

The Influence of Mindfulness, Collective Values, Transformational Leadership, Working Conditions, Psychological Empowerment on Organizational Citizenship Behavior (OCB) Among High School Teachers in Medan

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ABSTRACT

This study aims to obtain an OCB model for teachers in private and public schools. The model was developed based on a literature review on what factors can predict OCB. Based on the studies that have been carried out (attitude and personal factors, in this study mindfulness was used (personal with full attention). This research is a quantitative approach with a causal correlational type of research. This type of study is also described as a survey design, with data collection using a scale or research instrument through an online survey using the G Form from Google. The results showed that; (1) OCB could be effected directly by mindfulness and working condition, but not for the collective values; (2) Mindfulness has a direct effect on Transformational Leadership and working conditions; (3) Collective values don't have effect on working conditions. So, it can be stated that mindfulness affects OCB through transformational leadership variables and working conditions. Similarly, it can be stated that collective values influence OCB through transformational leadership and working conditions. The implication of this study is to improve OCB in schools, it is necessary to pay attention to the various conditions that are prepared, in this case the strengthening of mindfulness, through training and practice of mindfulness implementation, and strengthening of working conditions, which also means that structural empowerment of teachers becomes necessary.

KEYWORDS

mindfulness; collective values; working condition; OCB

INTRODUCTION

Teachers as educators have the main task of educating. However, in learning activities in schools, teachers are required not only to be able to carry out their main tasks but also to be able to do things that are more than that. According to Jalismen (2015), one of the things that strongly supports the achievement of the effectiveness and efficiency of school goals is that teachers are able to display good working in performing their duties and functions as educators and be able to carry out tasks that should not be their obligations. The requirements of their formal obligations where this is referred to as organizational citizenship behavior (OCB). Organ, Podsakoff, and Mackenzie (2006) say that organizational citizenship behavior (OCB) is a social behavior related to contributions outside the formal role displayed by a person with the aim of achieving organizational effectiveness without expecting anything in return.

Responding to the problems faced by teachers in terms of number and quality, it seems that a strategy is needed that needs to be carried out simultaneously. On the one hand, it is

related to increasing the number of effective teachers, and on the other hand at the same time increasing the quality of existing teachers.

That is an important factor as a form of standard fulfillment by teachers in schools so that all school members are expected to exceed the minimum performance standards of their duties. This behavior directs teachers to take positive actions, indicated by voluntary behavior to work hard to help students, co-workers and schools when carrying out learning tasks, willingness to work beyond their main tasks, protect the interests of school organizations, and take greater responsibility for advancing oneself and the organization (Fiftyana & Sawitri, 2018).

The quality of teachers can be improved by increasing the sense that they are citizens of the school's organizational system. The behavior of people involved in school organizations is studied through organizational behavior, with the term of that, which is behavior that is displayed beyond the description of a predetermined position (Bauernfeind & Tominz, 2012) (Jimmieson et al. al., 2010b).

In the world of education, there is literature that examines qualitatively the dimensions of OCB among teachers; (Oplatka, 2009), found variables that predict from the side of dispositional / personal traits are locus of control (main point of control) (Li, 2013); On the attitude side, namely career satisfaction, career commitment, and professional commitment (Li, 2013) (Somech & Bogler, 2002), trust in leaders is also a variable that predicts OCB among teachers (Elstad et al., 2012)

Oplatka based on his study of OCB found various things that affect the increase in OCB based on the working conditions of teachers. First, from the personal domain, the increase in OCB is determined by: a sense of calling, a personal type who cares about others, and high work commitment. Apart from what Oplatka said, there are other studies of personal aspects, attitudes, and values of teachers that have been studied which show their effects on increasing OCB, including personality traits, organizational commitment, job satisfaction and others. Another variable related to personality in the world of organizational behavior is becoming known, namely mindfulness.

Based on a qualitative study of OCB in teachers, it was found that the factors that influence the increase in OCB from the climate and school atmosphere are the existence of a positive atmosphere, as well as norms that support activities beyond the expected role (Oplatka & Stundi, 2011). Based on the study of Organizational Behavior, the climate and atmosphere of this school were studied as variables of effective working conditions.

