



Madrasah Principal Leadership and Strengthening Teacher Organizational Citizenship Behavior at Hidayatul Muftadiin High School

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ABSTRACT

This study aims to analyze the leadership of the madrasah principal in strengthening the Organizational Citizenship Behavior of teachers at Madrasah Aliyah Hidayatul Muftadiin Jati Agung, South Lampung Regency. The study used a qualitative approach with a case study type. Research informants consisted of the madrasah principal, vice-principal, teachers, education staff, and foundation representatives selected by purposive sampling. Data were collected through in-depth interviews, observation, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña which includes data condensation, data presentation, and drawing conclusions. Data validity was carried out through source triangulation, technical triangulation, and member checking. The results of the study indicate that madrasah principals implement visionary leadership through clear vision communication, teacher involvement in decision-making, and teacher empowerment as the main strategy for organizational development. This strategy has an impact on increasing teachers' Organizational Citizenship Behavior, demonstrated through higher initiative, willingness to help colleagues, active participation in various madrasah programs, and increased commitment to the institution's progress. These findings confirm that visionary, participatory, and empowerment-oriented leadership can build a collaborative organizational culture and strengthen teachers' organizational citizenship behavior. The implications of the study indicate that strengthening Organizational Citizenship Behavior can be done through developing madrasah principal leadership that encourages participation, open communication, empowerment of human resources, and the formation of a positive work culture that supports improving the quality of education in madrasahs.

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INTRODUCTION

The development of education in the era of globalization, digital transformation, the Industrial Revolution 4.0, and Society 5.0 has brought significant changes to the

management systems of educational institutions in various countries, including Indonesia. Advances in information and communication technology have shifted the paradigm of education delivery from one oriented toward conventional learning processes to one that is more adaptive, innovative, and technology-based.(Judijanto et al. 2025)The digitalization of education enables broader access to information, the implementation of digital-based learning, the utilization of various online learning platforms, and more effective and efficient educational administration. On the other hand, rapid social, economic, and cultural changes require educational institutions to be able to respond to these dynamics by developing professional, flexible governance that is oriented towards continuous quality improvement. These changes are marked by increasing public demands for quality educational services, transparency in governance, learning innovation, accountability in institutional management, and the ability of educational units to produce graduates with academic competence, 21st-century skills, strong character, and the ability to adapt to changing times. The public no longer solely assesses the success of educational institutions by the aspect of student graduation, but also pays attention to the quality of the learning process, the professionalism of educators, organizational culture, the use of technology, services to students, and the institutional reputation. This situation encourages every educational institution to continuously innovate in organizational management to be able to meet increasingly high public expectations while maintaining public trust.(Ariska, Kurahman, and Rusmana 2025).

These developments have led to increasingly intense competition among educational institutions, both in public schools and Islamic schools. Competition is not only about attracting new students, but also about building a positive image, improving academic and non-academic achievements, strengthening the quality of human resources, developing flagship programs, and building partnership networks with various stakeholders. Educational institutions that are able to provide quality services, a healthy organizational culture, and continuous innovation will gain a higher level of public trust. Conversely, institutions that are unable to adapt to changes in the strategic environment will face various challenges, such as decreased competitiveness, reduced public interest, low quality educational services, and weakened institutional existence.(Sariwardani 2023)In the context of Islamic education, these challenges have a more complex dimension because madrasas are not only responsible for producing academically superior graduates, but also for developing students with Islamic character, moral integrity, and social awareness. Therefore, madrasas are required to integrate Islamic values with modern educational management to produce competitive graduates without losing their identity and the fundamental values of Islamic education. This situation places the leadership of madrasah principals as a strategic factor in directing change, building an adaptive organizational culture, empowering teachers, and creating a work environment conducive to the continuous improvement of educational quality.(Barus et al. 2025).

The success of an educational institution is no longer solely measured by the implementation of the learning process according to the curriculum, but also by its ability to build a healthy organizational culture, improve the quality of human resources, produce student achievement, and gain public trust. In facing these changes, the principal holds a strategic position as a leader responsible for directing all organizational resources to be able to adapt to developments in the internal and external environment. The leadership of the principal is not only required to be able to carry out administrative functions, but also to act as an agent of change who is able to build a vision, develop a culture of quality, empower teachers, and create a work environment conducive to improving the quality of education.(Syihabuddin 2024). Thus, the effectiveness of the madrasah principal's leadership is one of the main factors determining the success of an educational organization in achieving its goals and maintaining its existence amidst increasingly dynamic competition.

