

The Influence of the Madrasah Principal's Interpersonal Communication on Teachers' Organizational Citizenship Behavior (OCB) in Madrasah Aliyah

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ABSTRACT

This study analyzes the direct effect of principals' interpersonal communication on teachers' organizational citizenship behavior (OCB) in Madrasah Aliyah in Central Lombok, Indonesia. OCB refers to discretionary extra-role behaviors that are not formally rewarded but support school effectiveness. Recent evidence highlights teachers' OCB as a key determinant of collaboration and student outcomes, while leadership and the way principals exercise power are important antecedents. A quantitative survey with a causal design was employed. The population consisted of 2,665 Madrasah Aliyah teachers, from which 348 were selected through multi-stage simple random sampling. Principals' power and teachers' OCB were measured using validated Likert-type scales. Data were analyzed using descriptive statistics and path analysis. The findings show that teachers' OCB is generally at a moderate level, while principals' power is perceived as relatively high. Path analysis indicates that principals' power has a positive and statistically significant direct effect on teachers' OCB ($\beta = 0.118$; $t = 2.793$; $p < 0.05$). The study concludes that effective and constructive use of power by principals fosters higher OCB among teachers. The results imply the need to strengthen principals' openness, empathy, supportiveness, positiveness, and equality to cultivate extra-role behaviors that support the improvement of with teachers. This finding also reinforces leadership development programs as a strategic approach to enhancing school climate, teacher engagement, and overall institutional performance.

INTRODUCTION

Education plays a strategic role in improving the quality of human resources (HR) and enhancing national competitiveness. In Indonesia, madrasahs occupy an important position as educational institutions that integrate religious knowledge with general sciences. The Joint Decree of the Three Ministers (Surat Keputusan Bersama / SKB) of 1975 affirmed the equivalence of madrasahs with general schools; consequently, Madrasah Aliyah (MA) holds the same mandate as

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senior high schools (Sekolah Menengah Atas / SMA) in educating the nation. However, the rapid increase in the number of madrasahs has intensified competition in both quantity and quality, thereby necessitating increasingly professional management.

The success of madrasahs is determined not only by the fulfillment of curriculum standards and infrastructure but also by teachers' behavior as the primary actors in the educational process. Beyond performing their core teaching duties, teachers are expected to engage in various extra-role contributions, such as assisting colleagues, actively participating in school activities, and supporting instructional innovation. Such extra-role behaviors are known as Organizational Citizenship Behavior (OCB), defined as voluntary actions performed by employees that go beyond formal job descriptions and are not directly rewarded by the organization, yet significantly contribute to overall organizational effectiveness and efficiency (Fu et al., 2022). Initially conceptualized by Organ, OCB has been widely recognized for enhancing workplace morale, fostering a positive organizational climate, and improving interpersonal relationships among coworkers (Fu et al., 2022; Shamsuddin et al., 2022).

Recent studies on teachers' OCB indicate that it is influenced by a variety of factors, including school leadership, organizational trust, organizational support, teacher empowerment, organizational justice, self-efficacy, and school climate (Anggoro Kr, 2024; Gnanarajan et al., 2020; Gupta, 2021; Nirwana et al., 2024; Uraon & Kumarasamy, 2024; Yansyah et al., 2022). A recent systematic review examining teachers' OCB across different countries emphasizes that leadership style, trust, and organizational commitment are dominant antecedents of OCB in school contexts. Other findings reveal that trust in colleagues and teachers' self-efficacy directly contribute to increased OCB while simultaneously reducing deviant workplace behavior (Fayda-Kinik & Kirisci-Sarikaya, 2025; Nisa et al., 2025).

Within the context of educational leadership, the communication practices of school principals or madrasah heads constitute one of the key mechanisms influencing teachers' OCB. Interpersonal communication is a process of conveying messages from one individual to another. From this perspective, communication is associated with meaningful information exchange that must generate outcomes among those involved in the interaction. Interpersonal communication requires that messages are effectively delivered and that relationships among communicators are established and maintained. Therefore, regardless of their objectives, individuals are required to possess interpersonal communication skills to share information, socialize, and build cooperation in order to function effectively.

In organizational settings, this theoretical perspective can be applied to enhance relationships between employees and management. When employees feel valued—through organizational support or fair recognition, for example—they are more motivated to contribute beyond formal expectations toward organizational goals. This condition fosters mutually beneficial long-term relationships and can improve both performance and loyalty (Ahmad et al., 2023).