Oplatka also mentions that leaders who can increase OCB among teachers are leaders who initiate change and innovation, who provide positive feedback to teachers, democratic and participatory leadership and leaders who display positive emotions towards their staff (Oplatka, 2006). Based on the results of Oplatka's study on the drivers of the appearance of OCB from the leadership side, the transformational leadership variable was chosen because the picture revealed by Oplatka is a picture of transformational leadership.

This study aims to obtain an OCB model for teachers in private and public schools. The model was developed based on a literature review on what factors can predict OCB. Based on the studies that have been carried out (attitude and personal factors, in this study mindfulness was used (personal with full attention). According to Bishop (2004) and Langer (2000), mindfulness is a condition of flexible open-mindedness in which we actively relate to things in front, pay attention to new things, and are sensitive to the environment. Situational/cultural factors will be associated with collective, (collectivistic) values that Indonesians generally have in identifying themselves as part of a group. This collective value is certainly different from the system individualistic values, which are generally owned by Western society. The organizational aspect that will be included in the model is

transformational leadership. It is the side of leadership that empowers its subordinates. Another OCB predictive factor used to make the model is empowerment, as well as the linkage of OCB listen n effective working conditions in the organization. Empowerment in this case is more than just a motivational factor, which is a strategy to develop a flexible organization, which is able to adapt to the environment outside the organization.

RESEARCH METHODS

The approach taken in this research is a quantitative approach with a causal correlational type of research. This type of study is also described as a survey design, with data collection using a scale or research instrument through an online survey using the G Form from Google.

The population in this study were public high school teachers in Medan City. The number of samples used is based on the thoughts of Memon et al., based on suggestions from several figures, estimates the minimum number of samples for the Structural Equation Model Analysis as the analysis in this study is related to how many items are used. At least one item has a sample of five (5) according to them (Memon et al., 2020). So this study uses five variables and there are 79 items, meaning the total number of samples collected is 395.

Research Variables in this study using Structural Equation Analysis This model consists of two kinds of variables, namely Endogenous Variables and Exogenous Variables. In this study, the exogenous variables are mindfulness variables and collective values, while the endogenous variables are transformational leadership variables, effective working conditions, and OCB.

The instrument for measuring OCB is an instrument that is modified based on the results of a qualitative study from Oplatka (2006) on teachers, which consists of four dimensions, firstly support for students, secondly innovation of classroom activities, and thirdly support for fellow teachers and students. four support for school organization. For the manufacture of the instrument, a previous try out will be carried out on the items based on the Oplatka study and tested for validity and reliability. The aspects used in this study are Altruism (Helpful Behavior); Conscientiousness (Prudence); Courtecy (courtesy); and Community Citizenship.

The OCB variable was measured using the Instrument model which was designed using the Likert model instrument. This instrument is presented in the form of favorable and unfavorable statements. Each item refers to five alternative answers, namely SS (strongly agree), S (agree), N (neutral), TS (disagree), STS (strongly disagree). The weighting value for each favorable statement moves from 5 to 1 where the choice strongly agrees is given a value of 5, agrees is given a value of 4, neutral is given a value of 3, disagrees is given a value of 2, strongly disagrees is given a value of 1. is unfavorable moving from 1 to 5, where the choice strongly agrees is given a value of 1, agrees is given a value of 2, neutral is given a value of 3, disagrees is given a value of 4, strongly disagrees is given a value of 5.

Table 1. Organizational Citizenship Behavior (OCB) Instrument Blueprint for Try Out

No.	Aspect	Item		Total
		Favorable	Unfavorable	
1.	<i>Altruisme</i>	1,2,3,4,5,6,7,8, 9,10,11,12,13,14,15	-	15
2.	<i>Conscientiousness</i>	16,17,18,19,27,28,29,30,31, 32,33	-	11
3.	<i>Courtesy</i>	20,21,22,23,24,26,34,35,36, 37,38,39,40,41	25	15

5.	Community Society	42,43,44,45,46,47,48,49,50	-	9
Total		49	1	50

Validity and reliability tests are performed to see if the indicator variables used are really important to reflect the constituent or latent variables (convergence validity). Some of the sizes to test are:

- Standardized load factor (SLF) size.
- Configuration reliability (CR) size.

