The Role of Transformational Leadership on Organizational Citizenship Behavior of Elementary School Teachers in Bekasi Regency

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Abstract: In reality, Organization Citizenship Behavior in an institution is not as expected. However, the contrary occurred at the Integrated Islamic Elementary School in Bekasi Regency that teachers and staff have a spectrum of abilities and the potential to advance the institution. This research identified and analyzed (1) the role of the principal in improving teachers behavior through transformational leadership, and (2) the inhibiting and supporting factors in improving good teachers behavior and attitudes at the Integrated Islamic Elementary School in Bekasi Regency, Indonesia. The research used a qualitative method with a phenomenological approach. The principal, representatives, and teachers were informants to obtain the necessary data. The findings showed that the implemented Organizational Citizenship Behavior embodied sincerity, mutual help, brotherhood, and seriousness. However, it still needed improvement to achieve maximum teachers performance in carrying out the task of educating, guiding, training, and directing the students. One of the obstacles in implementing transformational leadership was that several teachers underestimated this program. This research has an implication that Organizational Citizenship Behavior in an institution can be realized if a leader implements a transformational leadership system.

Keywords: The Role, Transformational Leadership, Organizational Citizenship Behavior, Elementary School, Teachers in Bekasi Regency.

1. Introduction

The leaders of an institution must certainly have a strategy to bring the institution in a more advanced direction than before. Those who do not really play a role in leading will certainly make their employees or subordinates less active or not motivated at work. This is where transformational leadership is important for the success of the institution.

1.1. Problem Statement

Leadership must be able to mobilize resources related to the planning and evaluation of every program such as the curriculum development, human resource management, counselling and infrastructure, financial resources, student services, and school relations with the community in building the school's atmosphere. As a leader, the principal must be able to generate all school resources to implement the vision and mission as well as the set goals. In addition, the principal must also be able to generate enthusiasm and commitment from school students and people who care about the school (stakeholder group) to achieve school goals. In times of crisis, leadership is needed more than management, as it focuses on solving complex problems with unknown or difficult solutions, mobilizing collective efforts, and encouraging collaboration. Principals are required to be able to become leaders for their institutions, besides acting as managers (Grint, 2020). Therefore, the principal leadership of the Integrated Islamic Elementary School Bekasi Regency is in the public spotlight because it can

provide job satisfaction to teachers and employees so that they rarely leave and stop working. The reasons for this behavior need to be examined, because employees in an institution generally have a period of boredom and stop working and look for other more profitable jobs.

The principal's management skills are characterized by two important roles in achieving school operational goals. First, the principal has a role to provides supervision and at the same time lead the school. The spirit of leadership and being able to provide supervision is inherent in a school principal so that such an aura is visible in the principal (Sergiovanni, T. J., & Starratt, 2013). Second, the principal often performs the function of a manager and leader, and must demonstrate excellent leadership skills so that the institution can run well. The school principal leads an educational institution in which he fulfils the leadership power elements that act as a model, specifically the school principal's leadership power is educational leadership with various dimensions inherent in it, namely: (1) vision and symbols, (2) ongoing leadership, (3) children oriented (close to the group), (4) autonomy and innovation, (5) to build a sense of belonging, and (6) strong will, intensity, and enthusiasm (Cruz-González et al., 2021).

Pre-research interview with one of the school principals in Bekasi Regency was conducted to find out the reality of the application of Organization Citizenship Behavior theory. It was found that, based on the educators' perspective, not all teachers carry out their duties and responsibilities properly. This condition could be seen from the number of teachers who still did not understand the ethics of learning so that in making learning documents, the lesson plans and the Building Learning Power report, they still had to be reminded, and were less creative and innovative in teaching. The reasons were that the teachers were only fixated on textbooks and had not developed the curriculum well; they did not have the initiative and ideas to develop their potential (only waiting for directions from the director); they taught monotonously; they do not take the initiative to change new learning methods and end up with the status quo (not wanting to change and progress) (Teacher 1, personal communication, October 12, 2022).

