



THE EFFECT OF TEACHER CERTIFICATION ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN ENGLISH LANGUAGE TEACHING PRACTICES AT SMAN BANGKA BARAT

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ABSTRACT

In the contemporary Indonesian educational landscape, ongoing initiatives to improve educational quality continue to encounter significant obstacles, particularly in relation to unequal infrastructure and variations in teacher qualifications. This study focuses on identifying the determinants of Organizational Citizenship Behavior (OCB) among English teachers at SMAN Bangka Barat, with particular emphasis on assessing the impact of teacher certification on the manifestation of OCB within English language instruction. Adopting a quantitative explanatory survey approach, the study gathered data from 94 teachers, who were selected through probability sampling techniques from a total population of 189 educators. The research instruments underwent rigorous validity and reliability testing to ensure their accuracy and consistency. For data analysis, the study applied multiple linear regression, alongside classical assumption tests and hypothesis testing procedures. The results indicate that teacher certification has the most substantial effect on OCB, as evidenced by a regression coefficient of 0.522. This finding suggests that certification functions not only as a formal acknowledgment of professional competence but also as a psychological driver that encourages teachers to engage in discretionary, extra-role behaviors. Consequently, the study highlights the critical need to align teacher professional development and certification initiatives with policies that promote effective instructional practices, cultivate positive organizational conduct, and ultimately improve the overall quality of English language education.

Keywords: *Teacher Certification, Organizational Citizenship Behavior, English Language Teaching, Transformational Leadership, Teacher Competence*

1. INTRODUCTION

Over the past decade, Indonesia has intensified its commitment to strengthening human resources in response to increasingly competitive global dynamics. Education, as a fundamental pillar of national development, is expected not only to facilitate knowledge transmission but also to foster teacher professionalism and character formation (Jihan et al., 2023; Elezi, 2021; Saha et al., 2023). However, empirical evidence

continues to reveal a discrepancy between policy aspirations and actual outcomes. According to Welle (2017), Indonesia ranked 108th in the Global Education Quality Index with a score of 0.603, trailing behind several developing countries such as Palestine, Samoa, and Mongolia. Furthermore, the UNESCO Global Education Monitoring (GEM) Report (2018) placed Indonesia 10th out of 14 developing countries, with teacher quality ranked last (14th) (UNESCO, 2018).

These findings serve as a critical warning for national education stakeholders. Various factors contribute to the relatively low quality of education, including disparities in infrastructure, curriculum relevance, teacher welfare, and student achievement (Darling-Hammond et al., 2020; Palah et al., 2022; Musnaeni et al., 2022). Among these, teacher quality remains the most decisive element, as teachers serve as the primary agents in translating curriculum into meaningful learning experiences (Mandouit & Hattie, 2023; OECD, 2020). Consequently, strengthening teacher professionalism becomes an urgent priority.

In response, the Indonesian government introduced a teacher certification program in 2007 under Law No. 14/2005 concerning Teachers and Lecturers. This policy is grounded in the assumption that improving teacher welfare through certification allowances will enhance competence and professional performance (World Bank, 2019). By 2017, approximately 20% of the national education budget around IDR 419 trillion was allocated to salaries and certification incentives (World Bank, 2019). The underlying expectation is that certified teachers will demonstrate optimal performance and engage in behaviors conceptualized in organizational theory as Organizational Citizenship Behavior (OCB) (Fauziyah et al., 2023; Hardiyana, 2024; Bastian et al., 2022).

OCB refers to voluntary, discretionary actions that extend beyond formal job requirements and contribute to organizational effectiveness. Within the context of English language teaching, OCB may manifest in various forms, such as assisting colleagues with lesson planning, developing innovative pedagogical strategies, actively participating in language-related programs or extracurricular activities, and fostering a positive perception of English instruction within the school community (Oktavia et al., 2021; Marduqi & Prihananto, 2021; Lesiana

et al., 2023). In complex educational environments like SMAN Bangka Barat, OCB is particularly crucial, as formal job descriptions alone cannot fully capture the dynamic and collaborative nature of teaching practices (Anggraini, 2020).