Good convergence validity is indicated by a high standardized load factor (SLF). Hair (2010: 678) shows that the SLF value is 0.5. Construct reliability (CR) measurements are also an important indicator of good convergence validity. Hair (2010: 679) indicates that a CR value of 0.7 means good reliability, a CR value of 0.6 to 0.7 means acceptable reliability, and the validity of the indicator variables is good. The size of the CR is calculated using the following formula (Hair, 2010: 679).

$$CR = \frac{(\sum_{i=1}^n SLF_i)^2}{(\sum_{i=1}^n SLF_i)^2 + (\sum_{i=1}^n e_i)}$$

RESULTS AND DISCUSSION

Mindfulness

Table 2. Blueprint Instrument of Mindfulness

No.	Aspect	Item		Total
		<i>Favorable</i>	<i>Unfavorable</i>	
1.	<i>Novelty seeking</i>	1, 2, 3, 5	4, 6	6
2.	<i>Novelty producing</i>	7, 8, 9	10, 11, 12	6
3.	<i>Flexibility</i>	13, 15, 16	14	4
4.	<i>Engagement</i>	18, 21	17, 19, 20	5
Total		12	9	21

Collective Values

Table 3. Blueprint Instrument of Collective Values

No.	Aspect	Item		Total
		<i>Favorable</i>	<i>Unfavorable</i>	
1.	<i>Preference</i>	1, 2	3, 4	4
2.	<i>Reliance</i>	5, 6	7, 8	4
3.	<i>Concern</i>	9, 10	11, 12	4
4.	<i>Norm acceptance</i>	13, 14	15, 16	4
5.	<i>Goal priority</i>	17, 18	19, 20	4
Total		10	10	20

Transformatinal Leadership

Table 4. Blueprint Instrument of Transformational Leadership Style

No.	Aspect	Item		Total
		<i>Favorable</i>	<i>Unfavorable</i>	
1.	<i>Idealized Influenced</i>	2, 3	1	3
2.	<i>Inspirational Motivation</i>	4, 5, 7	6	4
3.	<i>Intellectual Simulation</i>	8, 9	10	3
4.	<i>Individual Consideration</i>	11, 12, 14	13, 15	5
Total		10	5	15

Working Condition

Table 5. Blueprint Instrument of Working Condition

No.	Aspect	Item		Total
		<i>Favorable</i>	<i>Unfavorable</i>	
1.	<i>Work Atmosphere</i>	1, 2, 3	4, 5	5
2.	<i>Relationships with Coworkers</i>	6, 7, 8	9, 10	5
3.	<i>Availability of Work Facilities</i>	11, 12, 13	14, 15	5
Total				15

Standardized loading factor

The First Stage

Table 6. SLF Values According to mindfulness Variable Indicators (X1), Collectivities (X2), Transformational Leadership (M1), Working Condition (M2), and OCB (Y) for the first stage.

		Standardized		
Latent	Indicator	All	LV	Endo
M1	KT1	0.560	0.372	0.560
	KT2	0.665	0.442	0.665
	KT3	0.798	0.524	0.798
	KT4	0.620	0.442	0.620
	KT5	0.584	0.429	0.584
	KT6	0.656	0.493	0.656
	KT7	0.667	0.477	0.667
	KT8	0.702	0.480	0.702
	KT9	0.270	0.221	0.270
	KT10	0.647	0.402	0.647
	KT11	0.766	0.489	0.766
	KT12	0.519	0.345	0.519
	KT13	0.429	0.344	0.429
M2	KK1	0.745	0.454	0.745
	KK2	0.498	0.384	0.498
	KK3	0.663	0.404	0.663
	KK4	0.584	0.358	0.584
	KK5	0.600	0.332	0.600
	KK6	0.626	0.347	0.626
	KK7	0.593	0.355	0.593
	KK8	0.378	0.264	0.378

		Standardized		
Latent Indicator		All	LV	Endo
	KK9	0.517	0.358	0.517
	KK10	0.520	0.447	0.520
	KK11	0.598	0.368	0.598
	KK12	0.551	0.474	0.551
	KK13	0.655	0.407	0.655
X1	MF1	0.393	0.302	0.393
	MF2	0.627	0.339	0.627
	MF3	0.615	0.339	0.615
	MF4	0.574	0.434	0.574
	MF5	0.622	0.457	0.622
	MF6	0.452	0.360	0.452
	MF7	0.620	0.396	0.620
	MF8	0.656	0.379	0.656
	MF9	0.374	0.320	0.374
	MF10	0.455	0.339	0.455
	MF11	0.448	0.346	0.448
	MF12	0.626	0.346	0.626
	MF13	0.583	0.321	0.583
	MF14	0.520	0.272	0.520
	MF15	0.397	0.322	0.397
	MF16	0.324	0.255	0.324
	MF17	0.499	0.384	0.499
	MF18	0.590	0.359	0.590
X2	KOL1	0.406	0.313	0.406
	KOL2	0.329	0.280	0.329
	KOL3	0.259	0.215	0.259
	KOL4	0.531	0.334	0.531
	KOL5	0.595	0.369	0.595
	KOL6	0.466	0.354	0.466
	KOL7	0.649	0.366	0.649
	KOL8	0.398	0.297	0.398
	KOL9	0.431	0.249	0.431
	KOL10	0.585	0.337	0.585
Y	OCB1	0.468	0.265	0.468