One important aspect that is increasingly receiving attention in the development of educational organizations is teachers' Organizational Citizenship Behavior (OCB). The concept of OCB has developed as a key indicator reflecting the effectiveness of organizational behavior because it relates to an individual's willingness to contribute beyond the demands of formal work. In an educational environment, the success of an institution is not only determined by the teacher's ability to carry out tasks according to job descriptions, but also by the teacher's willingness to demonstrate concern, cooperation, loyalty, and commitment in supporting various school or madrasah development programs.(Purnamaningsih and Purbangkara 2022). Therefore, OCB is seen as social capital that can increase organizational effectiveness through the formation of a collaborative, harmonious work culture oriented towards achieving common goals. Conceptually, Organizational Citizenship Behavior is voluntary behavior (extra-role behavior) carried out by individuals outside of the formal duties established by the organization, but makes a positive contribution to the effectiveness, efficiency, and sustainability of the organization. This behavior is not directly related to the formal reward system, but arises from awareness, commitment, and personal responsibility towards the organization. Dennis W. Organ explains that OCB consists of several main dimensions, namely altruism (willingness to help others), conscientiousness (performing work beyond established standards), courtesy (maintaining good working relationships), sportsmanship (having a positive attitude in dealing with various organizational conditions), and civic virtue (caring for and active participation in organizational life). These five dimensions are an important foundation in creating an effective organization because they encourage the growth of cooperation, mutual trust, and collective responsibility among organizational members.(Ersianti and Wicaksari 2025).

In the context of madrasahs, Organizational Citizenship Behavior is reflected through teachers' willingness to help colleagues without being asked, share experiences and knowledge in the learning process, actively participate in various academic and non-academic activities, maintain harmonious working relationships, demonstrate loyalty to the institution, and have a concern for the progress of the organization as a whole. Teachers who have high OCB not only carry out their obligations as educators in the classroom, but also voluntarily get involved in character development of students, religious activities, extracurricular development, madrasa promotion, implementation of quality improvement programs, to various social activities organized by the Institution.(Iqbal and Parray 2025)This behavior indicates that teachers view the success of the madrasah as a shared responsibility, not solely the responsibility of the principal or the institution's leadership. The existence of teacher OCB has a very significant impact on the effectiveness of madrasah management. Teachers who have a high concern for the organization tend to be more adaptable to policy changes, are willing to work together in teams, provide solutions to various problems, and support innovations undertaken by the institution. Conversely, low levels of Organizational Citizenship Behavior can hinder the implementation of madrasah programs due to the emergence of individualistic attitudes, low participation in organizational activities, minimal cooperation between teachers, and a lack of concern for the success of the institution. This condition has the potential to affect the quality of educational services, the effectiveness of program implementation, and even public trust in the madrasah. Thus, Organizational Citizenship Behavior is not only understood as voluntary individual behavior, but also an organizational asset that contributes to improving the quality of education. OCB is an important indicator in building a collaborative, professional, and service-oriented organizational culture. Therefore, strengthening teacher OCB needs to be a primary concern in madrasah management, one of which is through the leadership of the madrasah principal who is able to build trust, empower teachers, create effective communication, provide role models, and develop a work culture that encourages the growth of commitment and active

participation of all madrasah members in realizing educational goals.(Barokah, Sutisna, and Pratminingsih 2025).

Teachers with high levels of OCB not only carry out their teaching duties according to their workload, but are also willing to dedicate their time, energy, and thoughts to supporting the success of various madrasah programs. This behavior serves as crucial social capital in building a collaborative organizational culture, increasing teamwork effectiveness, strengthening organizational commitment, and creating a productive work environment. Conversely, low levels of OCB can result in decreased cooperation among teachers, weak participation in school development activities, low concern for the organization, and reduced effectiveness in implementing madrasah programs. Therefore, strengthening teachers' OCB is an important strategy for improving the quality of education delivery while strengthening the competitiveness of Islamic educational institutions. From an Islamic Educational Management perspective, the development of teachers' OCB is inseparable from the leadership quality of the madrasah principal. Ideally, the madrasah principal is able to create an organizational environment that encourages the growth of commitment, loyalty, trust, and a spirit of collaboration through visionary, participatory leadership that is oriented towards human resource development.(Asif et al. 2025). The madrasah principal is expected to function not only as a decision-maker, but also as a motivator, facilitator, supervisor, guide, and role model for all members of the madrasah community. Effective leadership is realized through open communication, recognition of teacher achievement, fair distribution of tasks, ongoing professional development, and teacher involvement in the planning and evaluation of madrasah programs. Furthermore, in the context of Islamic education, madrasah principals need to internalize the values of trust, justice, deliberation, *ihsan*, and *uswah hasanah* in their leadership practices. These values will foster working relationships based on mutual trust, respect, and a sense of shared responsibility, encouraging teachers to make their best contributions, including through Organizational Citizenship Behavior. When madrasah principals are able to build humanistic and empowerment-oriented leadership, teachers will have stronger intrinsic motivation to actively participate in the development of the institution without always having to wait for formal instructions.(Wu, Awang, and Ahmad 2025). Thus, the leadership of the madrasah principal is a crucial factor in building a healthy organizational culture, increasing teacher job satisfaction, and strengthening the overall effectiveness of the organization.