Interpersonal communication involves the exchange of suggestions or information that contains personal elements (Sirait, 2016). Effective interpersonal communication creates a harmonious and supportive work environment that enhances work enthusiasm and, consequently, influences job performance (Siregar & Hardjo, 2012). Robbins and Judge (2015) identify four primary functions of communication within groups or organizations: control, motivation, emotional expression, and information. DeVito (2011) further explains that effective interpersonal communication is influenced by five key factors: (1) openness, (2) empathy, (3) supportiveness, (4) positiveness, and (5) equality.

Work morale refers to a positive attitude that generates pleasure and enthusiasm in performing one's job. Jamaluddin et al. (2019) describe it as the ability or willingness of individuals or groups to cooperate actively, discipline themselves, and assume responsibility, accompanied by

voluntariness and commitment to achieving organizational goals, vision, and mission. Pribadi et al. (2020) argue that work morale generally emerges from job satisfaction, which encompasses both material and non-material aspects. Job satisfaction is reflected in work enthusiasm, love for one's job, work discipline, organizational support, and performance improvement in accordance with organizational expectations (Nufrizal et al., 2020). Kusuma (2016) further defines work morale as organizational working conditions that demonstrate enthusiasm in task execution and encourage employees to work more effectively and productively.

Despite the growing body of research on teachers' OCB, studies that specifically examine the influence of madrasah principals' interpersonal communication on teachers' OCB within the context of Madrasah Aliyah in Indonesia remain relatively limited. Several findings suggest that teachers' OCB in madrasahs has not yet reached an optimal level; some teachers tend to focus solely on their primary teaching responsibilities, show limited involvement in madrasah development activities, and exhibit a lack of initiative in assisting colleagues or engaging in school program innovations. This condition is also reflected in a preliminary study conducted in Central Lombok Regency, which revealed a low willingness among teachers to help coworkers, limited participation in madrasah development, and suboptimal utilization of working time.

Based on this gap, the present study seeks to address the following research question: To what extent does the madrasah principal's interpersonal communication have a direct effect on the Organizational Citizenship Behavior (OCB) of Madrasah Aliyah teachers in Central Lombok Regency? Accordingly, the purpose of this study is to analyze the direct influence of madrasah principals' interpersonal communication on the Organizational Citizenship Behavior (OCB) of Madrasah Aliyah teachers in Central Lombok Regency. The findings are expected to contribute theoretically to the development of scholarship on teachers' OCB and to provide practical implications for strengthening madrasah leadership within the context of Islamic education.

METHODS

This study employed a survey method with a quantitative-causal approach. Data were analyzed using path analysis to examine the direct effect of the madrasah principal's interpersonal communication on teachers' Organizational Citizenship Behavior (OCB). The target population comprised all Madrasah Aliyah teachers in Central Lombok Regency, totaling 2,665 teachers distributed across 12 districts. The accessible population, which also constituted the research sample, consisted of 348 teachers. A multistage simple random sampling technique was applied, beginning with the selection of madrasahs in each district, followed by the random selection of teachers from the selected madrasahs.

Teachers' OCB (Y) was measured using a Likert-scale instrument consisting of 29 items covering five indicators: (1) helping behavior, (2) respect for others, (3) providing support, (4) responsibility, and (5) organizational involvement. The madrasah principal's interpersonal communication (X) was measured using a Likert-scale instrument comprising 30 items with the following indicators: (1) openness, (2) empathy, (3) supportiveness, (4) positiveness, and (5) equality. Prior to the main data collection, the instruments underwent item validity testing and internal reliability testing on a pilot sample; items that did not meet the validity criteria were discarded and excluded from the main data collection.

Data collection was conducted in Madrasah Aliyah throughout Central Lombok Regency. The pilot testing of the instruments was carried out in April 2025, while the main data collection took place from June to November 2025. Questionnaires were distributed to teachers through coordination with madrasah principals and were returned after being completed independently by the respondents. The data analysis procedures included: 1) Descriptive statistics (mean, median, mode, standard deviation, and frequency distribution) to describe the profiles of teachers' OCB

and interpersonal communication 2) Assumption testing (normality test) of the research variable scores; and 3) Path analysis to estimate the path coefficient of the direct effect of the madrasah principal's interpersonal communication on teachers' OCB and to test its significance at the $\alpha = .05$ level.