Based on the results of the initial interview, the teachers in the elementary school in Bekasi Regency need to improve their level of Responsibility as School Citizens. The civil society behavior of teacher organizations in the school environment is crucial to support the success of the teaching and learning process and support the organization in facing increasingly fierce competition. Developing the Organizational Citizenship Behavior not only guides them to work within their own area of responsibility, but also develops mutual understanding, respect, and attitude to voluntarily work outside their responsibility. Therefore, it is necessary to conduct research in transformative leadership on the civic behavior of elementary school teacher organization in Bekasi Regency.

1.2. Related Research

Research on Organizational Citizenship Behavior have been conducted but in different scopes, variables, and research locations. Margahana focused on employees' job satisfaction in a company where they play an important role in the sustainability of the company (Margahana, 2020). Hidayah focused on the fairness and satisfaction of Baitul Mal employees in the Central Java (Hidayah & Harnoto, 2018). Chi Min Wu focused on seeing how much influence the change of hotel director has on employee Organizational Citizenship Behavior (Wu et al., 2022). Similar research was done by Amalia that examined the influence of Organizational Citizenship Behavior of teachers, specifically the influence on Muhammadiyah Elementary School teachers (Amalia et al., 2021). The current research differs from the previous ones as this research examines the role of transformational leadership on the Organizational Citizenship Behavior of teachers in an educational institution. Thus, this research has novelty so it is necessary to conduct the research to produce new knowledge about transformational leadership, particularly in education.

1.3. Research Objectives

This research focuses on the transformational leadership of school principals on the Organizational Citizenship Behavior of teachers in elementary schools in the Bekasi Regency. The purpose of this research is to find out the role of the school principal and the Organizational Citizenship Behavior of teachers in elementary schools in the Bekasi Regency, especially the Integrated Islamic Elementary School in Bekasi Regency. This research is expected to provide a benchmark for leadership in realizing the vision and mission of the institution they lead because with Organizational Citizenship Behavior, teachers or employees can work sincerely and enthusiastically in accordance with religious guidance.

2. Theoretical Framework

2.1. Transformational Leadership

The term transformational leadership is a lexical combination of two words, namely management and transformation. The term means a change in form. Some even argue that the word transformational comes from the word 'transformation', meaning turning vision into reality, heat into energy, potential for real transformation, and latent manifestation. Transformational leadership is defined as the ability of a leader to change work skills, motivation, work habits, and values to be achieved in a job, as felt by subordinates or employees so that they can work more optimally to realize institutional or organizational goals (Bass & Riggio, 2005). According to Bass & Avolio, transformational leadership styles are (1) the ideal effect, (2) inspirational motivation, (3) intellectual stimulation, and (4) individual considerations or attention (Sumadi, 2021).

Transformational leadership can inspire subordinates to actively think and work beyond self-interest and has the power to have a profound and extraordinary impact on the followers. This is because one of the aspects of transformational leadership, namely inspirational motivation, means a leader can motivate and inspire the subordinates. Transformational leadership will be an important energy to encourage the performance of civil servants, especially in relation to Responsible Behavior as a protector of the community in Cimahi, West Java (Jahidi, 2020).

2.2. Organizational Citizenship Behavior

Organizational Citizenship Behavior consists of five dimensions: altruism, awareness, sportsmanship, politeness, and civic virtue. The five dimensions of Organizational Citizenship Behavior refer to the positive benefits for the organization and at various levels of the organization, such as increasing employee productivity, increasing efficiency between and within work units and organizational performance, and creating a structure, cognitive, and relational forms of the social context created in organization. Diana, in research on citizenship behavior defined the theory as a modern management theory that corresponds to values taught in Islam such as sincerity, helping (*ta'awun*), *ukhuwah*, and *mujahadah* (Diana, 2012). Organizational Citizenship Behavior is voluntarily carried out by an employee who is recognized as a member of the organization, who feels satisfied when they can do something more for the organization and avoid punishment. This behavior is not due to a reward system provided by the company, but formally this behavior is very important to improve organizational performance (Khalili, 2017).