This phenomenon becomes even more relevant when linked to the conditions of the Hidayatul Mubtadiin Private Islamic High School (MAS), located in Sidoharjo Village, Jati Agung District, South Lampung Regency. As a private Islamic educational institution under the auspices of the Ministry of Religious Affairs, this madrasah is responsible for providing education that is not only oriented towards academic achievement, but also towards the formation of Islamic character, strengthening morals, and developing student competencies in accordance with the demands of modern developments. Amid increasing competition between educational institutions, madrasahs are required to continuously improve the quality of services, strengthen organizational governance, develop flagship programs, and build public trust as the main capital in maintaining the sustainability and existence of the institution. This challenge places the madrasah principal and the entire school community in a strategic position to create an organizational environment that is adaptive, collaborative, and oriented towards continuous quality improvement. The success of various madrasah development programs is essentially determined not only by the policies of the madrasah principal, but also depends heavily on the active involvement of all teachers in supporting the achievement of organizational goals. Teachers are the main human resources who interact directly with students and also serve as implementers of various educational policies at the educational unit level. Therefore, the success of programs to improve the quality of learning, foster character, strengthen religious culture,

develop extracurricular activities, and implement various institutional innovation programs requires strong teacher participation, cooperation, and commitment. In this context, Organizational Citizenship Behavior (OCB) is a crucial factor because it reflects teachers' willingness to contribute beyond their formal duties to support the progress of the madrasah.

Based on the results of initial observations and preliminary interviews conducted by the researcher, it was obtained that the madrasah principal has attempted to build visionary leadership through communicating the vision, involving teachers in various madrasah activities, and giving teachers the trust to develop programs according to their competencies. Teachers also demonstrated a willingness to participate in various activities outside of teaching duties, such as fostering religious activities, extracurricular mentoring, implementing social activities, and various programs that support madrasah development. However, the level of participation and initiative of each teacher still showed variation, so a deeper understanding is needed regarding how the madrasah principal's leadership practices contribute to the formation of Organizational Citizenship Behavior in the madrasah environment. This condition indicates that strengthening teacher Organizational Citizenship Behavior is a very important need to support the effectiveness of madrasah management. Teachers who have a high concern for the organization will more easily build cooperation, share knowledge, help colleagues, and actively participate in various institutional activities without having to wait for formal instructions from the leader. Conversely, if these behaviors are not optimally developed, the implementation of madrasah programs has the potential to face various obstacles, such as low collaboration, limited innovation, and less than optimal achievement of organizational goals. Therefore, the leadership of the madrasah principal is a very determining factor in building an organizational culture that is able to encourage the emergence of voluntary behavior of teachers as social capital for improving the quality of education. Based on this phenomenon, this study is important to conduct because it seeks to examine in depth how the leadership of the madrasah principal plays a role in strengthening the Organizational Citizenship Behavior of teachers at MAS Hidayatul Muhtadiin Jati Agung, South Lampung Regency. This study is expected to be able to provide an empirical picture of effective leadership practices in building commitment, loyalty, concern, and initiative of teachers towards the organization. In addition to contributing to the development of Islamic Education Management studies, the results of this study are also expected to provide input for madrasah principals and managers of Islamic educational institutions in formulating leadership strategies that are able to create a collaborative organizational culture, increase teacher professionalism, and support the continuous improvement of the quality of education.

This research does not originate from the assumption of a specific problem at MAS Hidayatul Muhtadiin, but rather from the academic need to understand more deeply how the leadership of the madrasah principal contributes to strengthening teachers' Organizational Citizenship Behavior (OCB) in the context of managing an Islamic educational institution. In educational organizations, leadership not only functions as an instrument to direct, supervise, and control program implementation, but also plays a role in building organizational culture, creating a conducive work climate, and fostering commitment and loyalty from all madrasah members. Therefore, this research focuses on efforts to uncover leadership practices that can encourage teachers to demonstrate voluntary behavior (extra-role behavior), such as helping colleagues, actively participating in madrasah activities, providing ideas for institutional development, and contributing to the organization's success beyond the demands of formal duties. Understanding this process is important because Organizational Citizenship Behavior is one of the social capitals that contributes to organizational effectiveness, improving the quality of educational services, and the formation of a collaborative, adaptive, and quality-oriented

work culture. Thus, this study is expected to not only provide an empirical picture of the relationship between madrasah principal leadership and teacher OCB, but also produce conceptual and practical recommendations that can serve as a reference for leadership development in madrasahs in facing the dynamics and challenges of education that continue to develop.

