

The Influence of Transformational Leadership, Job Satisfaction and Organizational Citizenship Behavior on the Performance of Islamic School Teachers

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ABSTRACT

The purpose of this study is to measure the effect of transformational leadership, job satisfaction and organizational citizenship behavior on the teacher performance of Islamic schools teachers in Jakarta. Data was collected by simple random sampling via electronic to the Islamic schools teacher population in Jakarta. The returned and valid questionnaire results were 270 samples. Data processing was used SEM method with SmartPLS 3.0 software. The results of this study concluded that transformational leadership, job satisfaction and organizational citizenship behavior have a positive and significant effect on the teacher performance. This new research proposed a model for building the teacher performance among the Islamic school teachers in Jakarta through transformational leadership, job satisfaction and organizational citizenship.

Keywords: Job satisfaction, organizational citizenship behavior, performance, transformational leadership, Islamic schools' teachers

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INTRODUCTION

In the middle of the education 4.0 era, knowledge is the key to every door of change and organizational improvement (Asbari, 2015). Therefore, changes by educational organizations, including schools. Changes and adjustments to educational institutions are a necessity in the current era of knowledge. Meanwhile, the performance of educational institutions is inseparable from the performance of the core competences of school educational institutions, namely teachers (Asbari, 2019). Previous research from (Asbari, Purwanto, et al., 2019; Asbari, Santoso, et al., 2019; Asbari, Purwanto, et al., 2020; Bernarto et al., 2020; Prameswari et al., 2020a; Purwanto, Asbari, & Hadi, 2020b; Purwanto, Asbari, Prameswari, & Ramdan, 2020b; Purwanto, Asbari, Prameswari, Ramdan, et al., 2020c) show that transformational leadership significantly affects organizational performance. This means that the leadership style, which is considered relevant to the organizational climate, will have a significant impact on teacher performance and the entire organization. Organizational leaders need to constantly evaluate their leadership style to solve everyday organizational problems. Research (Kusumaningsih et al., 2020) proves that transformational leadership has a significant influence on organizational citizenship behavior (OCB).

Leadership or leading activities is an effort made by someone

with all their abilities to influence, encourage, guide, direct, and mobilize other people so that they are willing to work with enthusiasm and trust in achieving common goals. In relation to the mission of education, leadership can be interpreted as the principal's efforts to influence, encourage,

guide, direct, and mobilize school staff so that they can work effectively in order to achieve predetermined educational and teaching goals (Asbari, 2020). The leadership style adopted by a leader depends on the level of maturity or maturity of the members and the goals to be achieved. Teachers and employees as subordinate elements in the school organization are important elements involved in achieving school goals. They have different abilities, needs, and personalities so that the approach that must be taken by a principal as a leader is adjusted to their maturity level. Effective leadership styles between school principals will differ, according to the maturity of teachers and employees in each school. Maturity is not defined as age or emotional stability, but emphasizes the desire to achieve, a willingness to accept responsibility, and has the ability or experience related to tasks. In general, there are three leadership styles of principals, namely leadership styles according to traits, leadership styles based on behavioral theory, and leadership according to contingency theory. Leadership based on characteristics examines the temperament and abilities that mark the characteristics of the principal. Behavioral leadership focuses on the actions of the principal in carrying out managerial work. The contingency approach examines the suitability of the principal's behavior with situational characteristics, especially the maturity level of teachers and employees.

In managing schools, primary school principals can choose theories and apply appropriate leadership styles from several existing leadership styles according to personal character and the conditions of the school organization being led. The important thing is that the principal of an elementary school must be able to perform a good leadership role. In connection with the leadership role of the principal, Sergiovanni (1991)

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suggests six leadership roles for principals, namely formal leadership, administrative leadership, supervisory leadership, organizational leadership, and team leadership. Formal leadership refers to the duty of the principal to formulate the vision, mission and goals of the organization in accordance with the applicable principles and regulations. Administrative leadership, refers to the duties of the principal to foster the administration of all staff and members of the school organization. Supervision leadership refers to the duty of the principal to assist and guide members so that they can carry out their duties properly. Organizational leadership refers to the principal's duty to create a conducive work climate, so that members can work enthusiastically and productively. Team leadership refers to the principal's duty to build good cooperation among all members in order to achieve optimal school organizational goals.