RESULTS

Description of Teachers' Organizational Citizenship Behavior (OCB)

Teachers' Organizational Citizenship Behavior (OCB) (Y) was measured using 29 Likert-scale items representing teachers' extra-role behaviors, such as willingness to help colleagues, respect for others, providing support, responsibility, and organizational involvement. The theoretical score range was 29–145. Data analysis revealed that teachers' OCB scores ranged from 80 to 142, with a mean of approximately 114.52 and a standard deviation of about 14.73. This mean score falls within the moderate-to-high category, indicating that, in general, teachers have demonstrated extra-role behaviors, although such behaviors are not evenly distributed among all respondents.

Table 1. Frequency Distribution of Teachers' OCB (Y) Scores

No.	Interval	Frequency	Midpoint	Cumulative Frequency
1	80–86	11	83	11
2	87–93	19	90	30
3	94–100	40	97	70
4	101–107	43	104	113
5	108–114	54	111	167
6	115–121	54	118	221
7	122–128	50	125	271
8	129–135	58	132	329
9	136–142	19	139	348
Total		348		

Based on Table 1, the score groups with the highest frequencies are in the intervals of 108–114, 115–121, and 122–128, which are around and slightly above the mean score. This indicates that the majority of *Madrasah Aliyah* teachers in Central Lombok Regency exhibit OCB at a reasonably good level. Teachers with very low OCB scores are relatively few; therefore, behaviors such as reluctance to help, lack of concern for colleagues, and minimal involvement in madrasah activities do not constitute a dominant pattern.

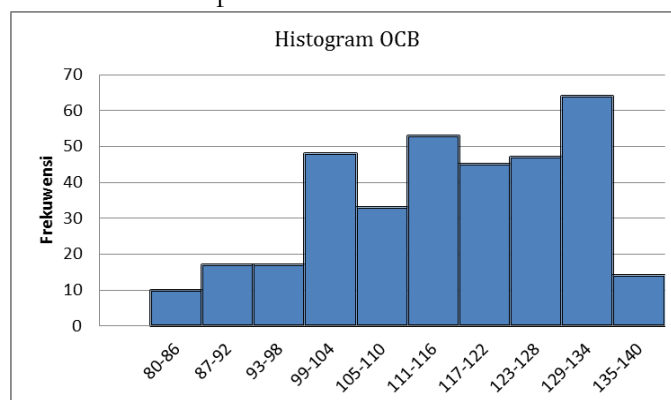


Figure 1. Histogram of OCB

The visualization presented in Figure 1, which depicts the histogram of teachers' OCB, shows a distribution that approximates normality, with a concentration of scores in the moderate-to-high categories. This pattern reinforces the conclusion that teachers' OCB scores are relatively clustered around the mean, with distribution tails that are not excessively extended toward either very low or very high scores. Accordingly, teachers' extra-role behaviors can be considered to occur fairly frequently; however, there remains room for improvement, particularly among teachers whose scores fall slightly below the average.

Table 2. Distribution of Teachers' OCB Variables by Indicator

No.	Indicator	Number of Items	Total Score	Mean Score	Percentage
1	Helping behavior	7	9,201	3.7779	28.44%
2	Respect for others	8	11,004	3.9529	24.15%
3	Providing support	5	7,172	4.1224	17.34%
4	Responsibility	5	7,046	4.0494	17.22%
5	Organizational involvement	3	5,428	3.8994	12.85%
Total			39,852		100%

More specifically, Table 2 shows that the indicator *helping behavior* contributes the largest proportion to the total OCB score, accounting for approximately 28.44%. This finding indicates that behaviors such as assisting colleagues—for example, substituting for teaching duties, helping with administrative tasks, or sharing learning resources—are the most frequently exhibited forms of OCB among teachers. The indicators *respect for others* and *responsibility* also demonstrates relatively high mean scores, suggesting that teachers uphold strong work ethics and carry out their duties with a high sense of responsibility. In contrast, the indicator *organizational involvement* contributes the smallest proportion, at approximately 12.85%, indicating that teachers' active participation in madrasah organizational activities (e.g., committee work, madrasah development programs, and student activities outside teaching hours) remains relatively limited and represents an area requiring further improvement.