This study is supported by several previous studies showing that the quality of madrasah principal leadership is closely related to teachers' organizational behavior. Research by Nur Ifani and Kartiwi (2024), published in *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* (Islamic Education Management Journal), shows that the principal's spiritual leadership has a positive influence on the organizational citizenship behavior of teachers and education personnel. Leadership that prioritizes exemplary behavior, moral values, open communication, and human resource empowerment can increase teachers' loyalty, organizational commitment, and willingness to contribute beyond their formal duties. (Kartiwi 2024). These findings reinforce that effective leadership not only impacts individual performance improvement, but also is able to shape a collaborative organizational culture and encourage the growth of Organizational Citizenship Behavior as a supporting factor for improving the quality of education. This study then complements the study by examining in more depth how the leadership practices of madrasah principals build teacher OCB in the context of private madrasah aliyah, so that it is expected to enrich the scientific treasure of Islamic Education Management while providing empirical evidence in different institutional contexts.

METHOD

This research uses a qualitative approach with a case study. The qualitative approach was chosen because the research aims to deeply understand the leadership practices of madrasah principals in strengthening teachers' Organizational Citizenship Behavior (OCB) through processes, social interactions, and the experiences of informants within the madrasah environment. This approach allows researchers to obtain a comprehensive picture of leadership strategies, communication patterns, organizational culture, and the forms of teacher voluntary behavior that develop within the madrasah organization. (Nartin et al. 2024). The case study design was chosen because the research focused on one research location, namely Madrasah Aliyah Hidayatul Mubtadiin, Jati Agung District, South Lampung Regency, thus allowing for in-depth exploration of the phenomena studied according to the organizational context. The research subjects were determined using a purposive sampling technique, namely the selection of informants based on the consideration that they have knowledge, experience, and direct involvement with the research focus. The main informant consisted of the madrasah principal as the organizational leader, while supporting informants included the vice-principal, senior teachers, subject teachers, education staff, and the head of the foundation or parties who understand the madrasah management policy. The selection of various informants aimed to obtain diverse information so that the data obtained could describe the leadership practices of the madrasah principal and the implementation of Organizational Citizenship Behavior of teachers more comprehensively. The research data consisted of primary data and secondary data. Primary data were obtained directly through in-depth interviews, field observations, and interactions with research informants. Data collection was carried out through three main techniques, namely interviews, observation, and documentation. Data analysis was conducted interactively, based on the Miles, Huberman, and Saldaña model, which includes four stages: data collection, data condensation, data display, and drawing and verifying conclusions. Data validity was maintained through the application of four trustworthiness criteria: credibility, transferability, dependability, and confirmability. (Rosmita et al. 2024).

RESULTS AND DISCUSSION

Visionary Leadership of Madrasah Principals in Building Teachers' Organizational Citizenship Behavior

The research results show that the principal of Madrasah Aliyah Hidayatul Mubtadiin Jati Agung implements leadership oriented towards the vision of madrasah development through improving the quality of learning, strengthening student character, and empowering human resources. This vision is not only outlined in institutional documents but is also continuously communicated to teachers through coordination meetings, coaching activities, academic supervision, and informal discussions. The principal strives to build a shared understanding that the success of the madrasah is the responsibility of the entire school community, so that each teacher has a strategic role in realizing the institution's goals.

Based on interviews with several teachers, it was found that the madrasah principal is viewed as a leader with a clear vision regarding the direction of the institution's development. This vision is not only stated in official madrasah documents but is also consistently socialized through teacher council meetings, coaching activities, academic supervision, and various other communication forums. Teachers stated that the madrasah principal always explains the goals to be achieved, the priorities of the programs to be implemented, and the role of each teacher in supporting the success of these programs. This open communication pattern makes teachers understand that every activity carried out is part of a collective effort to improve the quality of the madrasah, not simply carrying out administrative routines. Furthermore, teachers revealed that the madrasah principal provides space for discussion, expressing opinions, and providing input on various policies to be implemented. This involvement makes teachers feel valued as an important part of the organization, fostering a sense of belonging to the madrasah. This feeling of appreciation has an impact on increasing teachers' motivation to actively participate in various programs, whether related to learning activities, student character development, religious activities, or institutional development programs. Teachers no longer view madrasah programs as the sole responsibility of the leadership, but as a shared responsibility that must be realized through the cooperation of all madrasah members.