Organizational Citizenship Behavior becomes an important aspect for leaders in encouraging their subordinates to behave beyond the formal requirements of their job. Hence, the leader plays a role in improving the ability of the subordinates so that they can process jobs that are outside the agreed terms of work. This can have a considerable impact and influence on the progress of an organization (Idris et al., 2021). Organizational Citizenship Behavior theory in modern theory is in accordance with the values taught by teachers in everyday behavior such as sincerity, *ta'awun*, *ukhuwah*, and *mujahadah* (Diana, 2012). Organizational Citizenship Behavior is a personal contribution that goes beyond the requirements of a workplace role and rewards achievement of task performance. This behavior describes

'employee value' which is a form of a prosocial attitude in the form of positive, constructive behavior and has the value of helping others (Rounak & Misra, 2022).

Organizational Citizenship Behavior in Islamic educational institution includes sincerity, being helpful to others, and working seriously without supervision. *Ikhlas* is the sincerity of one's heart when doing charity or doing work without the intention of showing these actions to other people. *Ikhlas* is doing an obligation that arises from a separate inner urge to do it that is truly because of Allah. Quran Surah An-Nisa verse 146 explains that people who do good sincerely will get a great reward (Taufiqurrahman, 2019). The sincerity that the teacher has in teaching activities has been carried out according to procedures by completing teaching and learning activities, for example preparing teaching materials and methods used in teaching. While carrying out learning activities, the teacher prepares the media to be used and projects to be given to students. Before starting the lesson, the teacher gives apperception to students first.

Helping each other (*ta'awun*) is helping trait among neighbors/fellow social beings in goodness and piety. It is the duty of every Muslim and this attitude is a characteristic of Muslims as taught by the Prophet Muhammad . This attitude is highly recommended in Islam, because it can have a positive impact on the culprit. As mentioned in Quran Surah Al-Maidah Verse 2. The value of *ta'awun* or the nature of wanting to help in improving the Organizational Citizenship Behavior of teachers in Elementary Schools in Bekasi Regency is still not clearly visible. The lack of *ta'awun* attitude in the teacher results in a difficulty to emulate the behavior in the students in the classroom, thus, the principal must have a more optimal role in increasing the attitude of *ta'awun* within the scope of education in Integrated Islamic Elementary Schools in Bekasi Regency.

The term *ukhuwah* is often used to describe a social order that binds one another. It is even an expression to reinforce the spirit of Islam which is the breath of life (Rahmi, 2018). The value of *ukhuwah* in Integrated Islamic Elementary Schools in Bekasi Regency was still lacking in its implementation as many teachers were found grouping for a certain reason so that there were other teachers who did not have good friendships. This created distance between the teachers and there was no cohesion in the school environment for the teachers. This indicated that the brotherhood among teachers needed to be improved.

Mujahadah can be interpreted as an inner struggle towards closeness to Allah SWT. The concept and attitude of *mujahadah* was shown by the teachers with a willingness to evaluate learning and seriousness in working. As a whole, from the concept of Organization Citizenship Behavior, it could be seen that the teachers were sometimes not able to demonstrate full compatibility with the 5 Dimensions of Organization Citizenship Behavior, namely altruism (helping each other), conscientiousness (seriousness in work), sportsmanship (high tolerance), politeness (politeness), and civic virtue (representation of the common good) (Guiling et al., 2022).