		Standardized		
<u>Latent Indicator</u>		<u>All</u>	<u>LV</u>	<u>Endo</u>
	OCB2	0.594	0.318	0.594
	OCB3	0.583	0.368	0.583
	OCB4	0.540	0.340	0.540
	OCB5	0.568	0.353	0.568
	OCB6	0.611	0.353	0.611
	OCB7	0.523	0.296	0.523
	OCB8	0.560	0.306	0.560
	OCB9	0.261	0.218	0.261
	OCB10	0.596	0.344	0.596
	OCB11	0.640	0.360	0.640
	OCB12	0.638	0.381	0.638
	OCB13	0.660	0.408	0.660
	OCB14	0.602	0.351	0.602
	OCB15	0.492	0.313	0.492
	OCB16	0.450	0.276	0.450
	OCB17	0.222	0.204	0.222
	OCB18	0.270	0.228	0.270
	OCB19	0.605	0.421	0.605
	OCB20	0.533	0.368	0.533
	OCB21	0.675	0.408	0.675
	OCB22	0.641	0.364	0.641
	OCB23	0.521	0.340	0.521
	OCB24	0.658	0.343	0.658
	OCB25	0.342	0.233	0.342

Based on Table 6 can be seen that there are items with a standardized loading factor (SLF) < 0.5, so that these items are eliminated from the analysis process. Table 6 is presented again the results of the SLF test for the 2nd stage.

The Second Stage

Table 7. SLF Value According mindfulness Variable Indicator (X1), Collectivities (X2), Transformational Leadership (M1), Working Conditions (M2), and OCB (Y) for the Second Stage

		Standardized		
<u>Latent Indicator</u>		<u>All</u>	<u>LV</u>	<u>Endo</u>
M1	KT1	0.561	0.372	0.561
	KT2	0.670	0.446	0.670
	KT3	0.801	0.526	0.801

		Standardized		
Latent Indicator	All	LV	Endo	
	KT4	0.616	0.439	0.616
	KT5	0.579	0.425	0.579
	KT6	0.657	0.494	0.657
	KT7	0.664	0.475	0.664
	KT8	0.702	0.480	0.702
	KT10	0.645	0.400	0.645
	KT11	0.768	0.490	0.768
	KT12	0.512	0.340	0.512
M2	KK1	0.746	0.455	0.746
	KK3	0.664	0.405	0.664
	KK4	0.596	0.366	0.596
	KK5	0.603	0.334	0.603
	KK6	0.634	0.352	0.634
	KK7	0.610	0.364	0.610
	KK9	0.522	0.361	0.522
	KK10	0.481	0.413	0.481
	KK11	0.610	0.375	0.610
	KK12	0.535	0.460	0.535
	KK13	0.658	0.409	0.658
X1	MF2	0.665	0.360	0.665
	MF3	0.640	0.353	0.640
	MF4	0.492	0.372	0.492
	MF5	0.616	0.453	0.616
	MF7	0.634	0.405	0.634
	MF8	0.689	0.398	0.689
	MF12	0.643	0.355	0.643
	MF13	0.607	0.335	0.607
	MF14	0.550	0.288	0.550
	MF18	0.571	0.348	0.571
X2	KOL4	0.495	0.312	0.495
	KOL5	0.624	0.387	0.624
	KOL7	0.704	0.397	0.704
	KOL10	0.617	0.355	0.617
Y	OCB2	0.590	0.316	0.590