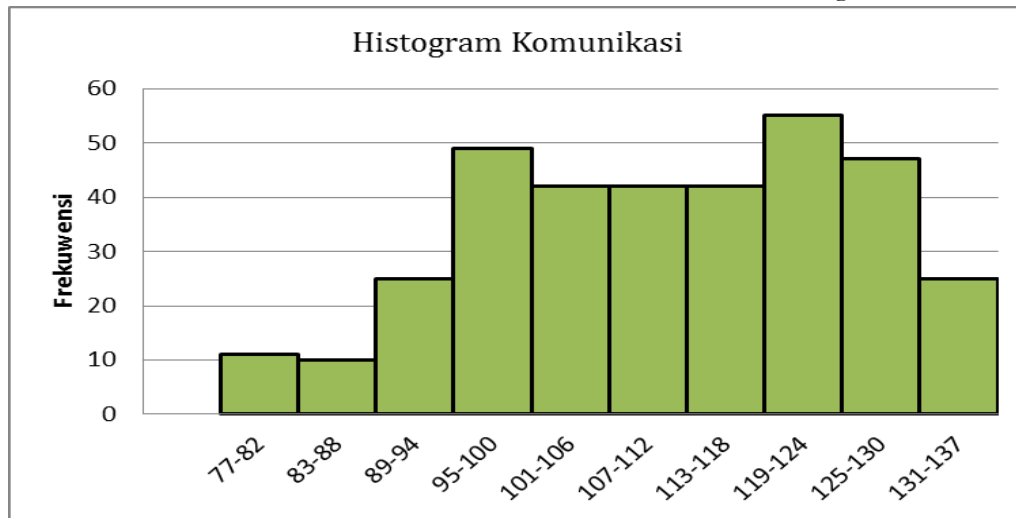
Description of the Madrasah Principal's Interpersonal Communication

Interpersonal communication (X_2) was measured using 29 questionnaire items, yielding a theoretical score range of 29 to 145. Based on the data collected, the lowest observed score was 77 and the highest was 137. Data analysis indicated a mean score of 110.88, a median of 112.00, and a mode of 126, with a standard deviation of 14.222 and a variance of 202.253. The distribution was classified into 10 score intervals.

Table 3. Frequency Distribution of Interpersonal Communication Scores (X_2)

No.	Interval	Frequency	Midpoint	Cumulative Frequency
1	77–82	11	79.5	11
2	83–88	10	85.5	21
3	89–94	25	91.5	46
4	95–100	49	97.5	95
5	101–106	42	103.5	137
6	107–112	42	109.5	179
7	113–118	42	115.5	221
8	119–124	55	121.5	276
9	125–130	47	127.5	323
10	131–137	25	134.0	348

The table 3 above indicates that the distribution of interpersonal communication scores shows the highest absolute frequency within the interval 119–124, while the smallest absolute frequency appears in the lowest and highest score intervals. To facilitate a clearer interpretation of the data distribution, the scores are further illustrated in the form of a histogram.



Based on figure 2 above, the frequency distribution of scores for the interpersonal communication variable among *Madrasah Aliyah* teachers indicates that the mean score of 110.88 falls within the 119–124 interval, with a frequency of 55 respondents or 15.80%. The percentage of *Madrasah Aliyah* teachers whose interpersonal communication scores are above the mean is 20.69%, while 63.51% of teachers fall below the mean score.

Interpersonal communication consists of five indicators: openness, empathy, supportiveness, positiveness, and equality. The distribution of interpersonal communication scores by indicator is presented in Table 4.7 below.

Table 4. Distribution of Interpersonal Communication Variables by Indicator

No.	Indicator	Number of Items	Total Score	Mean Score	Percentage
1	Openness	9	11,620	3.7109	31.23%
2	Empathy	10	12,811	3.6788	34.68%
3	Supportiveness	3	3,847	3.6919	10.50%
4	Positiveness	4	5,182	3.7297	12.34%
5	Equality	4	5,125	3.6824	11.25%
Total		30	38,585		100%

Table 4. shows that the indicator with the highest mean score is *empathy* ($M = 3.6788$), contributing 34.68% to the overall interpersonal communication score. This finding indicates that empathy in leadership communication plays a substantial role in encouraging teachers’ OCB. Conversely, the indicator with the lowest mean score is *supportiveness* ($M = 3.6919$), contributing 10.50%, suggesting that this aspect of interpersonal communication requires particular attention from madrasah principals.