However, preliminary observations at SMAN Bangka Barat reveal a notable policy paradox. Teacher certification does not consistently translate into higher levels of OCB in English teaching practices. In some cases, teachers who previously exhibited strong dedication appear to experience stagnation or even a decline in motivation following certification. Administrative demands associated with certification requirements may overshadow authentic professional engagement, reducing lesson planning and instructional innovation to procedural obligations rather than reflective and dynamic practices (Rusdarti et al., 2021; Wahyuni et al., 2019; Li et al., 2023).

Beyond certification, the literature on educational management underscores the critical role of transformational leadership and teacher competence in fostering OCB. Transformational leadership characterized by the ability to inspire, empower, and support teachers has been shown to significantly influence teacher motivation and organizational behavior (Leithwood et al., 2020; Chen et al., 2024; Nurmiyanti & Candra, 2019). Additionally, teacher competence, encompassing pedagogical, professional, social, and personal dimensions, is a key determinant of effective teaching and organizational contribution (Fernández-batanero et al., 2020; Suryani et al., 2020; Bastian et al., 2022). Nevertheless, conditions in Bangka Barat suggest that leadership practices and teacher competence may not yet be sufficient to bridge the gap between certification policies and observable OCB outcomes.

Based on this background, this study is essential to examine the effectiveness of teacher certification in enhancing

Organizational Citizenship Behavior (OCB), particularly in English language teaching practices at SMAN Bangka Barat. Accordingly, the research questions are formulated as follows:

1. How does teacher certification influence OCB in English teaching?
2. What is the contribution of transformational leadership to OCB in English instruction?
3. How does teacher competence relate to OCB in teaching English?
4. What is the combined effect of teacher certification, transformational leadership, and teacher competence on OCB in English teaching practices?

This study aims to provide both theoretical contributions to the field of educational management and practical recommendations for policy evaluation by the local Education Office and school leadership in Bangka Barat, focusing on enhancing the quality and professionalism of English language teaching.

2. METHODS

2.1 Research Design

This study adopts a positivist paradigm with a quantitative approach (Neuman, 2019; Sugiyono, 2019). The research type is an explanatory survey with a cross-sectional design, where data are collected at a single point in time to explain causal relationships among variables through hypothesis testing. This method is selected for its ability to generalize findings to a broader population and provide measurable empirical evidence regarding the effects of independent variables on the dependent variable.

2.2 Population and Sample

The population of this study comprises all active teachers at public senior

high schools (SMAN) across Bangka Barat during the 2023/2024 academic year. According to local Dapodik data, the total population consists of 189 teachers distributed across schools including SMAN 1 Jebus, SMAN 1 Simpang Teritip, SMAN 1 Parit Tiga, SMAN 1 Kelapa, SMAN 1 Tempilang, and SMAN 1 Muntok.

For research efficiency, the sample was selected using probability sampling with Slovin's formula to determine the minimum representative sample size, with an error tolerance of 5% ($e = 0.05$):

$$n = \frac{N}{Ne^2 + 1}$$

$$n = \frac{189}{189 \cdot 0,05^2 + 1}$$

$$n = \frac{189}{0,4725 + 1}$$

$$n = 128,35$$

Although the calculation suggests 128 respondents, the final sample used in the analysis consisted of 94 respondents, proportionally drawn from the main schools (SMAN Jebus, Parit Tiga, Simpang Teritip, and Kelapa).

2.3 Operational Definitions and Research Instruments

Data were collected using a closed-ended questionnaire with a 4-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree). An even-numbered scale was used to avoid central tendency bias.

The operationalization of variables is as follows:

- 1) Independent Variable (X1): Transformational Leadership measured using 20 items covering idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

- 2) Independent Variable (X2): Teacher Certification measured using 35 items covering lesson planning, mastery of subject matter, instructional methods and strategies, classroom management, and assessment evaluation.
- 3) Independent Variable (X3): Teacher Competence measured using 20 items covering beliefs, skills, experience, personal characteristics, and intellectual ability.
- 4) Dependent Variable (Y): Organizational Citizenship Behavior (OCB) – measured using 25 items covering altruism, conscientiousness, civic virtue, sportsmanship, and courtesy.

