



# **The Effect Of Transformational Leadership, Work Environment And Organizational Citizenship Behavior On Work Satisfaction And Its Implications To The Quality Of Service (Study In Some Private School In Banten Province).**

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## **ABSTRACT**

The purpose of this study is to develop and test the conceptual model of the effects between transformational leadership, work environment and organizational citizenship behavior on job satisfaction and its implications for service quality in the private secondary school education industry. This research was conducted through a survey of teachers in several private schools in Banten province with a sample of 445 respondents. Premiere data is done by random sampling method, and data analysis uses Structural Equation Model and Multivariate Analysis. Data is processed with AMOS 22.0 to test the concept of the model and hypothesis. This research tries to look at the transformational leadership, work environment and organizational citizenship behavior towards job satisfaction and its implications for service quality provided by high school teachers in several private schools in Banten Province. The findings in this study are that service quality is influenced quite positively and significantly by transformational leadership, work environment, organizational citizenship behavior and job satisfaction. In Job satisfaction it is influenced quite high by transformational leadership, work environment and organizational citizenship behavior. This means that the better transformational leadership, work environment and organizational citizenship behavior, the higher job satisfaction will be. Job satisfaction is influenced most strongly by organizational citizenship behavior, while service quality is influenced most strongly by the work environment. Found 7 hypotheses accepted and 2 hypotheses rejected. This research provides a theoretical contribution in the form of service quality model and provides managerial implications for the formal education industry, especially private secondary schools. This study was limited to secondary school teachers in private schools in Banten Province. The research activity was carried out in 4 major cities including Cilegon, Serang, Tangerang, South Tangerang.

**Keywords:** Transformational Leadership, Work Environment, Organizational Citizenship Behavior, Job Satisfaction, Service Qu

## **INTRODUCTION**

### **Background Research**

Nowadays, the education sector throughout Indonesia is quantitatively experiencing rapid development, especially in the industry of formal education institutions. Rousseu (2003) explained that education will provide us with debriefings that did not exist in childhood, but we need them in adulthood. Education is a teaching that is held in schools as a formal education institution. Schools are social institutions established by the community to carry out educational tasks for the younger generation (Mudyahardjo 2008). Education has a very important role in the development and survival of the nation (Hamalik 2001). Personnel who are directly related to the task of administering education are principals and teachers as the main implementing tools in educational institutions. The number of primary and secondary

education institutions has continued to increase since the era of independence so the number of Indonesian children who can access primary and secondary education has also increased in number (<http://publikasi.data.kemdikbud.go.id>).

Despite the rapid development as stated above, Baswedan (2014) during his time as Indonesian prime minister of education stated that education in Indonesia is in an emergency state and mentions several points that can be considered as indicators that can be considered for the world of education (Kompas, 2014):

The Indonesian government has made efforts to improve the quality of education in Indonesia. One of the government's efforts to improve the quality of education is by issuing the Republic of Indonesia Law No. 14 of 2005 concerning teachers and lecturers in which there are items that require teachers to have Akta IV and teacher certification which are expected to improve teacher qualifications in teaching learners. However, from the data described above, it turns out that these efforts have not produced results and it can be seen clearly that the factors that need to be considered are the quality of services that do not meet the very large minimum education service standards and the competence of teaching staff which is still far below average even The minimum service standards that have not been fulfilled include the quality and qualifications of teachers, learning facilities and the availability of learning materials so that the quality standards of service in Indonesia, especially at the primary and secondary levels, are still considered to be poor (CNN Indonesia, 2014). Empowerment of educational institutions needs to be done to improve the quality of educators and students themselves, which is reflected in the level of service provided by all educational institutions. Students as education service users certainly expect that the school is able to fulfill their needs in obtaining comprehensive knowledge both academic and non-academic achievements (Susilawati and Komariah, 2015). The quality of service provided by teachers when teaching is strongly influenced by the job satisfaction of these teachers. If the teachers have satisfaction with their work, they can present good quality teaching because they are not just intermediaries who create and present teaching but they have become part of the teaching (Trivellas and Dargenidou (2009). Job satisfaction of teachers is influenced by various factors, such as work environment, leadership style (transformational leadership) and organizational ownership behavior. Sahney and Dutta (2016) have found that the school environment which includes class size, student characteristics, school infrastructure, socio-emotional learning and so on is very influential on teacher satisfaction with their work. As an educational institution, schools need the support of educational facilities and infrastructure. Lack of adequate facilities often makes teachers' job satisfaction low. A good and conducive work environment will make the teacher feel happy and at home in the workplace. The teacher feels comfortable carrying out tasks in his work room so that he can produce better work performance and productivity in achieving organizational goals effectively and efficiently. A good and conducive work environment is characterized by the behavior of the teachers who feel at home at work. If the teachers feel happy and at home in their work space and are able to carry out their tasks well, then the work environment will be good and conducive (Alyaha and Mbogo 2017). In addition, the job satisfaction of the teachers can also be caused by the leadership style of the teachers and in this case the principal. Griffith (2004) found that teachers felt more satisfied in doing their job if their leader which is the principal has a transformational leadership style which involves involving the teacher in making plans, solving problems, making decisions and implementing school programs, possibly leading to greater job satisfaction, commitment, and motivation among the teachers. In addition, organization citizenship is also known to be one way for employees to be able to fulfill their goals in a goal-oriented organization to gain knowledge or emotional satisfaction that can increase job satisfaction. Teachers are required

to have performance that is able to provide and realize the hopes and desires of all parties who are under the supervision of the principal and parents of students as stakeholders who have trusted the school and the teacher in fostering each student. To achieve good quality education is strongly influenced by the performance of teachers in carrying out their duties so that the quality of service of teachers when carrying out their duties as teaching staff is an important demand to achieve the success of private school education institutions. A teacher has an important role in improving the quality of schools and students. Research found that organizational citizenship behavior of teachers can positively predict student academic achievement. Teachers with high organizational citizenship behavior have more value than others (Yucel, 2008). This behavior directs the teacher to take positive actions that benefit the school organization, indicated by voluntary behavior working hard to help students, work colleagues and schools when carrying out learning tasks, willingness to work beyond their basic tasks, safeguarding the interests of the school organization, and taking responsibility greater to advance themselves and the organization.