School is a form of educational organization. The principal is the education leader in the school. If the notion of leadership is applied in educational organizations, educational leadership can be interpreted as an effort to mobilize people in educational organizations to achieve educational goals. This is in accordance with the opinion of Nawawi (1985) which states that educational leadership is a process of influencing, mobilizing, motivating, and directing people in educational organizations to achieve educational goals. In educational organizations the leader of education is the principal. As educational leaders, school principals have a number of duties and responsibilities that are quite heavy. To be able to carry out their functions optimally, the principal needs to apply the right leadership style. The main role of the principal's leadership, appears in the statements put forward by leadership experts. Knezevich quoted by Indrafachrudi (1983) suggests that leadership is the main energy source for achieving the goals of an organization. On the other hand, Owens (1991) also emphasized that leadership quality is the main means of achieving organizational goals. For this reason, for the principal to carry out his duties effectively, it is absolutely necessary to be able to apply good leadership.

There are many theories of leadership styles that principals can apply. When examined from theory development, there are many leadership theories that can be explored to study leadership problems. The first leadership theory to be developed is the trait theory. Basically, the trait theory views that the effectiveness of leadership starts from the traits or characters that a person has. The success of leadership is largely determined by certain personality traits, for example self-esteem, initiative, intelligence, fluency in language, creativity, including the physical characteristics of a person. Leaders are said to be effective if they have good personality traits. Conversely, a leader is said to be ineffective if he does not show good personality traits. Leadership effectiveness depends on how one's leadership style is related to the situation or situation. When the style of a principal is in accordance with a certain situation, that style is said to be effective. If the leadership style is not in accordance with the situation, it is ineffective. The principal as an effective leader must learn from past mistakes and try to correct it in a wise way. In addition, it also provides opportunities for teachers and employees to provide criticism and suggestions for improvements. Teachers and employees who are always learning know their duties and obligations to make the organization more competitive.

Meanwhile, the performance of educational institutions is inseparable from the performance of the core competences of school educational institutions, namely teachers (Asbari, 2019). Previous research from (Asbari, Purwanto, et al., 2019; Asbari, Santoso, et al., 2019; Asbari, Purwanto, et al., 2020; Bernarto et al., 2020; Prameswari et al., 2020a; Purwanto, Asbari, & Hadi, 2020b; Purwanto, Asbari, Prameswari,

&Ramdan, 2020b; Purwanto, Asbari, Prameswari, Ramdan, et al., 2020c) show that transformational leadership significantly affects organizational performance. This means that the leadership style, which is considered relevant to the organizational climate, will have a significant impact on teacher performance and the entire organization. Organizational leaders need to constantly evaluate their leadership style to solve everyday organizational problems. Research (Kusumaningsih et al., 2020) proves that transformational leadership has a significant influence on organizational citizenship behavior (OCB). This means that the leadership behavior adopted by management,

This means that the leadership behaviors adopted by management, such as innovation, creativity, honesty, transparency, and example will have a positive impact on the behavior of all teachers. Transformational leadership is demonstrated by the ability of leaders to change teacher awareness, to inspire staff, and to motivate them to voluntarily achieve high performance beyond formal targets and standards without being coerced or coerced by leaders (Luthans, 2002). The purpose of this study was to analyze The Influence of Transformational Leadership, Job Satisfaction and Organizational Citizenship Behavior on the Performance of Islamic School Teachers.

LITERATURE REVIEW AND HYPOTHESES

Transformational leadership

(Bass & Avolio, 2000) define transformational leadership theory, based on earlier transformational leadership theory from (Burn, 1978). Proponents of transformational leadership believe that transformative leaders create trust, loyalty, admiration and respect among followers, and among followers and leaders, so that they are willing to volunteer to achieve the goals, objectives and vision of the organization. (Robbins, 2001) confirms that transformational leaders are those who are able to inspire their followers to change their lives and aspire to a greater purpose and vision. In this definition (Luthans, 2005), transformative leaders are able to change the awareness of their followers, increase their enthusiasm, and motivate them to do their best to achieve organizational goals, not because they are forced to, but they are willing. According to (Bass & Avolio, 2000), there are three characteristics of transformative leaders, namely: first, to increase followers' awareness of the importance of processes and efforts. Second, to motivate followers to prioritize group interests over individual interests. Third, to shift the follower's needs beyond material things to a higher level such as self-esteem and actualization. In other words, (Burn, 1978) states that transformative leaders are people who encourage followers to act for specific goals that represent values and motivations - wants and needs, aspirations and hopes - of leaders and followers. They are able to change the consciousness of followers and instill normative values, aspirations to achieve higher morality, such as equality, freedom, justice, humanitarianism, and peace. The concept of transformational leadership has gradually begun to shift the concept of instructional leadership, as the hope of the education world for university leaders to bring visionary leadership types into the organization. A mandate that instructional leaders find difficult to fulfill. Leithwood and Jantzi (1990) show that university leaders who are successful in their work have used various mechanisms to motivate and activate their staff to bring about change in their university culture. Referring to transformational leadership, Burns (1978) describes their followers and leaders as inspiring each other to attain "a higher level of morality and motivate justice and equality. Leithwood and Jantzi (2000) identified six main characteristics of transformational educational leaders,