3. Method

3.1. Research Design

This research used a qualitative method with a phenomenological approach, namely investigating the state of the object according to what happened at the research location (Neubauer et al., 2019). The qualitative research method was chosen because the researchers saw a change in the way of thinking and acting from teachers or employees at the Integrated Islamic Elementary School in Bekasi Regency, which was related to the transformational leadership role of the school principal towards the teacher's Organizational Citizenship Behavior. In addition, there were also possible supporting and inhibiting factors for the role of the principal.

3.2. Participants

This research focuses on the leadership role of school principals, especially elementary school principals in Bekasi Regency. Because of the vast location, the researchers narrowed it down

by choosing the Integrated Islamic Elementary School in Bekasi Regency as the research location. The data for this research came from several respondents, namely School Principal Vice Principal of the Quran Affairs, Vice Principal of Curriculum Affairs, Vice Principal of Student Affairs, Vice Principal of Facilities, and 7 male teachers and 7 female teachers as representatives from every subject.

3.3. Data Collection

The data source of this research consisted of primary data and secondary data. Primary data are in the form of data originating from research subjects, namely the principal, vice principals, and teachers of the Integrated Islamic Elementary School, Bekasi Regency. The data were collected using in-depth interviews with the specified informants. Secondary data is in the form of literature, sound recordings, journals, and recent articles related to this research.

The research data were obtained through several techniques. The main tool used was in-depth interviews so that informants can express words to be interpreted. The data were also collected using observation directly to the research location, namely the Integrated Islamic Elementary School, Bekasi Regency, regarding the transformational leadership of the school principal in improving the Organizational Citizenship Behavior of the teachers.

3.4. Data Analysis

The data analysis used thematic model data analysis techniques, where all data after being collected, were processed one by one. The obtained data were classified according to the needs. The data were then analyzed one by one according to the opinions or those expressed by each respondent. For example, data from interviews with school principals were analyzed earlier, then data from interviews with school vice principals and teachers were analyzed.

3.5. Validity and Reliability

To test the validity and reliability of the research data, the triangulation technique was carried out by referring to other data sources so that data from one source could be checked with data from other sources. This was done by comparing the data from interviews with the principal with data from interviews with the teachers or vice principals, as well as data from one journal article with data from other journal articles. Based on the results of the validity and reliability test of the data, it could be ascertained that the data in this research were valid and accurate.

4. Findings

Regarding the Organizational Citizenship Behavior and its relation to the transformational leadership of school principals, especially the Integrated Islamic Elementary School, Bekasi Regency, there were a number of aspects that need to be explained before they are discussed in depth. For example, the compatibility between the behavior of Organizational Citizenship Behavior and the work ethic guided by Islam and the nature of leadership that reflects a role model to be emulated by teachers or other employees.

4.1. Organizational Citizenship Behavior dan Ethics

Based on the results of interviews and observations, it was found that in teaching in the classroom, every teacher carried out standard procedures. Before starting teaching, the teachers prepared everything used to complement teaching and learning activities, such as preparing a Lesson Plan, completing the syllabus and teaching materials, and the method used in teaching (School principal, personal communication, October 11, 2022). In the learning activities, the teachers prepared the media to be used and projects to be given to students. This was the teachers' sincerity in doing routine activities at the Integrated Islamic Elementary School in Bekasi Regency. Their sincerity could also be observed from their enthusiasm in teaching in class. Before starting the lesson, the teachers were eager to give apperception to students first.

On the other hand, it was found that the Organizational Citizenship Behavior in the teachers in the context of *ta'awun* values was not apparent (the teachers did not apply the attitude of helping each other in the school environment). This condition was indicated by the fact that the teachers were busy on their own so that they were unable to help students' learning difficulties and assist other teachers' tasks. The observations also showed that the teachers rarely helped other teachers' unfinished work either in making lesson plans, correcting test scores, or helping to print out teacher administration. The teachers had not properly implemented the value of *ta'awun* in improving Organizational Citizenship Behavior.