Interviews also showed that clear leadership direction facilitates teachers in developing lesson plans and carrying out tasks in accordance with established targets. Teachers understand the priorities for madrasah development, such as improving the quality of learning, strengthening religious culture, developing student competencies, and enhancing the institution's image within the community. A shared understanding of the organization's goals enables each teacher to align their work programs with the madrasah's vision and mission, resulting in more focused, effective, and mutually supportive implementation of various activities. In addition to providing clear direction, the madrasah principal also routinely evaluates program implementation through coordination and supervision meetings. In each evaluation, the madrasah principal not only assesses program achievements but also acknowledges teachers' successes and provides solutions to any challenges encountered. This approach creates a more open, communicative, and trusting working relationship between the madrasah principal and teachers. Teachers feel supported in carrying out their duties, thus gaining confidence in developing various learning innovations and activities that support the madrasah's progress. Overall, the interviews indicate that leadership with a clear and openly communicated direction for institutional development can build shared commitment among teachers. A clear vision, open communication, and teacher involvement in various

organizational programs foster a sense of responsibility, loyalty, and concern for the progress of the madrasah. These conditions serve as an important foundation for creating a collaborative work culture and supporting the development of Organizational Citizenship Behavior (OCB), where teachers voluntarily contribute their best to improving the quality of learning, educational services, and achieving organizational goals.

Observations indicate that the madrasah principal applies a communicative and participatory leadership style in every madrasah program. Prior to an activity, the madrasah principal always holds a coordination meeting with teachers and other educational staff to convey the program's objectives, explain the targets to be achieved, and discuss implementation steps. This coordination forum serves not only as a means of conveying information but also as a medium for building a common perception, aligning understanding of program priorities, and gathering input from teachers. This ensures that each teacher shares a common understanding of the direction of activities and understands their respective roles and responsibilities. During this coordination process, the madrasah principal divides tasks according to each teacher's competency, experience, and responsibilities. This clear division of tasks ensures that each teacher understands their obligations and is able to perform optimally within their areas of responsibility. In addition to considering professional competence, the madrasah principal also provides opportunities for teachers to develop their potential through involvement in various academic and non-academic programs. This approach demonstrates that the madrasah principal is not only oriented towards program completion but also focuses on developing the capacity of human resources, the madrasah's primary asset. Observations also showed that the principal consistently monitored the implementation of activities and provided assistance when any challenges were encountered. The principal acted not only as a supervisor but also as a facilitator, providing direction, motivation, and solutions to various problems faced by teachers. After the program was completed, the principal conducted an evaluation with the entire implementation team to assess the success of the program, identify obstacles, and formulate improvements for the next program. The evaluation process was conducted openly, giving each teacher the opportunity to share experiences, offer suggestions, and offer constructive criticism.

This leadership pattern creates open, dialogical, and respectful organizational communication. Teachers are not merely policy implementers but are also positioned as working partners with the opportunity to participate in the decision-making process. This open communication fosters a sense of respect, increases trust between the principal and teachers, and strengthens harmonious working relationships. This conducive organizational climate encourages teachers to more actively express ideas, provide solutions to various problems, and participate in the development of madrasah programs without pressure from the leadership. Observations indicate that the coordination pattern implemented by the madrasah principal has an impact on increasing the sense of belonging to the institution. Teachers view the successes and challenges faced by the madrasah as a shared responsibility, thus fostering a willingness to cooperate, assist each other, and contribute beyond their formal duties. This condition is reflected in the high level of teacher participation in various institutional activities, such as organizing religious activities, developing student character, implementing extracurricular activities, promoting the madrasah, and various programs to improve the quality of education. Thus, the observation results indicate that effective coordination, clear division of tasks, and continuous evaluation are leadership practices that are able to build a collaborative organizational culture and strengthen the Organizational Citizenship Behavior of teachers in the madrasa environment.

Research findings show that visionary leadership not only serves as a guide for policymaking but also as a factor in building work motivation, strengthening organizational commitment, and fostering a spirit of collaboration among teachers. A

shared vision encourages teachers to work not solely to fulfill administrative obligations but also to support the overall success of the madrasah.

Teacher Empowerment as a Leadership Strategy for Madrasah Principals

The following research findings indicate that the primary strategy implemented by madrasah principals to strengthen teachers' Organizational Citizenship Behavior (OCB) is through teacher empowerment. Empowerment is understood as the madrasah principal's efforts to develop capacity, increase self-confidence, and provide space for teachers to contribute optimally to the institution's development. The results of the study indicate that madrasah principals position teachers not only as policy implementers but also as strategic partners who play a vital role in the planning, implementation, and evaluation of various madrasah programs. This approach reflects participatory leadership, where each teacher is given the opportunity to actively participate in decision-making related to organizational progress.