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namely building a university's vision and goals, providing intellectual stimulation, offering individualized support, symbolizing professional practices and values, showing high performance expectations, and developing structures to foster participation in university decisions. Contingent reward, a subfactor of transactional leadership, relates to situations in which a leader rewards followers for completing an agreed-upon task.

Job Satisfaction

Colquitt et al., (2009: 105) defines job satisfaction as "a pleasant emotional state that results from appraising one's job and what you think about your job". George and Jones (2005: 75) defines job satisfaction as a collection of feelings and beliefs that people have about their current job ". Kreitner and Kinicki , (2008: 170) explains that job satisfaction is an affective or emotional response to various aspects of a person's job. "Newstrom and Davis (2002: 105) define job satisfaction as a set that benefits unfavorable feelings and emotions that employees view their work. . In the definition of Luthans (2002: 230), job satisfaction is the result of employees' perceptions of their current job well. It provides things that are considered important. According to Gibson, et al., (2008: 75), job satisfaction is the attitude that workers have about their work, which results of their perceptions about the job ". Wexley and Yulk (2005: 130) states that job satisfaction is the way an employee feels about his job". In the view of Schermerhorn (2010: 72), job satisfaction is the extent to which individuals feel positive or negative about their work

Organizational Citizenship Behavior (OCB)

(Luthans, 2005) defines Organizational Citizenship Behavior (OCB) as individual behavior who is free to choose, is not directly or explicitly regulated by a formal reward system, and in stages promotes effective organizational functions. The personality basis for Organizational Citizenship Behavior (OCB) reflects the predisposing traits of employees who are cooperative, helpful, caring, and sincere. The basic attitude indicates that employees engage in Organizational Citizenship Behavior (OCB) to retaliate against organizational actions. However, what is more important for Organizational Citizenship Behavior (OCB) is that employees must feel that they are treated fairly, that procedures and results are fair. extra or beyond the "call of duty" other main dimensions are that Organizational Citizenship Behavior (OCB) is free to choose and that Organizational Citizenship Behavior (OCB) does not need to be regulated by the formal reward system of the organization.

Teacher performance

According to (Robbins, 2001) performance can be defined as the amount of effort made by the teacher to complete his job, whereas (Bernardin&Russel, 1993) defines performance as a written document resulting from the completion of a task or work performed by the teacher within a certain period of time. In the context of this study, Teacher performance evaluation uses two-dimensional work targets and work behavior. Work targets deal with annual work plans targeted to be completed by one teacher. Job targets consist of work quantity, quality, duration and cost. Work behavior is related to teacher attitudes when completing tasks. This behavior consists of variables such as service orientation, integrity, commitment, discipline, teamwork, and leadership.

The relationship between transformational leadership and Teachers Performance

Research (Astuti&Sulistyo, 2017) tries to confirm a theoretical model to predict the relationship between

leadership style, subordinate competence, tactical influence, and variable OCB in organizations. Path analysis is used to analyze data. The results of the study found that transformational leadership has a significant effect on OCB and Teachers Performance. Another study from (Chen et al., 2019; Hackett et al., 2018) found similar results with research (Hackett et al., 2018; Jiang, 2017; Khan et al., 2020). Thus, the research hypothesis is:

H1: Transformational leadership affects Teachers Performance

The relationship between job satisfaction and Teachers Performance

A prior study (Farooq et al., 2020) confirms the effect of job satisfaction on organizational citizenship behavior (OCB). This research shows that job satisfaction is positively related to organizational citizenship behavior (OCB) and Teachers Performance. Similar findings come from research by (Saxena) et al., 2019; Sugito&Harjatno, 2020), where job satisfaction positively affects OCB. The hypothesis is:

