



# THE RELATIONSHIP BETWEEN WORK DISCIPLINE, ORGANIZATIONAL COMMITMENT, AND JOB SATISFACTION TOWARD ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) AMONG VOCATIONAL HIGH SCHOOL EDUCATORS IMPLEMENTING THE REGULAR GOVERNMENT-FUNDED TEACHING FACTORY PROGRAM IN JOMBANG REGENCY

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## Abstract

This study aims to analyze the relationship between work discipline, organizational commitment, and job satisfaction toward Organizational Citizenship Behavior (OCB) among teachers of Vocational High Schools (SMK) implementing the Government Assistance Teaching Factory (TeFa) Regular Program in Jombang Regency. OCB to voluntary work behavior that exceeds formal job responsibilities and contributes to organizational effectiveness. In the context of vocational education, particularly in the implementation of Teaching Factory programs, OCB plays a crucial role because teachers are required not only to perform instructional duties but also to support an industry-based work culture through cooperation, loyalty, and active participation in school activities. This study employed a quantitative approach using a survey method. The research population consisted of teachers at SMKs implementing the Teaching Factory program in Jombang Regency. Data were collected through questionnaires measuring the variables of work discipline, organizational commitment, job satisfaction, and OCB. The data were analyzed using correlation and regression analysis to determine the relationships and effects among variables. Preliminary findings indicated that teachers demonstrated a high tendency of OCB, as reflected in the dimensions of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The findings of this study are expected to show that work discipline, organizational commitment, and job satisfaction have positive and significant relationships with OCB, both partially and simultaneously. This study provides empirical contributions to the development of human resource management in vocational high schools, particularly in strengthening a positive work culture to support the success of vocational education revitalization programs through the Teaching Factory approach.

**Keywords:** Work Discipline, Organizational Commitment, Job Satisfaction, Organizational Citizenship Behavior, Teaching Factory, Vocational High School.

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## INTRODUCTION

Education plays a crucial role in developing high-quality human resources who are well prepared to meet the demands of the workforce. In the context of the national education system, Vocational High Schools (SMKs) are designed to equip students with competencies that align with industrial needs, as stipulated in Law Number 20 of 2003 concerning the National Education System. To support the improvement of vocational education quality, the government has developed the Teaching Factory (TeFa) program, a production-based and industry-oriented learning model that emphasizes industrial work culture and requires the active involvement of educators.

The success of the Teaching Factory program is influenced not only by the curriculum and school facilities, but also by the quality of human resources, particularly educators. In its implementation, teachers are not only expected to perform their formal duties as instructors, but are also required to demonstrate voluntary work behaviors that support organizational effectiveness within the school environment. Such behavior is referred to as Organizational Citizenship Behavior (OCB), namely voluntary behavior beyond formal job responsibilities that contributes positively to the organization.

According to Utami et al. (2025), OCB encompasses the dimensions of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

Within vocational high schools implementing the Teaching Factory program, OCB becomes highly important because teachers are expected to collaborate effectively, assist colleagues, actively participate in school activities, and demonstrate loyalty toward the organization. Teachers with high levels of OCB tend to be more proactive in supporting the success of school programs and fostering a positive work culture.

Various studies have shown that OCB is influenced by several factors, including work discipline, organizational commitment, and job satisfaction. According to Kurnianto and Kharisudin (2022), work discipline refers to an individual's awareness and willingness to comply with organizational regulations and responsibilities. Disciplined teachers are generally more consistent in carrying out their duties and are more likely to exhibit positive work behaviors. In addition, organizational commitment also plays an important role in enhancing OCB. Sumirah (2023) stated that organizational commitment reflects an individual's desire to remain part of the organization and strive toward achieving organizational goals. Teachers with strong organizational commitment tend to be more loyal and willing to contribute beyond their formal responsibilities for the benefit of the school.

Another factor influencing OCB is job satisfaction. According to Bhastary (2020), job satisfaction refers to an individual's attitude toward their work, which affects motivation and work behavior. Teachers who are satisfied with their jobs are generally more motivated to participate actively in school activities and voluntarily undertake additional responsibilities.

The results of a preliminary study involving 101 educators from vocational high schools implementing the Teaching Factory program in Jombang Regency indicated that most educators demonstrated a relatively high tendency toward OCB. This was reflected in behaviors such as voluntarily assisting colleagues, complying with school regulations, accepting school policies positively, maintaining harmonious relationships with coworkers, and actively participating in school activities.

Nevertheless, high levels of OCB may not necessarily be permanent, as they are influenced by both individual internal conditions and organizational factors. OCB may decline if it is not supported by strong work discipline, organizational commitment, and job satisfaction. Therefore, research examining the relationship between work discipline, organizational commitment, and job satisfaction toward OCB is essential, particularly among educators in vocational high schools implementing the Teaching Factory program.