The Effect of the Madrasah Principal’s Interpersonal Communication on Teachers’ OCB

Hypothesis testing regarding the effect of the madrasah principal’s interpersonal communication on teachers’ OCB was conducted using path analysis. The results indicate that the path coefficient from the madrasah principal’s interpersonal communication (X) to teachers’ OCB

(Y) is $p_{31} = 0.118$, with a t -value of 2.127. At the significance level of $\alpha = .05$, the critical t -value is approximately 1.97; thus, $t_{\text{count}} (2.127) > t_{\text{table}} (1.97)$. Accordingly, the path coefficient is statistically significant.

These findings demonstrate that the madrasah principal's interpersonal communication has a positive and significant direct effect on teachers' OCB. In other words, the more effective the madrasah principal's interpersonal communication—reflected in openness, empathy, supportiveness, positiveness, equality, and supportive interactions—the greater the tendency of teachers to exhibit extra-role behaviors within the madrasah. The relatively small magnitude of the path coefficient suggests that the madrasah principal's interpersonal communication is not the sole determinant of teachers' OCB. Other variables, such as organizational support, school culture, trust, and teachers' job satisfaction, also contribute to variations in teachers' OCB and warrant further investigation.

DISCUSSION

The finding that teachers' Organizational Citizenship Behavior (OCB) falls within the moderate-to-high category indicates that *Madrasah Aliyah* teachers in Central Lombok Regency do not merely perform their teaching duties in accordance with formal job descriptions, but also frequently demonstrate extra-role behaviors, such as assisting colleagues, maintaining harmonious interpersonal relationships, and showing responsibility for the smooth operation of madrasah activities. This pattern is consistent with Organ's concept of OCB, which emphasizes that extra-role behaviors are voluntary yet highly critical to organizational effectiveness (Muhammad et al., 2023; Park & Kim, 2025). Recent studies in school contexts further reveal that the dimensions of helping behavior and conscientiousness tend to be more prominent than civic virtue, indicating that teachers' participation in organizational development often remains uneven (Krajcsák & Kozák, 2022; Meniado, 2021; Taye & Gebremeskel, 2023). A similar tendency is reflected in the present study, in which the indicator of organizational involvement contributes the least to teachers' OCB.

Interpersonal communication plays a crucial role in influencing teachers' OCB. One of the most important forms of communication is interpersonal communication, which occurs through face-to-face interactions among individuals and allows for immediate verbal and nonverbal responses. Operationally, interpersonal communication is reciprocal in nature and produces direct feedback in response to messages. Two-way communication with immediate feedback greatly enhances the likelihood of effective communication. Within an organization—particularly in schools—communication is an inevitable and continuous process. Communication serves as a means of coordinating various subsystems within the school. Well-functioning schools are characterized by synergistic and harmonious cooperation among their components. Improved communication between school principals and teachers is therefore expected to enhance teachers' OCB.

OCB has significant implications for organizational effectiveness, especially in educational institutions. High levels of OCB among teachers foster greater work enthusiasm and commitment; conversely, when teachers experience discomfort or dissatisfaction at work, this may result in indiscipline and declining performance. Effective interpersonal communication within a school

creates a comfortable and supportive working atmosphere. A lack of openness in sharing information—whether among teachers themselves or between teachers and principals—can negatively affect individual and collective performance. Interactive communication patterns between superiors and subordinates, as well as among colleagues, promote mutual understanding and tolerance within an organization, thereby enhancing overall performance. Without effective communication, teachers may lack clarity regarding tasks and expectations, while principals may be deprived of essential feedback from teachers.

Kreitner and Kinicki, as cited in Herfina (2015), state that interpersonal communication is the ability of individuals within an organization to utilize effective communication skills to help groups make decisions. Interpersonal communication is a factor that can be developed to enable teachers to optimize their roles in carrying out their duties and achieving educational objectives. Consequently, improving teachers' interpersonal communication is likely to lead to higher levels of OCB within schools.

A similar view is expressed by Osman Yildirim (2014), who notes that there is a correlation between organizational communication and employees' Organizational Citizenship Behavior. Effective communication is not only necessary to establish appropriate channels between managers and employees, but also plays an implicit role in enhancing overall organizational performance. Accordingly, organizational communication should be regarded as a critical factor in fostering employees' OCB.