		Standardized		
Latent Indicator		All	LV	Endo
	OCB3	0.577	0.364	0.577
	OCB4	0.535	0.337	0.535
	OCB5	0.561	0.349	0.561
	OCB6	0.609	0.352	0.609
	OCB7	0.533	0.302	0.533
	OCB8	0.560	0.306	0.560
	OCB10	0.601	0.347	0.601
	OCB11	0.645	0.363	0.645
	OCB12	0.643	0.384	0.643
	OCB13	0.669	0.414	0.669
	OCB14	0.600	0.350	0.600
	OCB19	0.613	0.426	0.613
	OCB20	0.518	0.358	0.518
	OCB21	0.676	0.409	0.676
	OCB22	0.645	0.366	0.645
	OCB23	0.511	0.333	0.511
	OCB24	0.659	0.343	0.659

Based on Table 7, it can be seen that there are items with a standardized loading factor (SLF) value of <0.5, so that these items are eliminated from the analysis process. Table 7 is presented again the results of the SLF test for the 3rd stage.

The Third Stage

Table 8. SLF Value According mindfulness Variable Indicator (X1), Collectivities (X2), Transformational Leadership (M1), Working Conditions (M2), and OCB (Y) for the Third Stage

		Standardized		
Latent Indicator		All	LV	Endo
M1	KT1	0.561	0.372	0.561
	KT2	0.671	0.446	0.671
	KT3	0.802	0.526	0.802
	KT4	0.617	0.440	0.617
	KT5	0.576	0.424	0.576
	KT6	0.657	0.494	0.657
	KT7	0.664	0.475	0.664
	KT8	0.701	0.480	0.701
	KT10	0.645	0.400	0.645
	KT11	0.768	0.490	0.768

		Standardized		
Latent Indicator	Indicator	All	LV	Endo
	KT12	0.511	0.339	0.511
M2	KK1	0.746	0.455	0.746
	KK3	0.660	0.402	0.660
	KK4	0.606	0.372	0.606
	KK5	0.617	0.342	0.617
	KK6	0.648	0.360	0.648
	KK7	0.620	0.370	0.620
	KK9	0.516	0.357	0.516
	KK11	0.613	0.377	0.613
	KK12	0.507	0.436	0.507
	KK13	0.653	0.406	0.653
X1	MF2	0.670	0.363	0.670
	MF3	0.633	0.349	0.633
	MF5	0.600	0.441	0.600
	MF7	0.631	0.403	0.631
	MF8	0.689	0.398	0.689
	MF12	0.647	0.357	0.647
	MF13	0.612	0.337	0.612
	MF14	0.553	0.289	0.553
	MF18	0.572	0.348	0.572
X2	KOL5	0.653	0.405	0.653
	KOL7	0.656	0.370	0.656
	KOL10	0.641	0.369	0.641
Y	OCB2	0.590	0.316	0.590
	OCB3	0.577	0.363	0.577
	OCB4	0.535	0.337	0.535
	OCB5	0.561	0.349	0.561
	OCB6	0.609	0.352	0.609
	OCB7	0.533	0.302	0.533
	OCB8	0.560	0.306	0.560
	OCB10	0.601	0.347	0.601
	OCB11	0.645	0.363	0.645
	OCB12	0.644	0.384	0.644
	OCB13	0.670	0.414	0.670

Standardized Latent Indicator	All LV Endo		
	OCB14	0.600	0.350
OCB19	0.613	0.426	0.613
OCB20	0.518	0.358	0.518
OCB21	0.676	0.409	0.676
OCB22	0.645	0.366	0.645
OCB23	0.511	0.334	0.511
OCB24	0.659	0.343	0.659

Based on Table 8, it can be seen that all SLF values of each indicator are > 0.5 . This shows that a good convergent validity has been achieved in terms of the size of the SLF.

Table 9. Reliability test results based on *construct reliability* (CR).

Latent Variable	Construct Reliability (CR)
X1	0.8524
X2	0.6872
M1	0.8917
M2	0.8621
Y	0.9092

From the composite reliability (CR) measure, the entire CR value is > 0.6 , which means that it has met good convergent validity based on the CR size.

Table 10. Overall Model Fit Test

Fit Size	Value	Benchmark Value	Model Fit to Data
RMSEA	0,060	< 0.1	Yes
Goodness of fit index (GFI)	0,982	> 0.9	Yes
SRMR	0,063	$< 0,8$	Yes

Based on Table 10, the results show that the SEM model as a whole has a good ability in terms of matching sample data (good fit).