This study is expected to provide empirical contributions to the development of human resource management within vocational high schools and serve as a reference for schools and policymakers in strengthening a positive work culture to support the success of the Teaching Factory program and the revitalization of vocational education in Indonesia. Based on the foregoing explanation, this study was

conducted to analyze the relationship between work discipline, organizational commitment, and job satisfaction toward Organizational Citizenship Behavior (OCB) among educators in vocational high schools implementing the Regular Government Assistance Teaching Factory Program in Jombang Regency.

## **METHOD**

This study employed a quantitative approach with a descriptive correlational research design. The quantitative approach was selected because it enables the objective measurement of relationships among variables through numerical data analyzed using statistical methods. The study aimed to examine the relationship between work discipline, organizational commitment, and job satisfaction toward Organizational Citizenship Behavior (OCB) among educators and educational staff of vocational high schools implementing the Regular Teaching Factory Program in Jombang Regency. A correlational research design was utilized to identify the direction and strength of the relationships among variables without manipulating the research variables.

The research population consisted of all educators and educational staff of vocational high schools implementing the Regular Teaching Factory Program in Jombang Regency, totaling 202 individuals. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in 134 respondents selected proportionally and randomly from five vocational high schools implementing the Teaching Factory program. Data were collected using a closed-ended questionnaire based on a five-point Likert scale consisting of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The research instrument was designed to measure the variables of work discipline, organizational commitment, job satisfaction, and Organizational Citizenship Behavior (OCB). Prior to its implementation, the instrument was tested for validity using the Pearson Product Moment correlation and for reliability using Cronbach's Alpha.

Data analysis techniques included both descriptive and inferential statistical analyses. Descriptive statistics were employed to describe the characteristics of the research data, whereas inferential statistics were used to test the research hypotheses through partial correlation analysis and multiple linear regression analysis. Prior to hypothesis testing, the data were subjected to classical assumption tests, including tests of normality, multicollinearity, heteroscedasticity, and linearity. In addition, the study employed coefficient of determination analysis to determine the extent of the contribution of work discipline, organizational commitment, and job satisfaction variables toward Organizational Citizenship Behavior (OCB).

## **RESEARCH RESULTS AND DISCUSSION**

The findings of this study indicate that work discipline, organizational commitment, and job satisfaction have a positive and significant influence on Organizational Citizenship Behavior (OCB)

among educators and educational staff of vocational high schools implementing the Regular Teaching Factory Program in Jombang Regency. These findings demonstrate that OCB within the vocational education environment is influenced not only by teachers' technical competencies, but also by the quality of organizational behavior developed within the school work environment. In the context of the Teaching Factory program, OCB becomes highly essential because industry-based learning implementation requires active involvement, collaboration, loyalty, and collective responsibility from all educators.

Overall, the results of the analysis indicate that the regression model employed in this study fulfilled all classical assumption tests, including normality, multicollinearity, heteroscedasticity, and autocorrelation tests. The tolerance values for all independent variables were above 0.10, and the Variance Inflation Factor (VIF) values were below 10, indicating the absence of multicollinearity among the independent variables. In addition, the heteroscedasticity test results showed significance values greater than 0.05 for all variables, while the Durbin–Watson value of 1.679 indicated that the regression model was free from autocorrelation. Therefore, the regression model was considered appropriate and capable of statistically explaining the relationships among the research variables.

The descriptive statistical analysis revealed that the level of Organizational Citizenship Behavior (OCB) among educators and educational staff of vocational high schools implementing the Teaching Factory Program in Jombang Regency was categorized as relatively high. The mean score of the OCB variable was 120.00, indicating that most respondents demonstrated voluntary behaviors that supported the effectiveness of the school organization. This condition illustrates that a collective work culture, collaboration, and organizational participation have developed quite positively within the Teaching Factory-based vocational education environment.

The results of the study showed that work discipline had a positive and significant influence on Organizational Citizenship Behavior (OCB). This was indicated by a regression coefficient value of 0.509, a t-value of 7.079, and a significance level of 0.000. The simple regression equation obtained was  $Y = 58.962 + 0.509X_1$ , indicating that every one-unit increase in work discipline would increase OCB by 0.509 units. These findings suggest that work discipline was the variable with the strongest contribution among the independent variables in influencing OCB.

The influence of work discipline on OCB indicates that compliance with regulations, work responsibility, consistency of attendance, productivity, and work ethics constitute important foundations in shaping voluntary work behaviors among educators. Disciplined teachers tend not only to complete their formal duties but also to demonstrate willingness to assist colleagues, maintain workplace stability, and voluntarily support various school programs. In the context of the Teaching Factory program, work discipline becomes particularly important because industry-based learning systems require punctuality, professional work culture, and high consistency in task implementation.