H2: Job satisfaction affects and Teachers Performance

The relationship between OCB and Teachers Performance

Research conducted by (Huang et al., 2017) found that respondents with high and low performance were both influenced by OCB. This research is in line with the results of the study (Basu et al., 2017; Callea et al., 2016; Laski & Moosavi, 2016). Thus, the hypothesis is:

H3: Organizational Citizenship Behavior (OCB) has a significant influence on Teachers Performance

METHODS

The method used in this research is quantitative method. Data was collected by distributing questionnaires to all Islamic school teachers. The instrument used to measure transformational leadership was adapted from (Bogler, 2001) using 3 items. Job satisfaction was adapted from (Tsui et al., 1991) using 3 items. Organizational Citizenship Behavior (OCB) was measured from an instrument adapted from (Organ et al., 2005) using 3 items. Teacher performance was adapted from (Bernardin&Russel, 1993) using 3 items. The questionnaire is designed closed except for questions / statements regarding the identity of the respondent in the form of a semi-open questionnaire. Each closed question / statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, disagree (KS) score 3, disagree (TS) score 2, and strongly disagree (STS)) score 1. The method for processing data is by using PLS and using SmartPLS version 3.0 software as a tool. The population in this study were Islamic school teachers in Jakarta, whose numbers have not been identified with certainty. The questionnaires were distributed electronically using simple random sampling technique. The results of the questionnaires were returned as many as 270 collected questionnaires.

Table 1. Profile of respondents

	Criteria	Total
Age	< 30 years	90
	30 - 40 years	100
	> 40 years	80
Working period as Teacher	< 5 years	70
	5-10 years	140
	> 10 years	60
Education	< S1(Bachelordegree)	190
	≥ S2 (Master degree)	80

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For respondents who were under 30 years old were 90 teachers, respondents aged 30-40 years were 100 teachers and respondents aged over 40 years were 80 teachers. There were 70 respondents for Working period as lecture under 5 years, 140 respondents for working period as teacher for 5 - 10 years, and 60 teachers for Working period as teacher over 10 years. For respondents with education levels below the bachelor's degree, there were 190 teachers, and respondents with education levels above the bachelor's degree were 80 teachers.

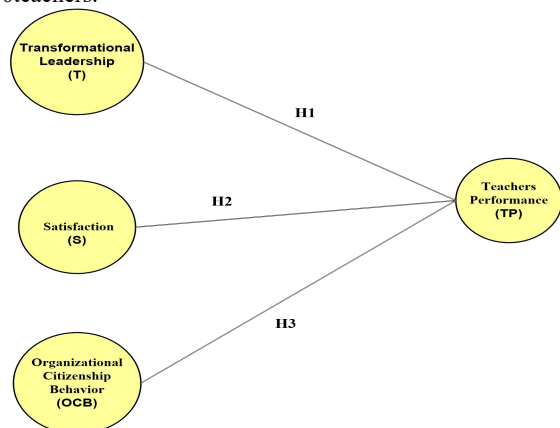


Figure 1. Research Framework

Based on the literature review from previous research studies, the following hypothesis is obtained

Hypothesis 1: Transformational leadership affects Teachers Performance

Hypothesis 2: Job satisfaction affects and Teachers Performance

Hypothesis 3: Organizational Citizenship Behavior (OCB) has a significant influence on Teachers Performance

RESULT AND DISCUSSION

This testing phase includes testing for convergent validity, discriminant validity and composite reliability. The results of

the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing. Convergent validity test is done by looking at the loading factor value of each indicator against the construct. Based on the reference, factor weights of 0.5 or more are considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Hair et al, 2010; Ghazali, 2014). In this study, the minimum accepted factor value is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014).

