous study has shown that transformational leadership positively impacts organizational citizenship behavior (OCB) by enhancing the leader's capacity to encourage and inspire their colleagues (Nurjanah et al., 2020; Khaola, 2021).

Based on respondents' responses in this study, the highest results for the transformational leadership variable were obtained on the indicator that teachers felt their leaders worked hard and were enthusiastic about their duties. Meanwhile, the lowest respondents' responses were on the indicator of leaders' sensitivity to the personal needs of their subordinates. Respondents' responses to the OCB variable indicated that teachers were accustomed to carrying out extra roles in mentoring students and following the example set by their leaders. However, on the other hand, teachers felt that the principal did not pay attention to their needs, resulting in some employees showing obstacles in collaborating. These results contradict previous research (Abdulrab et al., 2025; Chen et al., 2024).

There is no correlation between OCB and the adoption of transformational leadership practices in Islamic schools. Being an Islamic school, Al Azhar Cilacap has established a robust corporate culture. An organization's vision and goals can be more effectively realized through the implementation of a mentoring system, which provides each employee with one-on-one coaching and supervision. Put simply, employees no longer perceive the leader as the source of motivation for their OCB conduct; instead, they look to spiritual principles and organizational culture, rendering transformational leadership invisible. Nonetheless,

multiple prior researchs have indicated that transformational leadership has detrimental effects. According to Testa et al. (2020), transformative leadership is not a major factor in organizational citizenship behavior (OCB). In a low-innovation climate, the impact of transformative leadership on organizational citizenship behavior (OCB) can be diminished or even eliminated, according to Testa (Kyeong, 2022). In addition, individual-focused implementation was found to be negatively impacted by transformative leadership (Koo & Lee, 2022).

Idealized influence, inspiring motivation, intellectual stimulation, and individual consideration are the four pillars upon which the notion of transformational leadership rests (Bass & Avolio, 1993). According to research (Zhang et al., 2022), transformational leadership does in fact affect job satisfaction. Therefore, it follows that a higher level of transformational leadership is associated with better levels of job satisfaction.

The results of this study indicate that transformational leadership does not effect on job satisfaction. This finding is supported by the highest respondent's answer to the indicator "I feel my work is meaningful" in the job satisfaction variable, and the answer "My leader pays attention to my personal needs," which has a low score. This confirms the suspicion that employees feel neglected by their leaders. Furthermore, high employee job satisfaction indicates that they feel their work is meaningful. Teachers who feel their work is meaningful will be immersed in their work and love it without needing to consider their leader's performance. Another possibility is that Al Azhar teachers' job satisfaction has emerged due to the institution's background that prioritizes spiritual values, so they carry out their work sincerely and condition themselves to attitudes of sincerity, contentment, ihsan, ukhuwah, syura, and amanah (Ali et al., 2020). This study's findings are in line with those of other studies at the Ummul Qura Modern Islamic Boarding School in Bogor, which found that transformational leadership by kyais (Islamic clerics) had no effect on organizational commitment but significantly shaped organizational culture (Falah et al., 2021).

In theory, being fully engaged in one's work is like being in a high-energy, fully-engaged, and deeply-concentrated state of mind (Hakanen et al., 2006). According to research by Febriansyah and Henndy Ginting (2020), OCB is positively affected by work engagement because of the high level of involvement with work.

Teachers at Al Azhar School exhibit high levels of work engagement, according to this study. This is demonstrated by their enthusiasm for their work, difficulties distancing themselves from it, resilience on the job, and ongoing sense of challenge. Teaching staff at Al Azhar are highly productive because they enjoy and find significance in their work, according to the data. There is some evidence that different styles of leadership, transformational, transactional, and work engagement, influence organizational citizenship behavior (OCB) (Purwanto et al., 2023), (Babcock-Roberson & Strickland, 2010). Other research findings confirm that increased work engagement encourages the growth of OCB at the higher education level (Abdulrab et al., 2025).