These findings reinforce the theory proposed by Kurnianto and Kharisudin, which states that work discipline represents an individual's awareness in complying with organizational rules to achieve organizational goals effectively. The results are also consistent with the study conducted by Setyowati et al. (2023), which found that work discipline significantly affects Organizational Citizenship Behavior. The higher the level of discipline among educators, the greater their tendency to demonstrate extra-role behaviors that support organizational effectiveness within the school environment.

In addition to work discipline, the study also found that organizational commitment had a positive and significant effect on Organizational Citizenship Behavior (OCB). The simple linear regression results showed a regression coefficient of 0.385, a t-value of 5.031, and a significance level of 0.000. The resulting regression equation was  $Y = 73.795 + 0.385X_2$ . These findings indicate that increased organizational commitment contributes positively to enhancing OCB among educators and educational staff.

Organizational commitment reflects loyalty, a sense of belonging, emotional attachment, and individuals' willingness to remain part of the school organization. Teachers with high organizational commitment tend to participate more actively in school activities, maintain harmonious working relationships, and demonstrate concern for organizational success. In the implementation of the Teaching Factory program, organizational commitment becomes a crucial factor because the success of the program largely depends on collaboration and the involvement of all school members.

The findings support the theory proposed by Sumirah (2023), which states that organizational commitment represents an individual's strong desire to remain part of an organization and work diligently toward achieving organizational goals. The findings are also in line with the study conducted by Sitio (2021), which demonstrated that organizational commitment significantly influences Organizational Citizenship Behavior. Individuals who possess strong emotional attachment to the organization are more likely to display voluntary behaviors that support organizational effectiveness.

Furthermore, the study found that job satisfaction also had a positive and significant effect on Organizational Citizenship Behavior (OCB). The regression coefficient value of 0.370, with a t-value of 4.873 and a significance level of 0.000, indicates that job satisfaction contributes positively to improving OCB among educators. These findings suggest that teachers who are satisfied with their jobs are more motivated to demonstrate positive behaviors beyond their formal duties.

Job satisfaction in this study encompassed aspects such as salary, the work itself, relationships with colleagues, relationships with supervisors, and opportunities for promotion. When educators perceive that the work environment fulfills their psychological and professional needs, intrinsic motivation emerges, encouraging them to contribute more to the school organization. Teachers who are satisfied with their work tend to be more loyal, more actively involved in school activities, and more willing to voluntarily assist colleagues.

Within the context of the Teaching Factory program, job satisfaction plays a strategic role because the program requires high levels of involvement, collaboration, and work intensity. When teachers feel appreciated and receive strong organizational support, their tendency to demonstrate OCB increases. Thus, job satisfaction not only contributes to improved individual performance but also strengthens collaborative work culture and the quality of educational services within schools.

This study also demonstrated a simultaneous relationship between work discipline and organizational commitment toward Organizational Citizenship Behavior. The multiple linear regression analysis showed that work discipline had a regression coefficient of 0.452 and organizational commitment had a coefficient of 0.303, with both variables having significance levels of 0.000. The resulting regression equation was  $Y = 29.370 + 0.452X_1 + 0.303X_2$ . These findings indicate that the combination of work discipline and organizational commitment strengthens OCB among educators and educational staff.

The interaction between work discipline and organizational commitment suggests that OCB develops more strongly when educators not only comply with organizational regulations but also possess emotional attachment to the school organization. Work discipline fosters professional responsibility, while organizational commitment strengthens loyalty and individuals' willingness to contribute more to the school. The combination of these two factors creates a conducive work culture for the growth of voluntary work behaviors.

In addition, the study found a simultaneous relationship between work discipline and job satisfaction toward Organizational Citizenship Behavior. The regression results showed that work discipline had a coefficient of 0.443 and job satisfaction had a coefficient of 0.266, both with significance levels of 0.000. The resulting regression equation was  $Y = 34.959 + 0.443X_1 + 0.266X_3$ . These findings indicate that work discipline supported by high job satisfaction further strengthens educators' tendency to demonstrate OCB.

This condition suggests that educators who are disciplined and satisfied with their jobs are more likely to develop voluntary attitudes in supporting the school organization. They work not merely based on formal obligations but also possess intrinsic motivation to support the success of school programs. Within the Teaching Factory environment, this condition is highly important because the success of industry-based learning depends heavily on the active involvement of all educators.

The study also identified a simultaneous relationship between organizational commitment and job satisfaction toward Organizational Citizenship Behavior. The regression results showed that organizational commitment had a coefficient of 0.351 and job satisfaction had a coefficient of 0.336, both with significance levels of 0.000. The resulting regression equation was  $Y = 37.633 + 0.351X_2 + 0.336X_3$ . These results indicate that the combination of loyalty toward the organization and satisfaction with work can enhance voluntary work behavior among educators.