Based on interviews, teachers revealed that the madrasah principal routinely involves them in the development of annual work programs, the development of academic and non-academic activity agendas, and various madrasah quality improvement programs. In each program planning process, teachers are given the opportunity to express ideas, provide input, and offer solutions to various needs and challenges faced by the madrasah. This involvement makes teachers feel valued because their opinions are part of the decision-making process. Teachers also stated that involvement in program planning increases their sense of responsibility for the success of activities, encouraging them to make greater contributions than if they were merely acting as policy implementers.

Teacher empowerment is also realized through the division of tasks tailored to each teacher's competency, experience, and interests. The principal strives to recognize each teacher's potential before assigning them responsibility for various institutional activities. Teachers with skills in information technology, for example, are given responsibility for managing the school's information media or digital administration, while teachers with experience in student development are entrusted with coordinating extracurricular activities or character development. Assigning tasks aligned with these competencies makes teachers feel more confident in carrying out their responsibilities and increases the effectiveness of the school's program implementation. In addition to assigning responsibilities according to their competencies, the principal also provides teachers with opportunities to participate in various professional development activities, such as training, seminars, workshops, Subject Teacher Conferences (MGMP), and other competency-enhancing activities. These opportunities are seen as a manifestation of the principal's concern for developing the quality of human resources in the school. Teachers stated that the experience of participating in training not only improves pedagogical and professional competencies but also broadens their insights into learning innovation, classroom management, and strategies for improving educational quality. The knowledge and experience gained are then applied in the learning process and shared with other teachers through discussion activities or sharing of best practices, so that the benefits can be felt by all members of the madrasah.

Observations show that the madrasah principal places considerable trust in teachers to manage the madrasah's various strategic programs. Teachers are given the freedom to design activities, coordinate program implementation, and evaluate the results of activities within their areas of responsibility. The madrasah principal continues to provide guidance and supervision, but avoids adopting an overly controlling leadership style. Instead, the madrasah principal provides support, direction, and motivation so that teachers feel they have the freedom to innovate and take initiative in completing various tasks. This trust builds a stronger sense of responsibility and increases teachers' courage

to develop various programs that benefit the madrasah's progress. Teacher empowerment is also reflected in the creation of a culture of open communication. The madrasah principal provides teachers with space to express opinions, criticisms, and constructive suggestions regarding policies and program implementation. Each proposal submitted is discussed together before being finalized as organizational policy. This creates a more egalitarian and harmonious working relationship between the principal and teachers, while strengthening trust within the organization. Teachers feel valued and play a vital role in determining the direction of madrasah development, fostering a stronger commitment to supporting each mutually agreed-upon program. Overall, the research findings indicate that the teacher empowerment strategy implemented by the madrasah principal significantly contributes to strengthening Organizational Citizenship Behavior. Teacher involvement in decision-making, division of tasks based on competency, opportunities for professional development, trust in program management, and open communication have encouraged teachers to be more proactive, responsible, and willing to contribute beyond their formal obligations. These conditions indicate that empowerment not only improves teacher competence and professionalism but also forms positive organizational behavior in the form of increased teacher initiative, concern, cooperation, and commitment to the continuous progress of the madrasah.

Interview results indicate that teachers feel the principal trusts them to carry out their duties and responsibilities. This trust increases teachers' confidence in taking the initiative to complete various tasks without always having to wait for instructions from their superiors. Teachers also feel more responsible for the success of the madrasah program because they are involved from the planning stage to the evaluation stage. Field observations show that teacher empowerment is reflected in the implementation of academic and non-academic activities. Teachers are not only responsible for the classroom learning process but also participate in extracurricular activities, student character development, religious activities, and various madrasah development programs. This involvement indicates that the madrasah principal has succeeded in creating a collaborative and participatory work culture. Teacher empowerment is also realized through ongoing coaching. The madrasah principal provides direction, supervision, and feedback on teacher performance, ensuring continuous competency improvement. This approach builds a harmonious working relationship between the principal and teachers, while simultaneously increasing teacher motivation to make greater contributions to the progress of the madrasah.