Structural Model Test

Next will be testing the structural model, namely testing the significance of the effect. Figure 1 presents the path diagram along with the path coefficient values, while Table 11 presents the results of the direct influence test.

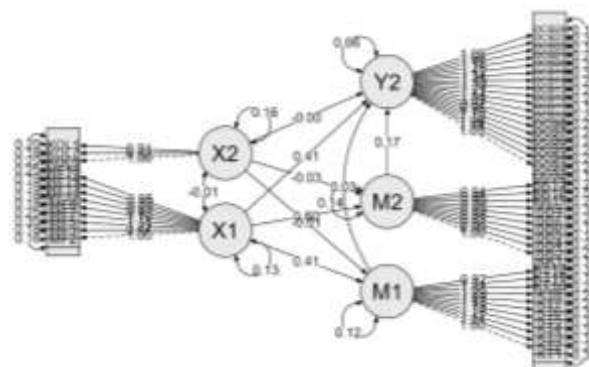


Figure 1. Path Diagram and Path Coefficient

Table 11. Direct Effect Test

Pre-dictor		Out come		Regression coefficients			95% Confidence Interval		Standardized		
		Estimate	Std. Error	z-value	p	Lower	Upper	All	LV	Endo	
X1	M1	a11	0.407	0.042	9.579	< .001	0.324	0.490	0.397	0.397	0.397
X2	M1	a12	-0.011	0.035	-0.321	0.748	-0.079	0.057	-0.012	-0.012	-0.012
X1	M2	a21	0.595	0.049	12.173	< .001	0.500	0.691	0.500	0.500	0.500
X2	M2	a22	-0.029	0.040	-0.727	0.467	-0.106	0.049	-0.027	-0.027	-0.027
X1	Y		0.415	0.041	10.046	< .001	0.334	0.495	0.474	0.474	0.474
X2	Y		-0.002	0.026	-0.077	0.938	-0.052	0.048	-0.003	-0.003	-0.003
M1	Y		0.033	0.027	1.218	0.223	-0.020	0.087	0.039	0.039	0.039
M2	Y		0.166	0.027	6.062	< .001	0.113	0.220	0.227	0.227	0.227

Based on Table 11:

1. The value of the mindfulness path coefficient (X1) on transformational leadership (M1) is 0.407 (positive effect), with P value <0.001, which means < 0.05 (or 5%) significance level, then mindfulness (X1) has a significant effect on transformational leadership (M1).
2. The value of the mindfulness path coefficient (X1) on working conditions (M2) is 0.595 (positive effect), with P value <0.001, which means < 0.05 (or 5%) significance level, then mindfulness (X1) has a significant effect on working conditions (M2).
3. The value of the collectivity path coefficient (X2) on working conditions (M2) is -0.029 (negative effect), with P value = 0.467 > a significance level of 0.05 (or 5%), then collectivity (X2) has no significant effect on conditions work (M2).
4. The value of the mindfulness path coefficient (X1) on OCB (Y) is 0.415 (positive effect), with P value < 0.001, which means < 0.05 (or 5%) significance level, then mindfulness (X1) has a significant effect on OCB (Y).
5. The value of the collectivity path coefficient (X2) on OCB (Y) is -0.002 (negative effect), with P value = 0.938 > a significance level of 0.05 (or 5%), then collectivity (X2) has no significant effect on OCB (Y).
6. The value of the path coefficient of transformational leadership (M1) on OCB (Y) is 0.033 (positive effect), with P value = 0.223 > a significance level of 0.05 (or 5%), then transformational leadership (M1) has no significant effect on OCB (Y).
7. The value of the path coefficient of working conditions (M2) on OCB (Y) is 0.166 (positive effect), with P value <0.001 which means a significance level of 0.05 (or 5%), then working conditions (M2) have a significant effect on OCB (Y).

The results showed that the mindfulness variable had a direct effect on OCB. These results are in accordance with previous studies, including those from (Patel, 2017) which stated that mindfulness was a significant predictor of OCB without any control. Another study was also revealed by (Mulligan, 2018) which stated that mindfulness had a positive effect on OCB. In addition, other studies reveal mindfulness as the main driver of OCB (Subramaniam & Panchanatham, 2015). This confirmation implies that school organizational leaders need to prepare the right atmosphere to increase OCB, in this case mindfulness. In the condition or atmosphere of mindfulness that is given space, the teacher will be able to work harder than

before to achieve school goals. Through mindfulness one never forgets to be part of a system (organization) (Subramaniam & Panchanatham, 2015). Mindfulness studies are also related to OCB, namely school climate, academic achievement, collegial principals leadership, attention, effectiveness, and student achievement (DiPaola & Mendes da Costa Neves, 2009).