The analysis of the five indicators used to measure OCB reveals that the indicator with the smallest effect is supportiveness in work behavior, with a score of 0.003, whereas empathy exhibits the strongest effect, with a score of 0.119. This finding suggests that enhancing teachers' OCB requires fostering empathy and building mutual trust to create better work outcomes, as well as cultivating a harmonious organizational climate that supports effective collaboration.

Howe (2015) conceptualizes empathy as an “intellectual or imaginative understanding of another person's condition or state of mind.” Davis (1983) further elaborates that empathy comprises cognitive components—Perspective Taking (PT) and Fantasy (FS)—and affective components—Empathic Concern (EC) and Personal Distress (PD). Higher levels of empathy enable teachers to better “feel into” others' experiences and to understand the conditions of students and colleagues alike. Such understanding facilitates classroom management based on students' needs and strengths and supports the development of positive collegial relationships (Sjabadhyni, cited in Raharjaningtyas, 2013).

Rani, Dinda Septiani, and Auliya Syaf (2015), in their study on the effect of empathy on altruistic behavior, reported a correlation coefficient of $r = 0.558$ with a significance level of $p = 0.000$ ($p < .05$), indicating a significant relationship between empathy and altruistic behavior among teachers of children with special needs in Pekanbaru. Higher empathy was associated with higher levels of altruism, and vice versa. Their findings confirmed the hypothesis that empathy and altruistic behavior are positively related.

These findings are further supported by Hapsari (2016), as cited in Rani (2019), who argued that individuals with high levels of empathy are more likely to exhibit altruistic behavior in daily life. When individuals are able to perceive and understand others' conditions, feelings of

sympathy and concern naturally emerge. Empathy can also be linked to Carl Rogers' personality theory, which emphasizes mental health as a dynamic developmental process. Rogers highlighted the ability to place oneself in another's position and to perceive situations from another's perspective. Rogers (1959) proposed two conceptions of empathy: first, accurately perceiving another person's internal frame of reference and its interrelated components; and second, emotionally entering another person's experience in order to understand and feel what they experience. These perspectives suggest that empathy motivates individuals to help others, and helping behavior constitutes a core component of altruism (Myers, 2012).

The practical implications of these findings suggest that madrasah principals should manage interpersonal communication in a more strategic and human-centered manner. Strengthening interpersonal communication through openness, empathy, supportiveness, positiveness, and equality is essential. Numerous studies indicate that a supportive, fair, and trust-based school climate enhances teachers' intrinsic motivation and strengthens their willingness to contribute beyond formal role expectations.

Furthermore, these findings imply that leadership development policies for madrasah principals at both the district level and within the Ministry of Religious Affairs should emphasize managerial competence and trust-building. Training programs for madrasah principals should not focus solely on administrative skills, but also on the ethical and productive use of authority, empathic communication, and teacher empowerment. At the madrasah level, principals can foster a collaborative work culture through reflective forums, the sharing of best practices, and participatory communication models. Such initiatives are expected to sustainably enhance teachers' OCB and directly contribute to improving the quality of educational services in Madrasah Aliyah.

CONCLUSION

This study demonstrates that the madrasah principal's interpersonal communication has a positive and significant direct effect on the Organizational Citizenship Behavior (OCB) of Madrasah Aliyah teachers in Central Lombok Regency. The more effective the principal's interpersonal communication—through openness, empathy, supportiveness, positiveness, and equality in influencing and motivating teachers—the higher the level of teachers' extra-role behaviors, including helping colleagues, respecting others, providing support, assuming responsibility, and participating in madrasah organizational activities.

Nevertheless, interpersonal communication is not the sole determinant of teachers' OCB. Further investigation and development of other contributing factors, such as trust, organizational support, school culture, and job satisfaction, are necessary. The practical implications of this study are as follows: 1) Madrasah principals should enhance interpersonal communication through openness, empathy, supportiveness, positiveness, and equality; 2) Leadership development programs for madrasah principals should incorporate content on madrasah management and trust-building to promote teachers' OCB; and 3) Educational administrators at the district level and within the Ministry of Religious Affairs may use these findings as a basis for designing leadership development policies oriented toward strengthening collaborative work culture and teachers' OCB.

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