The interview results above showed that the teachers' *ukhuwah* was still not visible. Many teachers were found in groups so that there were other teachers who did not have good friendships. This created a distance resulted in lack of solidity between the teachers in the school environment. In this case, there were teachers who are grouped together because of certain things. Thus, the brotherhood among teachers still needs to be improved. Based on the results of observations on the condition of the teachers, it appeared that the teachers did not seem to have the cohesiveness among fellow teachers. This could be seen, for example, at lunch time or in the morning, the teachers did not show an attitude of offering food to each other or inviting others to order food together. The teachers often took part in *Tahsin* and English coaching outside of teaching hours which were held weekly. Thus, the *ukhuwah* between teachers needed improvement so that they could have more solidarity in carrying out teaching activities in class and students could emulate the bond and a sense of brotherhood in the school environment.

The Organizational Citizenship Behavior of teachers in increasing the value of *mujahadah* could be said to have been implemented, but it still needed improvement. The results of the interviews showed that in improving Organizational Citizenship Behavior in terms of *mujahadah* values carried out by teachers in administrative work, they were still unable to finish in time due to the inadequate time they have. Meanwhile, they also need to do *mujahadah* to students by giving daily, midterm, semester, and annual assessments.

4.2. The Role of Transformational Leadership in Improving Organizational Citizenship Behavior

The implementation of transformational leadership in the Integrated Islamic Elementary School went well as the school principal was able to organize and coordinate with the teachers. In addition to supervising the teacher, the school principal also guided the teachers to behave well. The roles of the school principal in carrying out Transformational Leadership were programming, organizing personnel, coordinating, and monitoring so as to achieve school goals. In encouraging the teachers' spirit, the principal offered awards to outstanding teachers.

The improvement of Organizational Citizenship Behavior went well at the Integrated Islamic Elementary School in Bekasi Regency. The school also carried out annual programs aimed at building character and described in monthly and daily programs, such as the BLP program for student character. The principal also provided a good example of upholding religious values that could be emulated by teachers and students, namely by helping each other without being asked and by being sincere in doing activities.

Based on the results of the interviews, it was found that the transformational leadership carried out by the principal was by managing and coordinating with the subordinates, namely the teachers. In increasing the teachers' enthusiasm, the principal held a Building Learning Power program so that they provided reports every week. However, the teachers' awareness was still lacking and the teachers needed more attention and to be monitored continuously so that the program could run effectively. In this case, the teachers' general understanding of the task of making the report was still lacking. The principals' attitude towards teachers in this regard seemed well as the principal continued to supervise the teachers, and mentoring was also given for the teachers, the employees, and other staff (Vice principal, personal communication, October 11, 2022). In carrying out its function, the principal prepared program planning, organization or personnel, and coordination and supervision so that the teachers knew what they were doing based on the principal's plans

based on the school's goals. The principal also held weekly meetings with the teachers to discuss problems that rose in the learning implementation and to find solutions.

4.3. Inhibiting and Supporting Factors of Transformational Leadership

The voluntary work behavior as a whole, from an Islamic perspective that upholds the values of *ikhlas*, *ta'awun*, *ukhuwah*, and *mujahadah,* was shown by the teachers at the Integrated Islamic Elementary School in Bekasi Regency, even though there are few obstacles. However, a strategy was needed so that teachers could improve services or teaching systems to students to remove these obstacles (Teacher 3, personal communication, October 14, 2022. The school also held character building programs aimed at teachers and students by including it in the daily, weekly, and monthly programs, namely through the BLP. The principal also provided a good example of upholding religious values that could be emulated by teachers and students, namely by helping without being asked and being sincere in doing any work (Teacher 2, personal communication, October 13, 2022).

There was a system that must be followed by all elements of employees because everything related to this system has been regulated in the work contract from the beginning. This was a supporting factor in improving the civic behavior of the Integrated Islamic Elementary School organization, even though in practice it only carries out obligations in accordance with the work agreement, but this could become a habit that gradually adhere to the teachers' hearts and could be implemented wholeheartedly.