In theory, a person is said to be satisfied with their job if they have a good outlook on it and find enjoyment in different parts of it (Robbins & Judge, 2009). Intrinsic motivators like responsibility, accomplishment, and public acclaim have a role in shaping work satisfaction, according to Herzberg's two-factor theory. Job satisfaction is demonstrated through

respondents' responses, which stated they were satisfied with their jobs, inspired by the work they do, and wanted to do it forever. These results corroborate previous research that found job satisfaction influences OCB (Sabahi & Sanai Dashti, 2016); and ( Naimah et al., 2022). More explicitly, Robbins and Judge stated that job satisfaction is a determinant of OCB (Robbins & Judge, 2009).

Theoretically, the relationship between work engagement and job satisfaction is explained through the broaden and build theory, which states that positive emotions from work engagement can build long-term job satisfaction (Fredrickson, 2001). This study's findings suggest that highly engaged educators take great pride in their work, are fully absorbed in their roles as educators, and even plan to remain in the profession indefinitely. Both Karanika Murray (Karanika-Murray et al., 2015) and Saks (Saks, 2019) found that work involvement affects job satisfaction. Previous research has shown that work involvement increases job satisfaction (Chalis & Satria, 2025), which is supported by the results of this study.

Theoretically, mediation occurs when an intervening variable explains the relationship between the independent and dependent variables (Baron & Kenny, 1986). Social exchange theory explains that effective leadership increases job satisfaction, which motivates OCB, but self-determination theory states that intrinsic motivation can arise without external influence (Vallerand, 2000).

The study found that transformational leadership has an effect on OCB, and that work satisfaction is not a mediator of this effect. Conditions at Al Azhar school indicate that teachers are not influenced by the principal's transformational leadership to feel job satisfaction, which then encourages OCB behavior. Independently, teachers at Al Azhar show job satisfaction without having to be praised by superiors because the values of sincerity and helpfulness have been instilled among teachers as an effect of instilling Islamic culture in the Al Azhar environment. This result was obtained in a previous study of Sharia Bank employees in Malang (Ekowati, 2017).

Theoretically, the mediation of job satisfaction in the relationship between work engagement and OCB is explained through the Job Demand Resources model, that work engagement creates job satisfaction, which influences extra role behavior. (Bakker & Bal, 2010). The results of this study demonstrate a contribution of answers that support the above theory. This means that job satisfaction can mediate the influence of work engagement on OCB. Teachers at Al Azhar School demonstrate deep work engagement because they feel their work is meaningful, which makes them work productively. These results reinforce the findings of previous studies that stated that teachers who feel engaged in their work because they are proud of it will demonstrate professionalism in their work (Ahmad & I, 2020; Ismael, 2020; Naimah et al., 2022).

#### **D. Conclusions**

This study was conducted to examine the mediating role of job satisfaction in the influence of transformational leadership and work engagement on OCB. The above research shows that transformational leadership has no effect on OCB and job satisfaction. Likewise, job satisfaction cannot mediate the effect of transformational leadership on OCB. Meanwhile,

work engagement has a positive effect on OCB and job satisfaction, and job satisfaction is able to mediate the relationship between work engagement and OCB. Al Azhar's background as an Islamic educational institution that has implemented Islamic values in everyday life is thought to be a factor in the emergence of OCB. Deeply rooted values such as sincerity and mutual assistance encourage the independent formation of OCB without the involvement of its leaders. The research implies that management in Islamic schools needs to continue developing Islamic values to foster work engagement and job satisfaction, which encourages OCB behavior. Islamic educational institutions need to re-examine the application of transformational leadership and implemented Islamic values. A limitation of this study is that it has not been able to prove the hypothesis of the influence of transformational leadership on OCB. It is recommended that future research further explore the role of Islamic work ethic, organizational culture, and Islamic leadership to clearly mediate the influence of leadership on OCB in the context of Islamic education.

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