The results of subsequent studies show that collective values do not have a direct effect on OCB. Various previous studies have shown that there is a positive influence of collective values on OCB. Contrary to the results of this study, several studies (Somech, 2016)) found a significant relationship between individualism/collectivism and OCB. However, there are previous studies which also show that there is no influence of collective values on OCB (Daly et al., 2014). It is interesting to observe in this study that collective value does not prove to be a predictor of OCB. This finding may be related to the culture in Indonesia itself which suggests that the idea of collective well-being extends to all colleagues, but not to organizations as entities. This of course requires further studies to examine matters related to Indonesian culture that can predict OCB, for example certain cultural values. A study by Somech and Ron stated that organizational-related factors proved to be the most effective predictors of OCB (Bogler & Somech, 2005). From the results of their comprehensive study, only the perceived superior support variable (attitude variable) was shown to be positively related to OCB. Answers the debate about whether an individual's tendency to engage in OCB is dominated by cognitive processes or is the result of internal and emotional states. The findings of this study, like those of previous studies (eg, (Akan et al., 2009); (Akan et al., 2009) ; (Akan et al., 2009)), implying that cognitive assessments of work attitudes are stronger determinants of OCB than emotional state characteristics. Teacher decisions about whether or not to engage in OCB such as helping coworkers or students, or sharing insights about improvement, is a cognitive and rational appraisal process.

The third hypothesis is that transformational leadership in this case is not proven to directly predict OCB. Of course this requires further explanation. The results of this study contradict what was stated by (Herman, 2008) regarding the positive role of transformational leadership on OCB. Other research related to transformational leadership shows inconsistency, among others from studies (Nahum-Shani & Somech, 2011), they state that the leader mechanism linking OCB as personal achievement and extrinsic rewards may not be consistent with the allocentric follower's value orientation (personal values associated with personal values collectively), leading to less motivation to perform OCB. It seems that the influence of transformational leadership on OCB is mediated by idiosyncratic and allosyncratic values.

The fourth hypothesis, namely that working conditions have a direct effect on OCB, was confirmed through this study. As previous studies have shown that culture and working conditions greatly influence OCB (Gautam et al., 2005); (Jena & Goswami, 2014). Working conditions, including working hours, rest periods, work environment, safety and work equipment (Wijaya, 2010). The Conditions for Workplace Effectiveness Questionnaire used on this have a look at measures the idea of structural empowerment. In his principle of structural empowerment, Kanter (1977; 1993) defines strength because the cappotential to mobilize information, assets, and help to get matters performed in an organisation. Structural empowerment is described because the diploma to which personnel sense they've get right of entry to to this shape of their paintings setting. Kanter argues that formal strength and casual strength make certain get right of entry to to 2 organizational systems that create an empowering place of work: (1) the possibility shape; and (2) strength shape. The possibility shape offers people the possibility to improve in the organisation and to expand their understanding and skills. Employees in excessive possibility jobs are greater proactive and

modern in fixing demanding situations of their paintings, whilst the ones with out possibilities are much less stimulated to prevail and much less productive. Power is a dynamic shape created via formal and casual structures in organizations. Formal strength effects from seen paintings, helps wisdom, and is crucial to accomplishing organizational goals. Informal strength refers to non-public networks and alliances in the organisation, including relationships with sponsors, coworkers, and different coworkers. The strength shape withinside the place of work comes from 3 most important sources: (1) get right of entry to to information; (2) get right of entry to to help and; (3) get right of entry to to assets had to recognise organizational goals.

The fifth hypothesis that mindfulness has a direct effect on Transformational Leadership is confirmed through this study. People with full awareness and attention will create the conditions for transformational leadership, namely enabling leadership. In line with what was stated by Wheeler et al., 2012, this indicator of mindfulness leads to a positive relationship climate and the effectiveness of HR which is a positive medium to strengthen transformational leadership.