### **Research Purposes**

Based on the above discussion, this study aims to analyze:

1. Effect of Transformational Leadership on Job Satisfaction at private schools in Banten?
2. Effect of Work Environment on Job Satisfaction at private schools in Banten?
3. Effect of Organizational Citizenship Behavior on Job Satisfaction in private schools in Banten?
4. Effect of Transformational Leadership, Organizational Citizenship Behavior, and Work Environment simultaneously on Job Satisfaction in private schools in Banten?
5. Effect of Transformational Leadership on Service Quality at private schools in Banten?
6. Effect of Job Satisfaction on employees on Service Quality at private schools in Banten?
7. Effect of Organizational Citizenship Behavior on Service Quality in private schools in Banten?
8. Effect of Work Environment on Service Quality at private schools in Banten
9. Effect of Transformational Leadership, Organizational Citizenship Behavior, and Work Environment and Job Satisfaction simultaneously affect variable Service Quality employees in private schools in Banten

### **LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT**

Previous research has been conducted to examine the relationship of transformational leadership, organizational citizenship behavior, work environment, job satisfaction on service quality that is viewed in terms of employees. In Table 1 below, it can be seen that previous research on transformational leadership, organizational citizenship behavior and work environment on job satisfaction and its implications on service quality became the background of researchers to conduct further research using transformational leadership variables, work environment, organizational citizenship behavior, job satisfaction, and service quality partially and simultaneously, which will be discussed more deeply in this research and this is the basis of this research.

**Table 1**  
**The Results Of Previous Researchers**

No.	Researcher	Title	Variable	Result
1.	Pawirosumarto et al. (2017) International Journal of Law and Management Vol. 59 No. 6, 2017 pp. 1337-1358.	The effect of Work Environment, leadership style and organizational culture towards Job Satisfaction and its implication towards employee performance in Parador Hotels and Resorts, Indonesia.	<ul style="list-style-type: none"> <li>- Work Environment</li> <li>- Leadership Style</li> <li>- Organizational Culture</li> <li>- Job Satisfaction</li> <li>- Employee Performance</li> </ul>	Work environment, leadership style and organizational culture have a positive and significant impact on job satisfaction, but only the leadership style has a positive and significant effect on the employee performance. Job satisfaction does not give a significant and positive effect on employee performance and it is not a mediating variable.
2.	Kwak dan Kim (2015) (Jeju International University), South Korea Social Behavior and Personality, 2015, 43(8), 127-1298	Servant Leadership and Customer Service Quality at Korean Hotels: Multilevel OCB as a mediator	<ul style="list-style-type: none"> <li>- Servant Leadership</li> <li>- Organizational Citizenship Behavior</li> <li>- Service Quality</li> </ul>	To improve customer service quality at hotels, supervisors need to facilitate the active performance by their staff of OCB both individually and as a group.
3.	Rita et al. (2018) International Journal of Law and Management Vol. 60 No. 4, 2018 pp. 953-964.	Moderating effect of OCB on the effect of organizational commitment, Transformational Leadership and work motivation on employee performance	<ul style="list-style-type: none"> <li>- Transformational Leadership</li> <li>- Organizational Commitment</li> <li>- OCB</li> <li>- Employee Performance</li> </ul>	The moderating of Organizational Citizenship Behavior not significantly effect in relationship between Organizational Commitment, Transformational Leadership, Work Motivation, the performance of employees at the District Secretariat in Papua province.
4.	Han et al., (2016). Transformational leadership and knowledge sharing. Journal of Workplace Learning, 28(3), 130-149.	Transformational Leadership and knowledge sharing Mediating roles of employee's empowerment, commitment and citizenship behaviors	<ul style="list-style-type: none"> <li>- Transformational Leadership</li> <li>- Organizational Commitment</li> <li>- OCB</li> <li>- Psychological Empowerment</li> <li>- Knowledge Sharing</li> </ul>	The significant direct effects of transformational leadership on psychological empowerment, organizational commitment and OCB. Moreover, transformational leadership also shows an indirect effect on employees' OCB, which, in turn, is identified as the primary factor that influences knowledge sharing. However, organizational commitment does not provide a significant influence on knowledge sharing. These findings highlight the importance of mediating roles, particularly OCB, to predict employees' knowledge-sharing intention.
5.	Eseyin et al., (2017). Global Journal of Educational Research Vol 16, 2017: 81-86	Managing Teachers work safety for quality service delivery in secondary schools in Rivers State	<ul style="list-style-type: none"> <li>- Work Environment</li> <li>- Service Quality</li> </ul>	Teachers work safety is important for quality service delivery in secondary schools in the state
6.	Nazim dan Mahmood (2016). Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.34, 2016.	Principals' Transformational and Transactional Leadership Style and Job Satisfaction of College Teachers	<ul style="list-style-type: none"> <li>- Leadership Style</li> <li>- Transformational Leadership</li> <li>- Transactional Leadership</li> <li>- Job Satisfaction</li> </ul>	There is a significant relationship between leadership styles (transformational and transactional) and job satisfaction. However, there is significant relationship between transformational leadership style and job satisfaction. There is no significant difference between male and female principals'