The Impact of Leadership on Teachers' Organizational Citizenship Behavior

The results of the study indicate that visionary leadership combined with teacher empowerment strategies has a positive impact on strengthening teachers' Organizational Citizenship Behavior (OCB). The most prominent form of OCB is increased teacher initiative in carrying out various activities that support madrasah development. Teachers not only carry out tasks according to formal job descriptions, but also voluntarily provide assistance to colleagues, participate in school activities, and take an active role in resolving various organizational issues. Interview results revealed that teachers are aware of assisting in the implementation of madrasah programs even though these tasks are outside their primary responsibilities. Teachers are willing to share experiences, help colleagues who experience difficulties, and support various school activities without expecting additional compensation. This behavior arises from a sense of ownership of the madrasah and trust in the leadership of the madrasah principal. Observations also indicate good cooperation between teachers in preparing academic, religious, and student development activities. Teachers share information, exchange teaching experiences, and collaborate in completing organizational tasks. This condition reflects the development of

altruism, conscientiousness, civic virtue, and courtesy as important dimensions of Organizational Citizenship Behavior. Overall, the research results indicate that the visionary leadership of the madrasah principal plays a role as a driving factor in the formation of teachers' Organizational Citizenship Behavior. Through clear communication of vision, empowerment of human resources, teacher involvement in decision-making, and continuous coaching, the madrasah principal is able to create a work environment that encourages the growth of initiative, concern, cooperation, and commitment of teachers to the progress of the organization. These findings indicate that the strengthening of OCB is not only influenced by the individual character of the teacher, but also greatly influenced by the leadership practices implemented by the madrasah principal in managing the educational organization.

Discussion

Visionary Leadership of Madrasah Principals as Drivers of Teachers' Organizational Citizenship Behavior

The results of the study indicate that the principal of Madrasah Aliyah Hidayatul Muftadiin implements visionary leadership by clearly communicating the direction of madrasah development, involving teachers in achieving the vision, and building a shared commitment to improving the quality of education. These findings indicate that visionary leadership not only functions as a process for formulating organizational goals, but also serves as an instrument for building shared perceptions, commitment, and motivation among teachers in carrying out their professional duties. From the perspective of Islamic Educational Management, visionary leadership is the leader's ability to formulate a realistic vision, mobilize all organizational resources, and direct change towards improving the quality of the institution. The principal not only acts as an administrator, but also as a change leader who is able to build a work culture, develop teacher potential, and create an organizational climate conducive to improved performance. When the organizational vision is understood and accepted by all teachers, a sense of belonging to the madrasah will grow, so that teachers are encouraged to make greater contributions than simply carrying out formal duties. These findings are in line with the research of Moh. Sulhan and Ilyas Rifa'i (2023) explain that the excellence of a madrasah is not only determined by the adequacy of resources, but is also greatly influenced by the personality competence of the madrasah principal, professionally exercised authority, and a vision for change that can mobilize all components of the organization. Madrasah principals who have a clear vision are better able to build teacher commitment, strengthen organizational culture, and increase the competitiveness of the institution.(Sulhan 2023).

The results of this study also demonstrate that ongoing communication of the vision through meetings, supervision, evaluation, and coaching provides teachers with the opportunity to understand the organization's goals and recognize their role in achieving them. This strengthens organizational commitment, ultimately encouraging teachers to volunteer in supporting various madrasah programs. Thus, visionary leadership not only results in structural changes to the organization but also shapes individual behavior, which forms the foundation for the development of Organizational Citizenship Behavior.

Teacher Empowerment as a Strategy to Strengthen Organizational Citizenship Behavior

Research findings indicate that the most dominant leadership strategy in strengthening teachers' Organizational Citizenship Behavior is teacher empowerment. Madrasah principals provide opportunities for teachers to be involved in program development, decision-making, activity implementation, and evaluation of various madrasah programs. Furthermore, teachers are entrusted with developing learning

innovations according to their competencies. This creates a sense of appreciation, increases self-confidence, and strengthens teachers' professional responsibility for the success of the organization. Teacher empowerment is a characteristic of modern leadership that positions teachers as strategic partners in the development of educational institutions. Teachers are no longer positioned solely as policy implementers, but as individuals with the ability to contribute to decision-making, problem-solving, and organizational innovation. Through this empowerment, madrasah principals build working relationships based on trust, collaboration, and shared responsibility. These findings support the research findings of Mawardi, Hambali, and Husni Hidayat (2023), which showed that religious-based transformative leadership can build a madrasah work culture through the principal's commitment, human resource consolidation, the instillation of religious values, and continuous evaluation. (Mawardi, Hambali, and Hidayat 2023) The research confirms that a leader's success lies not only in their ability to give instructions, but also in their ability to empower all human resources to create a work culture that is disciplined, collaborative, professional, and oriented towards quality improvement.

In the context of this research, teacher empowerment is realized through active involvement in various madrasah programs. Teachers are given the opportunity to express ideas, propose solutions to problems faced by the institution, and participate in the development of academic and non-academic activities. This situation creates a more democratic relationship between the madrasah principal and teachers, creating an organizational climate conducive to the development of creativity and innovation. Teachers feel trusted by the principal, which fosters intrinsic motivation to make their best contributions to the madrasah.