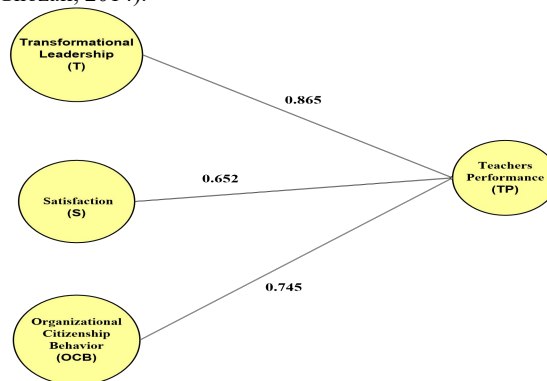


Figure 2. Estimation valid model

Based on the estimation results of the PLS model in the figure 2 above, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. Convergent validity was also assessed from the AVE value of each construct. The AVE value of each construct of this study was above 0.5. So the convergent validity of this research model has met the requirements. The value of loadings, Cronbach's alpha, composite reliability and AVE for each complete construct can be seen in table 2 below:

Table 2. Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Transformational (T)	T1	0.765	0.821	0.712	0.654
	T2	0.671			
	T3	0.872			
Satisfaction (S)	S1	0.821	0.821	0.713	0.914
	S2	0.910			
	S3	0.812			
Organizational CB (OCD)	OCB1	0.892	0.812	0.912	0.810
	OCB2	0.690			
	OCB3	0.789			
Teachers Performance (TP)	TP1	0.721	0.712	0.709	0.907
	TP2	0.801			
	TP3	0.912			

Construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and Cronbach's alpha value is more than 0.7. (Ghozali, 2014) The results of the reliability test in Table 2 above show that all constructs have a composite reliability value and Cronbach's alpha is greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

Testing of the validity of discriminant variables

Discriminant validity testing is performed to ensure that each concept of each latent variable is different from other latent

variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value are obtained as follows:

Table 3. Discriminant Validity

Variables	T	S	OCD	P
T	0.734			

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S	0.712	0.761		
OCB	0.601	0.687	0.801	
P	0.801	0.901	0.761	0.908

The results of the discriminant validity test in table 3 above show that all constructs have a square root value of AVE above the correlation value with other latent constructs (through the Fornell-Larcker criteria) so that it can be concluded that the model has met discriminant validity.

Table 4. R Square Value

	R Square	R Square Adjusted
Teachers' Performance(P)	0.872	0.791

Based on Table 4 above, the value of R Square P is 0.872, which means that the teacher performance (TP) variable can

Table 5. Hypothesis Testing Result

Hypothesis	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	T -> P	0.312	0.032	3.231	0.000	Supported
H2	S ->P	0.319	0.031	3.981	0.001	Supported
H3	OCB-> P	0.329	0.027	2.987	0.000	Supported

Table 5 shows the T Statistics and P-Values which show Transformational leadership affects positive and significant to Teachers Performance, Job satisfaction significant positive and significant affects to Teachers Performance, Organizational Citizenship Behavior (OCB) has positive and significant affects to Teachers Performance

Hypothesis 1: Transformational Leadership Affects Teachers Performance

Based on the hypothesis testing results, it was found that the Beta value was 0.343, SE 0.031, T Statistics 3.123 and P-Values 0.001 so it can be concluded that Transformational leadership affects positive and significant to Teachers Performance, These results are in line with the research conducted by Asbari (2019) state that transformational leadership affects positive and significant to teachers performance, Hyun (2019) state that transformational leadership affects positive and significant to teachers performance, Wijayanti (2019) state that transformational leadership affects significantly to teachers performance, Santoso (2020) state that transformational leadership affects positive and significant to teachers performance and Purwanto (2020) state that transformational leadership affects significant to teachers performance. Bernarto (2019) state that transformational leadership affects significant to teachers performance, Pramono (2020) state that transformational leadership affects positive and significant to teachers performance,

Hypothesis 1: Job Satisfaction Affects and Teachers Performance

Based on the hypothesis testing results, it was found that the Beta value was 0.343, SE 0.031, T Statistics 3.123 and P-Values 0.001 so it can be concluded that Job satisfaction affects positive and significant to Teachers Performance, These results are in line with the research conducted by Asbari (2019) state that Job satisfaction affects positive and significant to teachers performance, Hyun (2019) state that Job satisfaction affects positive and significant to teachers performance, Wijayanti (2019) state that Job satisfaction affects significantly to teachers performance, Santoso (2020) state that Job satisfaction affects positive and significant to teachers performance and Purwanto (2020) state that Job satisfaction affects significant to teachers performance. Bernarto (2019) state that Job satisfaction affects significant

to be explained by the transformational leadership, work satisfaction and Organizational Citizenship Behavior (OCB) variables is 87.2%, while the remaining 12.8 % is explained by other variables not discussed in this study