No.	Researcher	Title	Variable	Result
				leadership style, whereas job satisfaction is concerned, male teachers are less satisfied than female teachers.
7.	Boamah et al., (2017) Nurs Outlook xxx (2017) 1e 10 www.nursingoutlook.org.	Effect of Transformational Leadership on Job Satisfaction and patient safety outcomes	<ul style="list-style-type: none"> <li>- Job Satisfaction</li> <li>- Work Environment</li> <li>- Patient Safety</li> <li>- Transformational Leadership</li> <li>- Empowerment</li> </ul>	Managers' use of transformational leadership behaviors as a useful strategy in creating workplace conditions that promote better safety outcomes for patients and nurses.
8.	Brinia dan Papantoniou (2016). Athens University of Economics and Business, Athens, Greece International Journal of Educational Management Vol. 30 No. 4, 2016pp. 520-535.	High school principals as leaders: styles and sources of power.	<ul style="list-style-type: none"> <li>- Leadership Style</li> <li>- Transformational Leadership</li> <li>- Organizational Culture</li> </ul>	The majority of school principals in Greece prefer the transformational leadership style instead of the transactional one and they frequently exercise the power of information. There is a strong positive link between the transformational leadership style and the tendency to exercise the power of information. Furthermore, it is shown that the leadership skills grow with the educational/ managerial work experience of a school principal.
9.	Chung dan Li, (2018) Journal of Organizational Change Management.	Curvilinear effect of Transformational Leadership on innovative behavior among R&D teams in South Korea	<ul style="list-style-type: none"> <li>- Transformational Leadership</li> <li>- Innovative Behavior</li> <li>- Team Learning</li> </ul>	Multi-level analysis confirmed a non-linear relationship (an inverted U shape) between transformational leadership of team leaders and innovative behavior of team members. It means innovative behavior was negatively related to excessive transformational leadership and positively related to a modest level of the leadership.
10.	Arokiasamy, (2017) Saudi Journal of Business and Management Studies 2017.	The Influence of Transformational Leadership and School Culture on Organizational Health of Secondary School Teachers in Malaysia: An Empirical Study	<ul style="list-style-type: none"> <li>- Organizational Culture</li> <li>- Transformational Leadership</li> <li>- Organizational Health</li> </ul>	School culture functions as a moderator in the relationship between the transformational leadership style of school principals' and the organizational health of the secondary school teachers' in the state of Perak, Malaysia. In addition, school culture as a moderator in the relationship between transformational leadership and organizational health is a new discovery in the field of leadership.
11.	Kouali, (2017). International Journal of Educational Management Downloaded by Newcastle University At 03:33 30 July 2017.	The instructional practice of school principals and its effect on teachers' Job Satisfaction	<ul style="list-style-type: none"> <li>- Transformational Leadership</li> <li>- Job Satisfaction</li> </ul>	Principals who devote enough time and effort to create positive social relationships at work and show genuine concern for others, have a positive effect on the job satisfaction of teachers
12.	Masal, (2015) Policing: An International Journal of Police Strategies & Management Vol. 38 No. 1, 2015pp. 40-55.	Shared and Transformational Leadership in the police	<ul style="list-style-type: none"> <li>- Transformational Leadership</li> <li>- Job Satisfaction</li> <li>- Goal Clarity</li> </ul>	Transformational leaders exert a direct, positive influence on shared leadership and have an indirect, positive influence through their capacity to clarify organizational goals and create job satisfaction for followers.
13.	Kiarie et al. (2017) The TQM Journal	Leader personality traits and employee Job	<ul style="list-style-type: none"> <li>- Leadership Personality</li> </ul>	Leader extraversion; openness to new experiences; emotional stability;

No.	Researcher	Title	Variable	Result
	Vol. 29 No. 1, 2017 pp. 133-146.	Satisfaction in the media sector, Kenya	- Job Satisfaction - Organizational Success	Conscientiousness and agreeableness have significant effects on employee job satisfaction. The study thus concluded that leaders who portray extraversion; openness to new experiences; emotional stability; conscientiousness and agreeableness enhance employee job satisfaction.
14.	Raziq dan Maulabakhsh (2015). Procedia Economics and Finance 23 (2015) 717 – 725.	Impact of Working Environment on Job Satisfaction.	- Working Environment - Job Satisfaction	The businesses need to realize the importance of good working environment for maximizing the level of job satisfaction.
15.	Saraswati dan Sulistyo (2017) Journal of Engineering and Applied Sciences 12(2) : 439-446 , 2017.	The influence of Job Satisfaction and Organizational Commitment to the OCB in PT. Haier Sales Indonesia , Bandung	- Organizational Commitment - Job Satisfaction - OCB	There are relate job satisfaction and organizational commitment. The influence of job satisfaction on organizational citizenship behavior, the influence of organizational commitment on organizational citizenship behavior. And their influence job satisfaction and commitment to the organization organizational citizenship behavior with the same.
16.	Puni, A. et al. (2018) Leadership & Organization Development Journal (2018).	Transformational Leadership and Job Satisfaction: the moderating effect of contingent reward	- Transformational Leadership - Job Satisfaction - Contingent Reward	There are positive relationships between the dimensions of transformational leadership and job satisfaction which are augmented by contingent reward. However, the relationships of idealized influence and intellectual stimulation to job satisfaction are moderated by contingent reward, implying that, in the banking sector, the positive influence of these transformational leadership traits on employee job satisfaction can be enhanced by contingent reward.
17.	Khoo, S., Ha, H., dan McGregor, S. L.(2017) International Journal of Educational Management , Vol. 31 Iss 4 pp 430-444.	Service Quality and student or customer satisfaction in the private tertiary education sector in Singapore	- Service Quality - Customer Satisfaction - Customer Expectation	Perceived service quality influences consumer/students' satisfaction which, in turn, has an impact on consumers' intentions to remain loyal to the institution, and even pay a higher fee to remain with the institution
18.	Meriläinen, M. dan Kõiv, K. (2018). International Journal of Workplace Health Management, Vol. 11 Issue: 3, pp.159-176.	Bullying and an unfavourable working environment.	- Bullying Leader Style - Work Environment - Job Satisfaction	It was revealed that “professional understating”, “unreasonable work- related demands” and “work-related malpractice” are forms of bullying that negatively affect the working atmosphere. “Appreciation”, “vertical trust”, “predictability” and “quality of leadership” are working environment factors that contribute to the experiences of bullying. Experiences of “professional understating” seem to reduce feelings related to all features of a favourable working atmosphere. A lack of “appreciation” appears to be a key environment feature that also plays a role