5. Discussion

The transformational leadership role of school principal that was very prominent in the Integrated Islamic Elementary School in Bekasi Regency was the Bina Ruhiyah (BIRU) program, which was an effort to approach discipline internally by raising awareness. Through the Bina Ruhiyah program, it was hoped that teachers and employees will further improve the performance of Organizational Citizenship Behavior, namely *ikhlas*, *ukhuwah*, *ta'awun*, and *mujahadah* in working. The BIRU was designed by the institution to improve the behavior of Organizational Citizenship Behavior in teachers. The program involved outsiders as teachers or mentors. The BIRU program was aimed at improving teachers' and human resources' Organizational Citizenship Behavior, namely *ikhlas, ukhuwah, taawun*, and *mujahadah* in work. The weekly *taklim* was held every Thursday and the speakers were cadres from outside. This aimed to increase teachers' understanding of religion and gain knowledge through this non-formal education. The existence of the *taklim* was expected to improve teacher behavior in accordance with religious values.

The peace of mind is appreciated in the form of attention from the school or organization. The feeling of happiness that is present in the human heart is an encouragement that can bring change to the human being. This appreciation can be in the form of gifts or rewards that can create a feeling of enthusiasm and happiness. Thus, the employees or teachers of the Integrated Islamic Elementary School in Bekasi Regency could improve in a much better and orderly manner (Vice principle, personal communication, 2023).

The above conditions are in accordance with Jayanti research results that with the carrying capacity of these four factors, Organizational Citizenship Behavior could improve employee performance to a good point so that institutional performance increased and became competitive (Chiang & Hsieh, 2012). There were inhibiting and supporting factors in maximizing Organizational Citizenship Behavior in the Integrated Islamic Elementary Schools, in Bekasi Regency.

In improving the Organizational Citizenship Behavior, a sense and attitude of openness was needed in accepting changes that lead to improvement. Members in the organization had to be able to follow and believe in things that were planned and programmed by the school principal in realizing transformational leadership to improve the Organizational Citizenship Behavior.

Based on the discussion of the research results, several transformational leadership roles of school principals in the Integrated Islamic Elementary School, Bekasi Regency were found, such as encouraging teachers and employees to carry out their duties and to complete tasks. However, from some of the transformational leadership roles, it was found that there was a role in the form of a program planning, namely the spiritual guidance program for teachers and employees so that they could in an awareness of moral responsibility towards students. This is the main finding in this research because a leader who provides his employees with spiritual guidance and coaching is rare. The implications of this finding can be used as a benchmark for school principals or other agencies to implement this spiritual coaching program as well which aims to provide awareness to subordinates to work consciously of their responsibilities that are not solely as being responsible to the superior, but also to God.

With regard to the inhibiting factors in implementing the Organizational Citizenship Behavior, from a holistic perspective, several causal factors that influence the performance of an employee to work voluntarily were found, namely role of the leader, supervisory system, organizational commitment, equity, and the characteristics of the employees. The obstacles to strengthening the societal behavior of the Integrated Islamic Elementary School Teacher organization in Bekasi Regency were (1) the lack of sincerity in carrying out activities outside of teaching hours as the teachers participated in these kinds of activities due to obligations, (2) senior teachers that often protested, (3) the teachers' lateness, and (4) the teachers' dislike of being criticized for seniority reasons. The behavior of not liking to be criticized is included as an egocentric trait, which is the quality that evaluates everything from its own point of view. These people like it when other people justify their thoughts and are cynical about those who disagree with them. In this case, it was seen that the obstacles to the application of the concept of Organizational Citizenship Behavior were personal and communication barriers.

Based on the interview, it was known that the obstacles experienced in increasing the teacher's Organizational Citizenship Behavior were as follows:

1. There was a lack of sincerity in carrying out assignments as seen from the teacher's liveliness which was minimal and lacked enthusiasm.