The Impact of Leadership on Strengthening Teachers' Organizational Citizenship Behavior

The results of the study indicate that visionary leadership accompanied by teacher empowerment strategies has an impact on increasing teachers' Organizational Citizenship Behavior (OCB). The most prominent form of OCB is the increase in teachers' initiative to help colleagues, participate in various madrasah activities, complete work voluntarily, and make contributions beyond their formal obligations as educators. This behavior shows that teachers do not only work based on administrative demands but also have a concern for the success of the organization. According to the theory of Organizational Citizenship Behavior developed by Dennis Organ, OCB is voluntary behavior that is not formally stated in job descriptions, but is able to increase organizational effectiveness. The dimensions of OCB include altruism, conscientiousness, courtesy, civic virtue, and sportsmanship. The findings of this study show that the most dominant dimensions are altruism and civic virtue, namely teachers' willingness to help colleagues and actively participate in various organizational activities without expecting additional rewards. The increase in OCB in this study did not emerge spontaneously, but developed as a result of the leadership of the madrasah principal who was able to build trust, open communication, respect for teachers, and opportunities for development. When teachers feel appreciated and trusted, they tend to show higher loyalty to the organization. This loyalty is reflected in the willingness to provide time, energy and thoughts to support the progress of the madrasah outside of the formal duties that have been assigned.

The findings of this study reinforce the view that principal leadership is a crucial factor in shaping teachers' organizational citizenship behavior. Leadership solely focused on administrative oversight may not necessarily foster Organizational Citizenship Behavior (OCB). Conversely, visionary, participatory, and empowering leadership will create a positive work climate, encouraging teachers to demonstrate voluntary behavior

that supports organizational effectiveness. Therefore, the success of strengthening teacher OCB is influenced not only by individual character but also by the quality of the relationship between the principal and teachers, built through trust, empowerment, communication, and role modeling.

Overall, the results of this study indicate that the leadership of madrasah principals has a significant contribution to strengthening teachers' Organizational Citizenship Behavior through two main mechanisms: conveying a clear organizational vision and continuous teacher empowerment. These two mechanisms form a collaborative organizational culture, increase teacher commitment to the institution, and encourage the growth of teacher initiative and concern for the success of the madrasah. This finding enriches the study of Islamic Education Management by confirming that the success of a madrasah principal's leadership is not only measured by the achievement of organizational targets, but also by their ability to build positive organizational behavior that serves as social capital for the continuous improvement of educational quality.

CONCLUSION

This study shows that the leadership of the madrasah principal plays a crucial role in strengthening teachers' Organizational Citizenship Behavior (OCB) at Hidayatul Muhtadiin Jati Agung Islamic Senior High School in South Lampung Regency. The leadership implemented is oriented toward a clear vision for madrasah development, communicated continuously, and supported by a strategy for empowering teachers in every aspect of institutional management. Through this visionary leadership, the madrasah principal is able to build a shared perception, increase organizational commitment, and create a collaborative work culture that encourages teachers to actively participate in realizing the madrasah's goals. The results also indicate that teacher empowerment is a key strategy in strengthening Organizational Citizenship Behavior. The madrasah principal provides opportunities for teachers to be involved in program development, decision-making, activity implementation, and program evaluation. The trust given to teachers increases a sense of ownership in the organization, strengthens professional responsibility, and encourages initiatives to contribute beyond formal duties. This condition is reflected in teachers' increased willingness to help colleagues, participate in academic and non-academic activities, share experiences, and support various madrasah development programs voluntarily. The findings of this study confirm that strengthening teachers' Organizational Citizenship Behavior is not only influenced by individual characteristics, but is also greatly determined by the quality of the madrasah principal's leadership. Visionary, participatory, communicative, and empowerment-oriented leadership can create a conducive work environment for the growth of altruistic behavior, cooperation, loyalty, concern for the organization, and commitment to improving the quality of education. Thus, the leadership of the madrasah principal is a strategic factor in building a positive organizational culture while increasing the effectiveness of education delivery. Theoretically, this study strengthens the study of Islamic Education Management by showing that visionary leadership and teacher empowerment are important mechanisms in shaping Organizational Citizenship Behavior in the madrasah environment. Practically, the results of this study provide implications that madrasah principals need to develop more participatory leadership patterns, strengthen organizational communication, provide space for teachers to innovate, and create a work culture that values collaboration and initiative. These efforts are expected to increase teacher commitment, strengthen a culture of quality, and support the realization of an effective, adaptive, and competitive madrasah. It is recommended that further research involve more madrasahs using a comparative qualitative or mixed methods approach in order to obtain a more comprehensive understanding of the relationship

between madrasa principal leadership and teachers' Organizational Citizenship Behavior in various institutional contexts.

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