No.	Researcher	Title	Variable	Result
				in workplace bullying.
19.	Al-edenat (2018) Journal of Organizational Change Management Vol. 31 No. 4, 2018 pp. 810-838.	Reinforcing innovation through Transformational Leadership: mediating role of Job Satisfaction	- Transformational Leadership - Job Satisfaction	There are positive direct impact of transformational leaders on both employees' innovativeness and JS. In addition, JS was found to positively impact product and service innovation. Moreover, the results revealed that JS mediates the relationship between TL and innovation.
20.	Singhry (2018) International Journal of Public Leadership, Vol. 14 Issue: 2, pp.80-95.	Perceptions of leader transformational justice and Job Satisfaction in public organizations	- Transformational Leadership - Job Satisfaction - Organizational Justice	The regression results support the mediating role of OJ, such as distributive, procedural, interpersonal and informational justice between TL and JS. Equally, the relationship between TL and JS, TL and OJ, and OJ and JS are all positive and significant. Overall, the influence of TL and OJ has a strong explanatory effect on JS.
21.	Dutta dan Sahney (2016). International Journal of Educational Management, 30(6), 941-958.	School leadership and its impact on student achievement: The mediating role of school climate and teacher Job Satisfaction	- Student Achievement - Job Satisfaction - Physical Environment - Social & Affective Environment - Transformational Leadership Behavior	The complementary nature of the social and physical environments in mediating the relationships between the principal leadership behaviors and teacher job satisfaction. The physical climate appeared to play a dominating role in mediating the instructional leadership effects on teacher jobsatisfaction. The transformational leader behavior however showed an indirect effect only through the social and affective climate, on teacher job satisfaction.
22.	Jauhari et al. (2017) Journal of Enterprise Information Management, Vol. 30 Issue: 1, pp.30-48.	How does Transformational Leadership influence proactive customer service behavior of frontline service employees? Examining the mediating roles of psychological empowerment and affective commitment	- Transformational Leadership - Affective Commitment - Psychological Commitment - Customer Service Behavior	Affective commitment and psychological empowerment of FSEs fully mediated the positive relationship between TFL and PCSB of FSEs, even after controlling for age and tenure. The specified model explained 24 percent of the variance in PCSB of FSEs
23.	Rateb et al., (2016) Benchmarking: An International Journal, Vol. 23 Issue: 5, pp.1207-1226.	"Assessing Service Quality in secondary schools: the case of Jordan",	- Facilities - Competency - Administration - Health And Safety - Image - Cultural Awareness	A framework was developed specifically to suit private secondary schools in Jordan with reference to the SERVQUAL model. The resulting questionnaire is intended to be distributed to over 200 students enrolled in an international qualification program among private schools in Jordan.
24.	Nguyen et al.(2016) Asia-Pacific Journal of Business Administration Vol. 8 No. 3, 2016 pp. 260-280.	OCB, identification, psychological contract and leadership frames The example of primary school teachers in Taiwan	- Organizational identification. - Expected psychological contract (EPC) - Perceived psychological contract (PPC). - EPC-PPC difference	OID is an antecedent of OCB and that expected PC (EPC) moderates the OID-OCB relationship. Study 2 finds that the symbolic LF is the only antecedent of OCB and that different LFs influence each other in predicting OCB. EPC is found to moderate the OID-OCB relationship, indicating that primary school teachers' (PSTs) with higher levels of EPC are more

No.	Researcher	Title	Variable	Result
			(DPC) - General OCB at primary school (OCB)	likely to demonstrate OCB at school. Interestingly, PPC did not demonstrate such a moderating effect.
25.	Khalili (2017) Leadership & Organization Development Journal, Vol. 38 Issue;, pp.1004-1015.	Transformational Leadership and OCB. The moderating role of emotional intelligence.	- Transformational Leadership - OCB - Emotional intelligence	TL and employees' EI positively and significantly influence employees' OCB. Additionally, the results revealed that employees' EI moderates the TL – employees' OCB association
26.	Demirel et al. (2018) University Faculty of Economics and Administrative Sciences, Turkey International Journal of Business and Management Invention (IJBMI) pp—27-39.	The Relationship between Organizational Citizenship Behavior and Organizational Factors .	- Organizational Factor - Organizational Citizenship Behavior	Our study demonstrated that in general organizational citizenship behavior organizational citizenship behavior has a positive important relationship with organizational factors as job satisfaction, organizational justice, organizational commitment, organizational culture, management style and organizational motivation.
27.	Ghayas dan Hussain .(2015) International E- Journal of Advances in Social Sciences, Vol. I, Issue 3, December 2015.	Job Satisfaction, Service Quality And Customer Satisfaction in the IT sector of Karachi.	- Job Satisfaction - Service Quality - Customer Satisfaction	All the facets of the job satisfaction namely have significant impact on both the service quality and the customer satisfaction. In this study, two new determinants of job satisfaction namely positive health benefits and the educational enhancement opportunities were also included with the other previously studied facets of job satisfaction
28.	Eberlya (2017). Journal of Vocational Behavior, 102, 72–85.	Staying after the storm: How Transformational Leadership relates to follower turnover intentions in extreme contexts	- Transformational Leadership - Job Embeddedness - Turnover Intentions	The interactive effects of leadership and contextual factors by examining the extent to which transformational leadership was related to turnover intentions via on-the-job embeddedness in an extreme context
29.	Trong Tuan (2016). International Journal of Public Administration, 40(4), 361–373.	Knowledge Sharing in Public Organizations: The Roles of Servant Leadership and Organizational Citizenship Behavior.	- Servant Leadership - Organizational Citizenship Behavior	The mediating role of OCB for the positive association between servant leadership and knowledge sharing. EO was also found to play an enhancing effect on the OCB-knowledge sharing linkage.
30.	Hamidullah dan Dinc. (2015) European Researcher 93(4):270-281 · April 2015.	Role of Transformational Leadership on Employee's Job Satisfaction: the Case of Private Universities in Bosnia and Herzegovina	- Transformational Leadership - Job Satisfaction	A moderate, positive and significant relationship exists between the dimensions transformational leadership and employees' job satisfaction for both work of nature and operating condition. This study suggests that leaders at the private universities should pay more attention to findings new analytical ways for old problems and describing the demand of followers.

Source: Table processed



### **Relationship between Transformational Leadership and Job Satisfaction.**

Boamah et al. (2017) state that, transformational leadership had a strong positive influence on workplace empowerment, which in turn increased nurses' job satisfaction and decreased the frequency of adverse patient outcomes. subsequently, job was related to lower adverse events. the findings provide support for managers' use of transformational leadership behaviors as a useful strategy in creating workplace conditions that promote better safety outcomes for patients and nurses. Nazim and Mahmood (2018), state that, transformational leadership style has positive and strong correlation with job satisfaction than transactional, therefore, it is recommended that model of transformational leadership style may be considered by principals in educational sector

The things above are the basis for developing the proposed hypothesis, namely:

**H1:** There is a positive influence of Transformational Leadership on Job Satisfaction.

### **Relationship between Work Environment and Job Satisfaction.**

Pawirosumarto et al, (2016) , state that work environment, leadership style and organizational culture have a positive and significant impact on Job Satisfaction, but only the leadership style has a positive and significant effect on the employee performance. Job Satisfaction does not give a significant and positive effect on employee performance and it is not a mediating variabel.