2.3 Instrument Validity and Reliability

Prior to main data collection, the instruments were pre-tested on 20 respondents outside the study sample to ensure validity and reliability.

- 1) Validity Test: Pearson Product-Moment correlation was used. An item is considered valid if $r_{count} > r_{table}$. With $n = 20$, r_{table} at 5% significance is 0.444 (for the main sample, $n = 94$, $r_{table} = 0.207$). All items for X1, X2, X3, and Y exceeded this threshold and were deemed valid.
- 2) Reliability Test: Cronbach's alpha was used, with $r > 0.60$ indicating reliability. Results:
 - Transformational Leadership: $r = 0.750$
 - Teacher Certification: $r = 0.758$
 - Teacher Competence: $r = 0.765$
 - OCB: $r = 0.744$
 All variables demonstrated high reliability, indicating consistent measurement instruments.

2.4 Data Analysis Technique

Data were analyzed using SPSS version 26, following these steps:

- 1) Descriptive Analysis: Calculating Achievement Level, Mean, Standard Deviation, Minimum, and Maximum to profile the data.
- 2) Assumption Testing (Classical Assumptions):
 - Normality Test: Kolmogorov-Smirnov test and P-P Plot analysis to ensure residuals are normally distributed.
 - Linearity Test: Test for Linearity to confirm linear relationships among variables.
 - Multicollinearity Test: Using Tolerance and Variance Inflation Factor (VIF) to ensure no high correlations among independent variables.
 - Heteroscedasticity Test: Scatterplot analysis to verify homogeneity of residual variance.
- 3) Multiple Linear Regression Analysis: To predict changes in the dependent variable based on independent variables. Regression equation:

$$Y = a + b_1.X_1 + b_2.X_2 + b_3.X_3 + e$$
 - Hypothesis Testing: Conducted using t-tests (partial effect), F-tests (simultaneous effect), and coefficient of determination (R^2) to assess explanatory power.

3. RESULTS

3.1 Descriptive Research of Research Variables

Descriptive analysis provides insights into respondents' perceptions of the current conditions in the field. The summary statistics for each variable are as follows:

Table 1. Descriptive Research of Research Variables

Variable	N	Min	Max	Mean	Std. Dev	Category
Transformational Leadership (X1)	94	56	80	65.39	7.278	Good
Teacher Certification (X2)	94	69	140	117.68	18.339	Good
Teacher Competence (X3)	94	56	80	68.53	7.794	Good
Organizational Citizenship Behavior (OCB) (Y)	94	61	100	81.40	8.972	Good

Based on an in-depth analysis of the research variables, Transformational Leadership (X1) had an average score of 3.39 on a 4-point scale. The highest-rated indicator was “Consistently performing tasks responsibly” (3.93), reflecting the high integrity (Idealized Influence) of principals at SMAN Bangka Barat. In contrast, the lowest-rated indicator was “Assigning tasks without considering teachers’ abilities” (2.40), indicating a weakness in Individualized Consideration, as principals sometimes lack precision in matching tasks to teachers’ capabilities.

For Teacher Certification (X2), scores were generally high. The highest-rated item was participation in training or workshops (3.71), demonstrating the certification’s effectiveness in promoting formal professional development. However, the lowest score was for “Conducting independent research” (3.20), suggesting that while certification encourages attendance at professional development activities, it has not yet fully fostered a research culture among teachers. Teachers tend to participate passively rather than act as active researchers.

Regarding Teacher Competence (X3), the highest score was on compliance with procedures (3.63), reflecting strong personal competence in adhering to rules. Conversely, the lowest score appeared in the altruism dimension, “Providing assistance to fellow teachers” (3.24), indicating that while teachers are individually competent, their social collaboration skills still need improvement.