Hypothesis Testing

Hypothesis testing in this PLS includes testing the significance of direct and indirect effects and measuring the influence of exogenous variables on endogenous variables. To determine the effect of transformational leadership, work satisfaction and Organizational Citizenship Behavior (OCB) on teacher performance, a direct effect test is needed. The direct effect test was carried out using the t-statistical test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and the significance test value are obtained as shown in the table 5 below:

to teachers performance, Pramono (2020) state that Job satisfaction affects positive and significant to teachers performance,

Hypothesis 1: Organizational Citizenship Behavior (OCB) has a significant influence on Teachers Performance

Based on the hypothesis testing results, it was found that the Beta value was 0.343, SE 0.031, T Statistics 3.123 and P-Values 0.001 so it can be concluded that Organizational Citizenship Behavior (OCB) affects positive and significant to Teachers Performance, These results are in line with the research conducted by Asbari (2019) state that Organizational Citizenship Behavior (OCB) affects positive and significant to teachers performance, Hyun (2019) state that Organizational Citizenship Behavior (OCB) affects positive and significant to teachers performance, Wijayanti (2019) state that Organizational Citizenship Behavior (OCB) affects significant to teachers performance, Santoso (2020) state that Organizational Citizenship Behavior (OCB) affects positive and significant to teachers performance and Purwanto (2020) state that Organizational Citizenship Behavior (OCB) has significant influence to teachers performance. Bernarto (2019) state that Organizational Citizenship Behavior (OCB) affects significant to teachers performance, Pramono (2020) state that Organizational Citizenship Behavior (OCB) affects positive and significant to teachers performance,

Data analysis in this study found that transformational leadership has a significant positive effect on teacher performance in Islamic schools. This finding is in line with the results of previous research from (Asbari, 2019; Asbari, Fayzhall, et al., 2020; Asbari, Purwanto, et al., 2019, 2020; Asbari, Santoso, et al., 2019; Fayzhall, Asbari, Purwanto, Basuki, et al., 2020; Fayzhall, Asbari, Purwanto, Goestjahjanti, et al., 2020; Purwanto, Asbari, et al., 2019; Purwanto, Asbari, Prameswari, et al., 2020b, 2020c; Purwanto, Bernarto, Asbari, et al., 2020a; Purwanto, MayestiWijayanti, et al., 2019; Purwanto, Pramono, Asbari, et al., 2020c; Purwanto, Wijayanti, et al., 2019; Purwanto, Asbari, & Hadi, 2020b, 2020a; Purwanto, Asbari, Budi Santoso, et al., 2020a). As mentioned earlier, the transformation process in schools as the main indicator for transformational leadership variables only lasts a fairly short time. Transformation begins with changes in organizational structure, appointment of new leaders, and then changes in

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work systems and culture. Respondents of this study felt that the performance of teachers in schools was not affected by the changes above, because the process lasted a fairly short time. These findings have provided useful feedback for school management trying to initiate change, where the process requires constant socialization and dissemination efforts, so that each member of the organization fully understands the need for change, and in turn will support the process. The different findings are also due to the different contexts between public and private organizations, also different between business and school organizations. Data analysis shows that teacher OCB significantly affects school performance. This means that the higher the OCB, the higher the teacher's performance. The main factor of performance is the willingness to work hard and be responsible for their work. This finding supports the results of research (Basu et al., 2017; Callea et al., 2016; Laski & Moosavi, 2016) which confirm that organizations with high OCB usually have high performance, which is very high. According to (Prameswari et al., 2020b), high OCB conditions indicate positive attitudes and behaviors towards their work and organization so that they also do positive work results. This means that teachers with OCB will take their organization to a higher level of performance.

CONCLUSION

The conclusion of this research is that Transformational leadership affects positive and significant to Teachers Performance, Job satisfaction significant positive and significant affects to Teachers Performance, Organizational Citizenship Behavior (OCB) has positive and significant affects to Teachers Performance. The better the transformational leadership of the principal, the better the performance of school teachers, the higher the teacher's job satisfaction, the better the teacher's performance, the better the Organizational Citizenship Behavior (OCB) of teachers, the better the performance of school teachers. To improve teacher performance needs to be supported by leadership, satisfaction and Organizational Citizenship Behavior (OCB). This study has limitations, namely the number of respondents is only 270 teachers and only in the Jakarta area, the results are not necessarily generalizable to other school teachers and other areas. For further research, it is necessary to examine other variables or add other variables and increase the number of respondents and expand the research area.

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