The things above are the basis for developing the proposed hypothesis, namely:

**H2:** There is a positive effect of Work Environment on Job Satisfaction.

### **Relationship between OCB and Job Satisfaction.**

Weikamp and Göritz, (2016) state that OCBI and OCBO correlated positively, and both OCBI and OCBO were positively associated with job satisfaction.

The things above are the basis for developing the proposed hypothesis, namely:

**H3:** There is a positive effect of Organizational Citizenship Behavior on Job Satisfaction.

### **Relationship between Transformational Leadership and Service Quality.**

Service Quality is a comparison between perceived services (perceptions) of customers and the quality of services expected by customers (Jasfar, 2013). Schaubroeck, Lam and Peng (2016), state that transformational Leadership styles promoted adherence to service quality guidelines and service performance by influencing employees' beliefs about desired service behaviors.

The things above are the basis for developing the proposed hypothesis, namely:

**H5:** There is a positive influence on Transformational Leadership on Service Quality.

### **Relationship between Job Satisfaction and Service Quality.**

Ghayas and Hussain (2015), state that all the facets of the Job Satisfaction namely have significant impact on both the service quality and the customer satisfaction

The things above are the basis for developing the proposed hypothesis, namely:

**H6:** There is a positive influence on Job Satisfaction on Service Quality.

### **The relationship between OCB and Service Quality.**

Javadin, et al, (2012) state, the conceptual model shows that organizational citizenship behaviours act as a mediator between internal marketing and service quality

The things above are the basis for developing the proposed hypothesis, namely:

**H7:** There is a positive influence of Organizational Citizenship Behavior on Service Quality.

### **The relationship between Work Environment and Service Quality.**

Eseyin et al, (2017), state that work safety includes providing all the necessary facilities and equipment that will enable the teacher to feel protected at work and free to contribute to the

success of the school. The safety of the teacher at work is important for the teacher to be able to contribute freely to the goals and objectives of the school. This is important for the school to succeed since the teacher is an indispensable resource in the administration of any school system.

The things above are the basis for developing the proposed hypothesis, namely:

**H8:** There is a positive Work Environment effect on Service Quality.

In addition to all of hypotheses mentioned above that tested the variables relationship partially, there is also two additional hypotheses developed to test variables simultaneously which are:

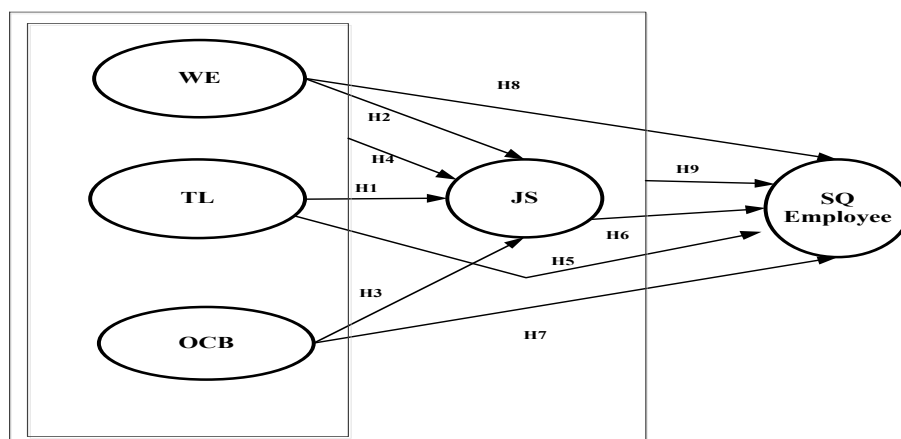
**H4:** There is a positive effects of Transformational Leadership, Work Environment, and Organizational Citizenship Behavior simultaneously on Job Satisfaction.

**H9:** There is a positive effects of Transformational Leadership, Work Environment, and Organizational Citizenship Behavior and Job Satisfaction simultaneously on Service Quality.

### Conceptual Framework

In a study conducted will be tested to determine the effect of the determinant of service quality in the education sector in Banten. In the model described other research models influence the Work environment, Transformational Leadership and OCB on service quality through the mediation of Job satisfaction

Framework model of the research can be seen in Figure 1, below:



**Figure 1**  
**Conceptual Framework Model**

### RESEARCH METHODOLOGY

The research design in this study is hypothesis testing is intended to test hypotheses about the influence of the Work environment, transformational leadership, organizational citizenship behaviour, job satisfaction, and service quality. This type of relationship between variables is a causal relationship for explaining the causes or more than one issue, which in this case explains antecedent domestic airline customer loyalty with full service. The contribution of researchers in the design of the study is to establish a conceptual framework model of research, formulate hypotheses, operating variables of the study, collecting relevant data and analyze the results. The population in this study is all teacher in private middle school in Banten. The data were taken between January and October 2018. In this research, data collection method used is the method of questionnaires submitted to each of the selected

respondents. The collection of data by using the enclosed statement given to respondents directly. The statement closed already led to the alternative answer is found. The statements made in the questionnaire enclosed with Likert Scale and measured by scoring from 1 to 5 from very positive to very negative.

From the survey that was conducted to air line passengers with full service and obtained as many as 445 samples were taken from Banten province which are Serang, Cilegon, Tangerang dan Tangerang Selatan.