Finally, Organizational Citizenship Behavior (Y) showed that the indicator “Sharing training information with colleagues” received a high score (3.69), reflecting strong Civic Virtue among teachers. In contrast, “Requesting rewards after helping colleagues” scored very low (2.00), suggesting that teachers’ OCB motives are generally sincere rather than transactional. Overall, the data highlight strengths in integrity, procedural compliance, and formal collaboration, while areas for improvement include task allocation, independent research, and altruistic collaboration.

3.2 Classical Assumption Testing

To ensure unbiased regression estimators (Best Linear Unbiased Estimator / BLUE), classical assumption tests were conducted:

- Normality Test: P-P Plot showed data points following the diagonal line. Kolmogorov-Smirnov test yielded a significance of 0.200. Since $\text{Sig} > 0.05$, residuals are normally distributed.
- Linearity Test: Deviation from Linearity for X1-Y (0.383), X2-Y (0.415), and X3-Y (0.214) all exceeded 0.05, confirming linear relationships.
- Multicollinearity Test: Tolerance values for the three independent variables were 0.790, 0.329, and 0.047, all above 0.10 except for teacher competence (still acceptable), and VIF values were below 10, indicating no serious multicollinearity issues.

- Heteroscedasticity Test: Scatterplot analysis showed randomly distributed points above and below 0 on the Y-axis, without forming patterns, confirming homoscedasticity.

3.3 Multiple Linear Regression Analysis

Multiple linear regression was performed to examine the direction and magnitude of the independent variables' effects on OCB. SPSS analysis produced the following coefficients:

Table 2. Multiple Linear Regression Analysis

Model	Unstandardized Coefficients (B)	t	Sig.
Constant	60.565	5.487	0.000
Transformational Leadership (X1)	0.354	5.267	0.000
Teacher Certification (X2)	0.522	4.982	0.000
Teacher Competence (X3)	0.248	2.015	0.047

The model interpretation indicates that the constant value of 60.565 represents the baseline level of Organizational Citizenship Behavior (OCB) among English teachers at SMAN Bangka Barat. This suggests that even if transformational leadership, teacher certification, and teacher competence were absent or held constant, the OCB level would remain at 60.565, highlighting the role of intrinsic factors in shaping teachers' OCB.

The coefficient for Transformational Leadership (X1) is 0.354, indicating a positive effect on OCB. Specifically, for each one-unit increase in the quality of transformational leadership exhibited by principals, the OCB of teachers increases by 0.354 points, reflecting the importance of leadership in fostering proactive and cooperative behaviors.

The coefficient for Teacher Certification (X2) is 0.522, making it the strongest predictor among the variables. This means that for every unit improvement in the effectiveness of teacher certification, OCB increases by 0.522 points, demonstrating that professional development and formal

certification programs significantly enhance teachers' willingness to engage in discretionary and collaborative behaviors.

Finally, the coefficient for Teacher Competence (X3) is 0.248, indicating a positive but smaller effect on OCB compared to the other variables. Each one-unit increase in teacher competence raises OCB by 0.248 points, suggesting that while individual skills and expertise contribute to OCB, their impact is less pronounced than leadership and certification. Overall, the model shows that all three factors positively influence teachers' OCB, with certification being the most influential.

3.4 Hypothesis Testing

1) Partial Effect (t-test):

- H1 – Transformational Leadership: The t-test result shows a t-value of 5.267, higher than the t-table value of 2.000, with a significance of 0.000 (<0.05). This indicates that transformational leadership has a positive and significant effect on Organizational Citizenship Behavior (OCB) among English

teachers at SMAN Bangka Barat. In other words, school principals who can inspire, motivate, and consider individual teachers' needs can effectively enhance teachers' extra-role behaviors.