The relationship between organizational commitment and job satisfaction indicates that teachers who feel comfortable, appreciated, and emotionally attached to the school organization are more motivated to maintain harmonious working relationships, participate actively in school activities, and contribute beyond their formal responsibilities. In the context of vocational education, such conditions become essential capital in developing a professional and collaborative work culture.

Simultaneously, the F-test results demonstrated that work discipline, organizational commitment, and job satisfaction collectively had a significant effect on Organizational Citizenship Behavior, with an F-value of 33.467 and a significance level of 0.000. These findings indicate that the combination of the three independent variables contributes significantly to influencing OCB among educators and educational staff of vocational high schools implementing the Regular Teaching Factory Program in Jombang Regency.

The coefficient of determination results showed an R Square value of 0.436, meaning that work discipline, organizational commitment, and job satisfaction explained 43.6% of Organizational Citizenship Behavior, while the remaining 56.4% was influenced by other variables outside the scope of this study. These findings indicate that although the three variables contributed substantially, other factors also influence OCB, such as organizational culture, leadership style, work motivation, work environment, and individual psychological factors.

The findings of this study provide practical implications indicating that schools need to strengthen human resource management systems through improving work discipline, reinforcing organizational commitment, and creating work environments capable of enhancing teachers' job satisfaction. Strengthening a positive work culture becomes highly important in supporting the success of the Teaching Factory program, which requires professionalism, collaboration, and active participation from all school members.

Within the context of vocational education, Organizational Citizenship Behavior is no longer merely an additional behavior but has become an organizational necessity in supporting the effectiveness of industry-based learning. Teachers with high levels of OCB are generally more adaptable to changing demands, more active in supporting school programs, and more capable of creating harmonious and productive work environments. Therefore, strengthening the factors influencing OCB should become a primary concern in the development of vocational education management in Indonesia.

## **CONCLUSION**

Based on the results and discussion regarding the relationship between work discipline, organizational commitment, and job satisfaction toward Organizational Citizenship Behavior (OCB) among educators and educational staff of vocational high schools implementing the Regular Teaching Factory Program in Jombang Regency, it can be concluded that all independent variables have a positive

and significant relationship with Organizational Citizenship Behavior (OCB). The findings indicate that work discipline is the most dominant variable influencing OCB, followed by organizational commitment and job satisfaction. These results demonstrate that voluntary work behaviors among educators in supporting the effectiveness of school organizations are influenced by the level of compliance with organizational rules, loyalty toward the organization, and individuals' satisfaction with their work.

Work discipline was proven to have a positive and significant influence on OCB. Educators with high levels of discipline tend to demonstrate work behaviors that exceed formal job responsibilities, such as assisting colleagues, maintaining workplace stability, and actively supporting school activities. In the context of the Teaching Factory program, work discipline becomes an essential factor because industry-based learning systems require punctuality, responsibility, productivity, and a strong professional work culture.

Organizational commitment was also found to have a positive and significant relationship with OCB. Teachers and educational staff who possess loyalty, a sense of belonging, and emotional attachment to the school tend to participate more actively in organizational activities and demonstrate greater concern for school success. Strong organizational commitment encourages the emergence of voluntary behaviors that support organizational effectiveness and the successful implementation of the Teaching Factory program.

In addition, job satisfaction was shown to have a positive and significant effect on OCB. Educators who are satisfied with aspects of their work, working relationships, leadership support, and career development opportunities tend to exhibit more positive work attitudes and are more willing to contribute beyond their formal responsibilities. High job satisfaction creates a conducive work environment that strengthens collaborative work culture within schools.

Simultaneously, work discipline, organizational commitment, and job satisfaction provide significant contributions to Organizational Citizenship Behavior (OCB). These three variables collectively explain 43.6% of educators' OCB, while the remaining percentage is influenced by other factors outside the scope of this study. Therefore, improving the quality of human resources within vocational high schools implementing the Teaching Factory program should be carried out through strengthening work discipline, enhancing organizational commitment, and creating better job satisfaction to support the success of industry-based vocational education.

Based on the findings of this study, schools should strengthen the culture of work discipline through the consistent implementation of regulations, improved academic supervision, and exemplary leadership from school principals and administrators. These efforts are important in creating a professional work culture capable of enhancing Organizational Citizenship Behavior (OCB) among educators and educational staff.

Schools should also improve organizational commitment among educators through strengthening the school's vision and mission, increasing teachers' involvement in decision-making processes, and fostering harmonious working relationships. Teachers who feel valued and involved within the organization are likely to develop stronger loyalty and become more motivated to contribute optimally to the school.

Improving job satisfaction should become a major concern for schools and educational policymakers. This can be achieved through fair reward systems, improved welfare for educators, career development opportunities, and the creation of a comfortable and supportive work environment. High job satisfaction will increase work motivation and strengthen voluntary work behaviors within the school environment.

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