## RESULT AND DISCUSSION

### Hypothesis Testing

Before testing the hypothesis is necessary to test the suitability of the model (model fit) in advance. Once the model is declared fit then testing the hypothesis in a row from the first hypothesis to seventh hypothesis. The data analysis in this research is done using Structural Equation Model (SEM), by means of software processing Analysis Of Moment Structure (AMOS)

From the data processing result of Suitability Test Model as shown in Table 2 below:

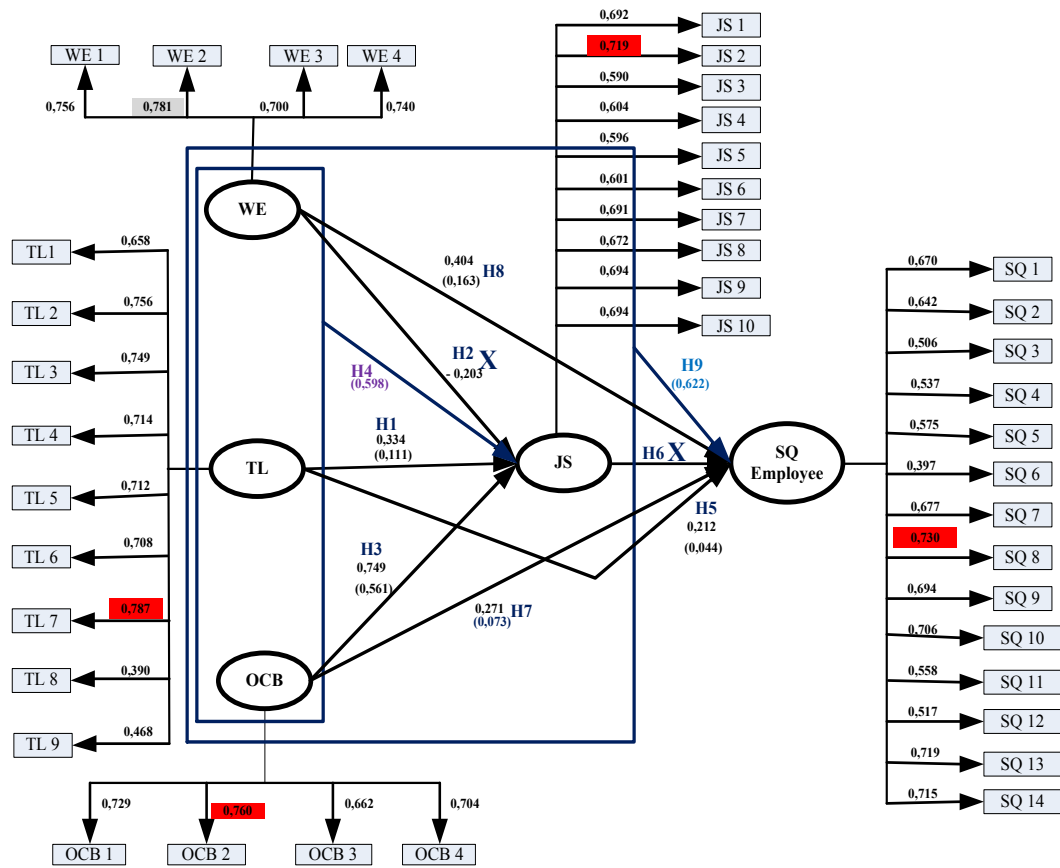
**Table 2. Results of Suitability Test Model**

<b>Indicator <i>Goodness Of Fit</i></b>	<b>The Expected Size</b>	<b>Research Result</b>	<b>Conclusion</b>
<i>Significance probability</i>	< 0.05	0,000	<i>Goodness of Fit</i>
RMR	< 0.10	0,016	<i>Goodness of Fit</i>
GFI	> 0.90	0,906	<i>Goodness of Fit</i>
NFI	>0.90	0,907	<i>Goodness of Fit</i>
CFI	> 0.90	0,902	<i>Goodness of Fit</i>
RFI	> 0.90	0,942	<i>Goodness of Fit</i>
TLI	> 0.90	0,983	<i>Goodness of Fit</i>
RMSEA	< 0.10	0,074	<i>Goodness of Fit</i>

**Source: Data processed by AMOS 22.00**

Based on the results of data processing in Table 2, it can be seen that all goodness of fit indicators have goodness of fit index, so it can be said that the model compiled in this research is good. Thus the research step can be continued in the next stage.

Figure 2, is a diagram of a standardized model of the path the data processing Structural Equation Model using AMOS software 22.00



Source: Data processed by AMOS 22:00

Figure 2. Diagram Standardized Path Model

From the data processing loading factor values obtained from the manifest variables from each latent variables used in this study as shown in Table 3 below:

**Table 3**  
**Loading Factor Values From Manifest Variables**

Latent Variabel	Manifest Variabel	Loading factor ( $\lambda$ )	Sig	Summary
<i>Service Quality</i>	School principals and teachers should always pay attention to class cleanliness and school environment properly	0,670	0,000	Significant
	Principals and teachers should be able to organize classrooms to be comfortable to use	0,642	0,000	Significant
	Principals and Teachers should be able to organize the computer laboratory room well and neatly	0,506	0,000	Significant
	Principals and teachers should be able to use modern equipment	0.537	0,000	Significant
	Principals and teachers should help maintain and care for the sports facilities available at the school	0.575	0,000	Significant
	Principals and teachers should pay attention to entertainment facilities available in the school environment properly	0.397	0,000	Significant
	The principal and teachers should look neat and clean	0.677	0,000	Significant
	Principals and teachers should have good skills in accordance with their fields	<b>0.730</b>	<b>0,000</b>	<b>Significant</b>
	Principals and teachers should have polite and good behavior as role models	0.694	0,000	Significant
	Principals and teachers should have a sense of empathy and consistency	0.706	0,000	Significant
	Principals and teachers should comply with the established protection policies	0.558	0,000	Significant
	Principals and teachers should have basic knowledge in the medical field	0.517	0,000	Significant
	Principals and teachers should uphold the reputation of teachers and educational institutions	0.719	0,000	Significant
	Principals and teachers should be trusted	0.715	0,000	Significant
<i>Work Environment</i>	Principals and teachers should always arrive on time to be role models & good examples for students and other staff.	0.756	0,000	Significant
	Principals and teachers should be able to maintain the situation & condition of the school environment to remain safe & comfortable	<b>0.781</b>	<b>0,000</b>	<b>Significant</b>
	Principals and teachers should respect each other and build mutual trust	0.700	0,000	Significant
	Principals and teachers should be able to be good coworkers so that school principals can be supported and implemented perfectly	0.740	0,000	Significant
<i>Transformational Leadership</i>	The principal should give great attention to each teacher's problem in finding a solution to the problem at hand.	0.658	0,000	Significant
	The principal should be able to provide a perspective for the future development of the school's educational institutions in an interesting manner	0.756	0,000	Significant
	The principal should inspire ways to see and solve each problem	0.749	0,000	Significant
	The principal should be able to create new and creative ideas	0.714	0,000	Significant
	The principal should provide guidance and direction to its citizenships how to complete a job	0.712	0,000	Significant