- H2 – Teacher Certification: The t-value of 4.982 is also greater than the t-table value of 2.000, with a significance of 0.000 (<0.05). This demonstrates that teacher certification has a positive and significant impact on OCB. Certified teachers tend to engage more proactively in helping colleagues, participating in school activities beyond formal duties, and maintaining a positive school image. Certification proves to be the most influential predictor of OCB in this educational context.
- H3 – Teacher Competence: The t-value of 2.015 exceeds the t-table value of 2.000, with a significance of 0.047 (<0.05), indicating that teacher competence has a positive and significant effect on OCB. Competent teachers both pedagogically and professionally are more likely to perform extra-role behaviors, although its impact is smaller than that of certification or transformational leadership. Competence supports OCB but contributes at a moderate level.

2) Simultaneous Effect (F-test)

The F-test results indicate that transformational leadership, teacher certification, and teacher competence collectively have a significant effect on OCB, with a significance of 0.000 (<0.05). This confirms that the

combination of these three factors explains teachers' organizational citizenship behaviors more comprehensively than each factor individually, highlighting the importance of a holistic approach in managing teachers to enhance OCB.

3) Coefficient of Determination (R^2)

The R^2 value of 0.690 indicates that 69.0% of the variance in OCB among English teachers at SMAN Bangka Barat can be explained by the combination of teacher certification, transformational leadership, and teacher competence. The remaining 31.0% is influenced by other factors outside the model, such as organizational culture, job satisfaction, organizational commitment, or individual teacher characteristics. This suggests that while these three variables have a strong influence, external factors also play a role in shaping OCB.

Discussion

a. Dominance of Certification Effect on OCB

The most salient finding of this study lies in the pronounced influence of teacher certification on Organizational Citizenship Behavior (OCB), as reflected in a regression coefficient of 0.522. This outcome provides a compelling response to the skepticism and policy paradox previously identified. Within the context of SMAN Bangka Barat, teacher certification transcends its conventional role as a financial incentive and emerges as a transformative driver of professional conduct and organizational engagement.

From a theoretical standpoint, this phenomenon can be interpreted through

the lens of Abraham Maslow's Hierarchy of Needs. Certification allowances effectively satisfy teachers' physiological and safety needs, thereby alleviating economic pressures and enabling a shift toward higher-order aspirations such as self-actualization and social affiliation (Maslow, 2019). In this regard, OCB can be understood as an expression of self-actualization within an organizational setting. Teachers who benefit from certification may develop a sense of moral and professional obligation, motivating them to reciprocate through increased commitment and discretionary contributions (Priestley & Valerie, 2019; Morina et al., 2023; Fernández-batanero et al., 2020).

Moreover, the certification process requiring portfolio development and continuous professional training compels teachers to remain aligned with evolving professional standards. Empirical observations indicate a high level of teacher participation in workshops and training programs as a direct consequence of certification policies. This sustained engagement indirectly fosters key OCB dimensions, particularly conscientiousness and civic virtue. These findings are consistent with Brodie (2021), who demonstrated that enhanced professional allowances significantly correlate with increased OCB through improved work motivation. Similar conclusions have also been reported in studies highlighting the link between compensation, motivation, and organizational behavior.

b. Transformational Leadership as a Role Model

The significant contribution of transformational leadership (regression coefficient = 0.354) reinforces the notion that OCB is socially constructed and contextually influenced, rather than occurring in isolation. At SMAN Bangka Barat, school principals who consistently exhibit integrity manifested through punctuality, accountability, and proactive engagement successfully cultivate similar behavioral patterns among English teachers.

This finding aligns with the concept of transformational leadership, particularly the dimension of Idealized Influence, where leaders act as role models whose behaviors are emulated by subordinates. Teachers are more likely to internalize and replicate positive behaviors when leaders demonstrate active involvement in addressing both academic and technical challenges. Additionally, the dimension of Inspirational Motivation plays a critical role in shaping teachers' perceptions of their professional responsibilities. Principals who articulate a clear and compelling vision can transform routine teaching tasks into meaningful contributions, thereby fostering sportsmanship and reducing resistance under challenging circumstances (Hani et al., 2025).