Mindfulness has a direct effect on Working Conditions. In accordance with the view (Moorman & Miner, 1998) in explaining how mindfulness affects task completion in organizations. The aspect of mindfulness that can explain task completion is the support of the role of mindfulness as fulfillment of attention that extends to a dynamic environment. Moorman and Miner describe the important concept of improvisation in a dynamic environment, which he states as “the degree to which the composition and execution of actions meet over time.” The concept of improvisation has been studied in relation to the actions taken by organizational decision makers (Crossan, Cunha, Vera, & Cunha, 2005; Weick, 1998), entrepreneur (Hmieleski & Corbett, 2003), and consultant (Vera & Crossan, 2005), as well as exhibited behavior in artistic domains including jazz and theater (Vera & Crossan, 2004), elements common in between these contexts is the dynamic task environment that individuals are likely to encounter. The researchers suggest that maintaining a broad range of external attention in a dynamic environment where improvisation occurs frequently is critical to achieving successful improvisation. In particular, successful improv is arguably dependent on "attention and be aware of what is happening in the moment" (Dane, 2011) and stay compatible with "temporary stimuli" in one's environment (Fisher & Amabile, 2009). Thus, to the extent that it aligns the individual with various stimuli, maintaining a broad range of external attention can promote effective task performance when improvised behavior is required.

Collective Value has no effect on Working Conditions, which is also a structural empowerment. The results of this study are not in accordance with the statement of Hofstede et al., namely for individualism and collectivism in the workplace, Hofstede et al. stated, “Within the company the individual cultural values for employees in making and making decisions in their own interests must involve the interests and main goals of peru, and work must be arranged in such a way that personal and company interests. In a collective culture, employees act for the common good or for a group which may not be the best decision of each individual (Hofstede et al., 2010).

Che et al used samples from leaders, employees, and students from the United States and the People's Republic of China, we analyze experimental data and cross-cultural field surveys and combine leadership and empowerment to influence the empowerment and emotional motivation of individual members. Investigating how leadership and empowerment relate to giving (Chen et al., 2011). Paradoxically, they found a positive relationship between collective value and psychological empowerment, but Americans with high individualism and low groupism had higher levels of psychological empowerment than

their Chinese peers. I also understood that I reported it. They argue that cultural differences at the community level may be related differently than psychological empowerment at the individual level. Researchers have discovered the opposite phenomenon in their current research. Chinese participants showed a higher awareness of structural and psychological empowerment than US participants. Cheetal. It was suggested that individualism / groupism may not affect the perceived level of empowerment in a statistically significant way (Li et al., 2017).

Findings that support the hypothesis show that there is a positive relationship between structural and psychological potential for employee involvement, and that psychological potential has a positive impact on structural potential and employee involvement. Thing. Similarly, managers can increase employee empowerment through structural empowerment, but the effect depends on the psychological empowerment they receive. (Zheng, 2019).

The theoretical model offered by Fit with empirical data. Based on the model suitability test with empirical data. Based on the results of this study, it can be stated that mindfulness affects OCB through transformational leadership variables and working conditions. Similarly, it can be stated that collective values influence OCB through transformational leadership and working conditions.

The implication of this study is to improve OCB in schools, it is necessary to pay attention to the various conditions that are prepared, in this case the strengthening of mindfulness, through training and practice of mindfulness implementation, and strengthening of working conditions, which also means that structural empowerment of teachers becomes necessary. The right form of intervention needs to be modeled which will certainly have an effect on increasing OCB among teachers.

CONCLUSION

From the result, this study could be conclude as follows;

1. The theoretical model offered in this study is generally supported by empirical data from the research sample of public high school teachers in Medan.
2. Mindfulness has a positive effect on increasing OCB.
3. Collective values have no effect on OCB.
4. Transformational Leadership has no effect on OCB.
5. Working conditions have a positive effect on increasing OCB.
6. Mindfulness has a direct effect on Transformational Leadership.
7. Collective Values have no effect on Transformational Leadership.
8. Mindfulness has a direct effect on Working Conditions.
9. Collective Value has no effect on Working Conditions.

Thus, the implication of this research is that for further studies it is necessary to pay attention to the further study of the influence of collective values and transformational leadership on OCB. Further study is needed regarding the influence of cultural factors on OCB. The practical implication for school principals is to train and then practice mindfulness and provide empowerment in this case structurally needed to improve OCB which will further increase school effectiveness in achieving its goals, namely student outcomes who excel and are accepted in the community.

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