Latent Variabel	Manifest Variabel	Loading factor ( $\lambda$ )	Sig	Summary
	well.			
	The principal should be willing to listen to criticism and suggestions	0.708	0,000	Significant
	Principals should be able to build and improve the capabilities of their citizenships	<b>0.787</b>	<b>0,000</b>	<b>Significant</b>
	The headmaster should have the characteristics of idealistic characteristics	0.390	0,000	Significant
	Principals should have ideal behavior	0.468	0,000	Significant
<b>Organizational citizenship Behavior</b>	Teachers should help each other with mutual cooperation with colleagues who need it without expecting anything in return	0.729	0,000	Significant
	Teachers should be able to complete each task responsibly	<b>0.760</b>	<b>0,000</b>	<b>Significant</b>
	Teachers should be able to invite coworkers to share with each other about the obstacles or problems faced in completing their tasks	0.662	0,000	Significant
	Teachers should always consider and provide the best ideas for the progress of the school's educational institutions in the future	0.704	0,000	Significant
<b>Job Satisfaction</b>	Teachers should be proud & enjoy their work as a teacher.	0.692	0,000	Significant
	Teachers should have the responsibility as a teacher in completing work that leads to Job Satisfaction	<b>0.719</b>	<b>0,000</b>	<b>Significant</b>
	Teachers should get effective supervision in increasing Job Satisfaction	0.590	0,000	Significant
	Teachers should get a dignified method of supervision in improving Job Satisfaction	0.604	0,000	Significant
	Teachers should get a satisfactory salary to meet their daily needs	0.596	0,000	Significant
	Teachers should receive salaries according to or commensurate with the responsibilities they bear	0.601	0,000	Significant
	Teachers should have career path opportunities so as to increase Job Satisfaction	0.691	0,000	Significant
	Teachers should get a promotion based on their abilities	0.672	0,000	Significant
	Teachers should be able to work together	0.694	0,000	Significant
	Principals and teachers motivate each other.	0.694	0,000	Significant

Source: Data processed by AMOS 22:00

Table 3 above shows the results of the measurement model, which is described in the manifest variables measuring the validity of their respective latent variables. According to Hair et al. (2010), if the loading factor ( $\lambda$ )  $\geq 0.50$ , then the variable is said to be quite meaningful manifest in the form of latent variables.

From the data processing hypothesis test results can be obtained as shown in Table 4 below:

**Table 4. Test Results Hypothesis**

Hipotesis	Path Coefficient (standardized)	Sig	Conclusion (one tail)
H1 : There is a positive effect of Transformational Leadership on Job Satisfaction	0,334	0,000	H <sub>1</sub> accepted
H2: There is a positive effect of Work Environment on Job Satisfaction.	-0,203	0,031	<b>H<sub>2</sub> rejected</b>
H3: There is a positive effect on the Organizational Citizenship Behavior on Job Satisfaction.	0,749	0,000	H <sub>3</sub> accepted
H5 : There is a positive effect of Transformational Leadership on Service Quality	0,212	0,006	H <sub>5</sub> accepted
H6 : There is a positive effect of Job Satisfaction on Service Quality	0,051	0,579	<b>H<sub>6</sub> rejected</b>
H7 : There is a positive effect of Organizational Citizenship Behavior on Service Quality	0,271	0,033	H <sub>7</sub> accepted
H8 : There is a positive effect of Work Environment on Service Quality	0,404	0,000	H <sub>8</sub> accepted

Source: Data processed by AMOS 22:00

If the probability value sig  $\leq$  than the value of  $\alpha = 0.05$ , the hypothesis fails rejected.

From Table 4 above shows that the sig probability value of all hypothesis testing,  $\leq$  than the value of  $\alpha = 0.05$  except for H2 and H6, so it can be deduced all failed hypothesis is rejected or hypotheses are accepted except for H2 and H6 are rejected.

Hipotesis	F Value	Sig	R <sup>2</sup>	Conclusion
H4 : There is a positive influence of Transformational Leadership, Work Environment, Organizational Citizenship Behavior simultaneously on Job Satisfaction.	218,700	0,00	0,59	H4 Accepted
H9 : There is a positive influence of Transformational Leadership, Work Environment, Organizational Citizenship Behavior, Job Satisfaction simultaneously on Service Quality	180,822	0,00	0,62	H9 Accepted

Source: Data processed by AMOS 22:00

If the probability value is sig  $\leq$  rather than the value  $\alpha = 0.05$ , then the hypothesis is accepted.

From Table 5 above, it can be seen that the sig probability value of all hypothesis testing simultaneously is lower or equal than the value of  $\alpha = 0.05$ , so it can be concluded that hypothesis 4 and the hypothesis 9 is accepted.

## CONCLUSION

The conclusions of this research are as follows:

1. Transformational leadership has a positive and significant effect on job satisfaction. This means that the better transformational leadership will be the higher the job satisfaction. From the results above, it can be seen that the contribution of the transformational leadership variable contributes to the job satisfaction variable.
2. Work environment does not affect job satisfaction. The results of this hypothesis are contrary to the theory of previous research which should work environment has a positive effect on job satisfaction. The rejection of this hypothesis means that the work environment for working hours, security and comfort, work relations, and top management will not necessarily increase the job satisfaction that the employee will have. This is a theoretical implication of this research.
3. Organizational citizenship behavior has a positive and significant effect on job satisfaction.

This means that the more good organizational citizenship behavior will be the higher the job satisfaction. From the results above, it can be seen that the variable organizational citizenship behavior contributes to the job satisfaction variable.