These findings are supported by Chen et al. (2024), who identified a strong positive relationship between transformational leadership and OCB in educational settings. Further empirical evidence also confirms that leadership style significantly influences teacher

motivation, job satisfaction, and voluntary organizational behaviors (Yukl, 2013).

c. Competence–Performance Gap

Although teacher competence demonstrates a positive effect on OCB (coefficient = 0.248), it represents the weakest influence among the variables examined. This finding invites a critical reflection on the distinction between capability and willingness. Competence equips teachers with the necessary skills and knowledge to perform their duties effectively; however, OCB is inherently driven by intrinsic motivation and voluntary engagement.

In practice, a teacher may possess strong pedagogical competence such as the ability to design effective lesson plans yet may not engage in discretionary behaviors like assisting colleagues or contributing to institutional development unless supported by motivational factors such as leadership encouragement or certification incentives. This gap underscores the importance of integrating both competence development and motivational frameworks in educational policy (Oanh et al., 2023).

Furthermore, descriptive findings reveal a relatively low score in the indicator related to conducting independent research (3.20), highlighting a critical weakness in teachers' professional research capacity. Many English teachers in Bangka Barat remain oriented toward knowledge transmission rather than evolving into reflective practitioners or teacher-researchers capable of generating pedagogical innovations through Classroom Action Research (Kemmis & McTaggart, 2014).

While certification policies have successfully increased participation in seminars and workshops indicative of passive professional engagement they have yet to foster active research involvement and scholarly productivity.

d. Synergy of the Three Educational Pillars

The simultaneous determination coefficient of 69% indicates that teacher certification, competence, and transformational leadership collectively form an integrated framework underpinning OCB. These three elements function as interdependent pillars: certification provides financial security and normative expectations; competence ensures technical capability; and transformational leadership offers direction, inspiration, and organizational alignment. The absence of any one component may significantly undermine the development of OCB.

A teacher who is both competent and certified may still exhibit minimal OCB when operating under passive or authoritarian leadership, resulting in a tendency to perform only formal job duties. Conversely, strong leadership alone cannot compensate for deficiencies in teacher competence or inadequate welfare, as organizational progress ultimately depends on the quality and motivation of human resources (OECD, 2020).

From a policy perspective, these findings suggest the need for a more integrated and strategic approach. Educational authorities should design post-certification programs that incorporate OCB-based performance indicators while simultaneously

strengthening teachers' research competencies through structured training in research methodology and Classroom Action Research. At the institutional level, school principals are encouraged to optimize transformational leadership practices by implementing personalized task delegation, fostering collaborative cultures, and institutionalizing regular knowledge-sharing activities among teachers (Dillenbourg, 2020).

Finally, future research is recommended to adopt qualitative approaches in order to explore the underlying causes of the limited research culture among certified teachers. Additionally, further studies should examine other potential determinants of OCB such as organizational climate, job satisfaction, and values-based work ethics that may explain the remaining 31% of variance not accounted for in this study (Schein, 2016).

4 CONCLUSION

Based on the study of English teachers at SMAN Bangka Barat, it can be concluded that teacher certification, transformational leadership of the school principal, and teacher competence simultaneously contribute significantly (69.0%) to fostering Organizational Citizenship Behavior (OCB) specifically in English language teaching practices. Among these factors, teacher certification emerges as the most influential determinant in enhancing teachers' professional responsibility and proactive engagement in teaching, demonstrating that its impact goes beyond financial incentives.

This effect is further strengthened by the transformational leadership of the principal, which serves as an important motivator for extra-role behaviors such as collaborative lesson planning, innovative teaching

strategies, and active participation in English language programs. Teacher competence also provides a solid foundation, ensuring that certified teachers can translate their skills into effective classroom practices.

However, to achieve optimal OCB in English teaching, implementation still requires enhancement, particularly in areas such as professional collaboration, peer mentoring, and engagement in educational research, ensuring that certification translates into meaningful, dynamic contributions to the learning environment.

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Vol 9, No 1 (2026): ESTEEM

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