2. Working period was highly regarded and this happened often with senior teachers, wo protested frequently and refused to accept input.

3. The teachers felt that they were already professional so they were not enthusiastic about participating in training activities.

4. Several teachers believed that the leadership is 'underestimated'.

5. The teachers lack awareness to be on time.

6. The teachers lack good coordination and communication between each other and with the director.

The supporting factors in increasing the willingness to do voluntary work in the teachers at the Integrated Islamic Elementary School in Bekasi Regency included the teachers' responsibility for carrying out assignments so as to slowly increase discipline. A sense of responsibility for a job that is a mandate for individuals is important to have. The teacher, in this case, carried out tasks and followed the directions given by the principal only based on a sense of responsibility. However, this became the first step in improving Organizational Citizenship Behavior which had the *ikhlas* value.

The factors supporting the implementation of the Organization Citizenship Behavior at the Integrated Islamic Elementary School in Bekasi Regency as explained above can be broken down as follows:

1. The teachers were being responsible for carrying out their duties, discipline was slowly growing.

2. There were achievement targets that had to be achieved by all teachers and employees as stated in the work contract.

3. Through the Bina Ruhiyah (BIRU) program for teachers and human resource management, it was hoped that it could further improve organizational behavior which means the values of honesty, *ukhuwah*, *taawun* and *mujahadah* in working.

4. There was joy in receiving appreciation or attention from the school.

Therefore, it can be understood that the factors supporting the improvement the Organization Citizenship Behavior of the Integrated Islamic Elementary School in Bekasi Regency was the existence of a high sense of responsibility in the teacher to complete all the assignments given, although sometimes not wholeheartedly. In addition, the teachers still carried out activities only because of a work agreement in the work contract. In the observations, it was found that the teachers only thought about their own duties and obligations and there was no sense of helping one another. The Organization Citizenship Behavior can be influenced by the clarity of roles, leadership, organizational commitment, organizational equity, and individual characteristics which greatly affect organizational performance.

6. Conclusion

Based on the analyses, it can be concluded that organizational behavior has the same values as recommended in Islam, such as sincerity in work, being helpful to others at work, realizing cooperation, and enthusiasm at work. These behavioral values were applied by the teachers at the Integrated Islamic Elementary School in Bekasi Regency as a form of transformational leadership. The role of the principal's leadership in improving the civic behavior of educational organizations in the Integrated Islamic Elementary School in Bekasi Regency can be categorized as very good because of the superior role applied by the school principal, namely fostering the spirit of the teachers and employees to work with full awareness of responsibility. However, the implementation sometimes faced obstacles, hence there was a need for continuous supervision and control. The obstacles were the teachers' insincerity in completing assignments, underestimated management system, the teachers not being punctual, too much teacher management, and poor communication. While the supporting factors for Organizational Citizenship Behavior at the Integrated Islamic Elementary School in Bekasi Regency included teachers having the responsibility of completing assignments, being aware of the program that all teachers must follow, and being willing to take part in additional programs planned by the school principal.

Limitation

This research, as other research, are not without limitations. However, the limitations do not mean that it is a deficiency that leads to invalid research results. The limitations referred to are related to the narrowness of the determined research location, namely the Integrated Islamic Elementary School, Bekasi Regency, West Java, Indonesia.

Recommendation

Based on the research results and the conclusions about the Organizational Citizenship Behavior in Elementary Schools of Bekasi Regency, further research is still needed to complete the research on Organizational Citizenship Behavior in educational institutions. Thus, further research is still open in other areas as well as a larger sample of institutions to obtain a full knowledge related to Organizational Citizenship Behavior in educational institutions, especially elementary education institutions, in which, to be noted, many honorary employees work to educate the nation's children voluntarily.

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Conflict of Interest

There is no interest or orders from certain parties in this research. Thus, this research is objective in terms of data collection and data analysis.

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