4. Transformational leadership, organizational citizenship behavior and work environment have a positive and significant effect on job satisfaction. This means that the better the transformational leadership, organizational citizenship behavior and work environment, the higher job satisfaction will be. From the results above, it can be seen that the transformational leadership variables, organizational citizenship behavior and work environment contribute to job satisfaction variables.
5. Transformational leadership has a positive and significant effect on service quality. This means that the better transformational leadership will be the higher the service quality. From the results above, it can be seen that the transformational leadership variable contributes to the service quality variable.
6. Job satisfaction does not affect service quality so that H6 is rejected because the value of  $\text{sig } \alpha \geq 0.05$ . The rejection of this hypothesis means that the dimensions of job satisfaction such as work challenges, supervision, salary, promotion, and co-workers will not necessarily increase the service quality that will be provided by the employee to the consumer.
7. Organizational citizenship behavior has a positive and significant effect on service quality. This means that the better organizational citizenship behavior will be the higher service quality. From the results above it can be seen that the Organizational Citizenship Behavior variable contributes to the service quality variable.
8. Work environment has a positive and significant effect on service quality. This means that the better the work environment, the higher the service quality. From the results above it can be seen that the work environment variable contributes to the service quality variable.
9. Transformational leadership, organizational citizenship behavior and work environment, job satisfaction has a positive and significant effect on service quality. This means that the better the transformational leadership, organizational citizenship behavior, work environment and job satisfaction will be the higher the service quality. From the results above it can be seen that the variables of transformational leadership, organizational citizenship behavior, work environment and job satisfaction contribute to the variable service quality.

### **RESEARCH LIMITATION**

The limitation of this research are as follows:

The population of this study is only teachers who teach at educational institutions in secondary schools. This research was only conducted in Banten province, presumably further researchers could carry out this research in all provinces in Indonesia.

The sample respondents of this study were only 445 teachers out of a total of 96,423 teachers in Banten province in 2018 (<http://dapo.dikdasmen.kemdikbud.go.id/>).

This study was only carried out in 25 schools in Banten province, out of a total of 7,439 schools from the same level of kindergarten, elementary, junior high, and high school (<http://dapo.dikdasmen.kemdikbud.go.id/>).

### **THEORITICAL IMPLICATION**

From the results of this study it was found that the service quality model involved transformational leadership variables, organizational citizenship behavior, work environment and job satisfaction on service quality.



By not generalizing the model findings in this study, this model is expected to provide alternatives that enrich the literature of service quality in the education sector, especially private schools in Indonesia. Besides that, all dimensions of the variables used in this study have been tested and declared valid and reliable to measure transformational leadership, organizational citizenship behavior, work environment, job satisfaction and service quality in private schools in Banten.

Based on the results of these studies can be stated theoretically the implications that support and conflict with previous research as follows:

1. Transformational leadership has a positive and significant effect on job satisfaction, the results of this hypothesis support previous research which states that transformational leadership has a positive and significant effect on job satisfaction.
2. Work environment has a negative and significant effect on job satisfaction. The results of this hypothesis are contrary to the theory of previous research that should work environment has a positive effect on job satisfaction.
3. Organizational citizenship behavior has a positive and significant effect on job satisfaction, the results of this hypothesis support previous research that states organizational citizenship behavior has a positive and significant effect on job satisfaction.
4. Transformational leadership, organizational citizenship behavior and work environment simultaneously have a positive and significant effect on job satisfaction.
5. Transformational leadership has a positive and significant effect on service quality, the results of this hypothesis support previous research which states that transformational leadership has a positive and significant effect on service quality
6. Job satisfaction does not affect service quality. The results of this hypothesis are contrary to the theory of previous research that job satisfaction should have a positive effect on service quality.
7. Organizational citizenship behavior has a positive and significant effect on service quality, the results of this hypothesis support previous research which states that organizational citizenship behavior has a positive and significant effect on service quality
8. Work environment has a positive and significant effect on service quality, the results of this hypothesis support previous research which states that organizational citizenship behavior has a positive and significant effect on service quality
9. Simultaneously the transformational leadership variables, organizational citizenship behavior, work environment and job satisfaction in private schools influence service quality is very influential and significant.

### **MANAGERIAL IMPLICATION**

Based on the results of the research that has been done, to improve service quality at private school schools in Banten province the following practical steps are recommended:

1. To improve service quality, schools need to increase idealized influence on transformational leadership, because this indicator is still not optimal.
2. To improve service quality, schools need to improve work atmosphere in the work environment, because this indicator is still not optimal.
3. To improve service quality, schools need to improve courtesy on organizational citizenship behavior, because this indicator is still not optimal.
4. To improve service quality, schools need to improve supervision on job satisfaction, because this indicator is still not optimal.
5. To improve service quality, schools need to pay attention to the transformational leadership, work environment, organizational citizenship behavior and job satisfaction together because of the four variables

## RECOMMENDATIONS FOR FURTHER RESEARCH AND RESEARCH LIMITATIONS

This research still has many limitations so it is recommended as follows:

1. In this study it was found that the contribution of transformational leadership, organizational citizenship behavior, work environment and job satisfaction variables to service quality variables was 62.2%, while the remaining 37.8% was influenced by other variables that affected service quality outside of this research. It is suggested that these variables can be used in further research to see how these variables affect service quality. Likewise the service quality dependent variable can be increased to employee engagement or there are still many other variables that can affect service quality such as commitment, trust, etc.
2. From the results of the study it appears that service quality is more dominantly influenced by transformational leadership. This is because the unit of observation in this study is the teacher. Future studies are expected with the same variables carried out in other units analysis throughout Indonesia.
3. From the results of the study, it can be seen that transformational leadership, organizational citizenship behavior, work environment, and job satisfaction are antecedents of service quality. This condition is interesting to study to conduct research using the same model and variable but different units analysis, for example in hospital services, tourism services, hospitality services, restaurant services, banking services.
4. The population of this study is only teachers who teach at secondary education institutions. It is expected to be carried out at other levels.
5. This research was only conducted in Banten province, presumably further researchers could carry out this research in all provinces in Indonesia.
6. The sample of respondents in this study was only limited to 445 teachers from a total of 96,423 teachers in Banten province in 2018 (<http://dapo.dikdasmen.kemdikbud.go.id/>). It is expected that further research can be carried out more than the current research sample.
7. This study was only conducted on 25 schools in Banten province, out of a total of 7,439 schools from the same level of kindergarten, elementary, junior high, and high school (<http://dapo.dikdasmen.kemdikbud.go.id/>). It is expected that further research can be carried out more than the current research sample.
8. It is suggested that further research on work environment or organizational citizenship behavior variables can be used as mediator variables.

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