The influence of organizational culture, transformational leadership on organizational citizenship behaviors, and organizational commitment through employee engagement

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ABSTRACT

This study evaluates the impact of Organizational Culture and Transformational Leadership on Organizational Commitment and Organizational Citizenship Behavior through Employee Engagement in non-formal educational institutions (PKBM) in West Java. Data from 291 respondents were analyzed using Structural Equation Modeling (SEM) with the Partial Least Square (PLS) method. Results show that Organizational Culture and Transformational Leadership significantly influence Employee Engagement. Organizational Culture and Employee Engagement affect Organizational Citizenship Behavior, while Employee Engagement influences Organizational Commitment. Employee Engagement serves as a mediator between Organizational Culture and Transformational Leadership and Organizational Commitment and Organizational Citizenship Behavior. However, Organizational Culture and Transformational Leadership do not directly impact Organizational Commitment, and Transformational Leadership does not significantly influence Organizational Citizenship Behavior. Practical implications suggest enhancing institutional performance for the well-being of educators. The study contributes to the Integrative Organizational Behaviors Model, rooted in Social Exchange Theory, providing insights for future research on Organizational Behavior.

Keywords: *organizational culture; transformational leadership; employee engagement; organizational commitment; organizational citizenship behaviors*

INTRODUCTION

Education is a vital aspect of human life, serving not only as a fulfillment of basic needs but also aiding in the development of individuals with strong personalities. It helps in shaping quality characters and contributes to the fulfillment of their rights and duties as citizens. Education also enhances the quality of life, improves job prospects, and increases competitiveness. However, societal awareness to pursue education remains low, leading to a lack of realization among some communities about the importance of education for better careers and lives. This significance extends beyond formal education, encompassing non-formal educational institutions. Efforts to meet compulsory education targets include the implementation of Community Education Programs (non-formal schools) through Community Learning Activity Centers (PKBM). West Java Province has the highest number of Community Education Units and learners in Indonesia, with 1,461 educational units and 304,744 learners (BPS, 2021). However, the majority of Community Education Institutions do not meet standards (Sauqi, 2019). Indicating that the management of Community Learning Activity Centers lacks innovation and heavily relies on government assistance. Irmawati et al., (2017) add that one obstacle in managing Community Learning Activity Centers is the limited well-being of educators and education staff.

West Java Province has 7,725 educators and education staff (PTK), but only 107 are certified, with the majority being non-permanent (Honorary) staff. Consequently, the development of tutor training packages has not been able to design effective learning. The management of life skills education requires competent and professional educators and education staff. The honorarium for operators and educators in Community Learning Activity Centers is part of the Operational Assistance Fund (BOP), impacting the well-being of educators and education staff (Bram, 2022), necessitating policy evaluation for their welfare. Insufficient well-being leads to dissatisfaction and a sense of being undervalued, resulting in low commitment to the organization (Apriliyani & Meilani, 2021). Complaints are widespread among almost all Community Learning Activity Centers in Indonesia, with some local governments not fully supporting non-formal education, adding to the burden of Community Learning Activity Centers (Setiawan, 2020).

The relationship between the government and schools concerning educators and education staff can be understood through the Social Exchange Theory (Blau, 1964). In this context, the government and school institutions play a crucial role in providing benefits to educators and education staff in terms of well-being, incentives, training, and necessary facilities. In return, educators and education staff are expected to contribute to the effective implementation of education in line with national goals by providing quality roles, behaving professionally, and considering the interests of students (Choong & Ng, 2022). A well-functioning relationship between organizers and educators and education staff leads to productive collaboration in achieving common goals (Shrestha, 2019), namely the improvement of education quality in Indonesia.

From the perspective of the Social Exchange Theory (Blau, 1964), educators and education staff who feel that their organization provides adequate support and fair rewards are more likely to engage in Organizational Citizenship Behavior (OCB) (Asplund, 2020; Elstad et al., 2011; Shrestha, 2019; Shrestha & Bhattarai, 2022). This is because they feel sufficiently rewarded by the organization, motivating them to contribute more (Choong & Ng, 2022). However, reduced attention to educators and education staff results in low Organizational Commitment (OC) (Owan et al., 2022). Well-being educators and education staff will have a high level of OC to the organization they work for and will be more motivated to perform positive actions beyond their expected duties (Bolotio et al., 2021). (Bolotio et al., 2021). High commitment to their work is crucial for success in service delivery, given the extraordinary responsibilities of educators and education staff (Owan et al., 2022). Thus, both these roles, OC and OCB, become crucial outputs indicating the organization's success in enhancing the well-being of educators and education staff.

Colquitt et al.'s (2018) research explains that to fulfill individual output (OC) and employees' extra roles (OCB), analysis can be conducted at three levels. First, at the group level, leadership is a central figure that generates individual output, enhancing organizational performance. Second, at the organizational mechanism level, culture is a crucial factor, especially in non-formal school settings. Third, at the individual mechanism level, this study emphasizes the role of employee engagement in the education sector. Sepahvand & Khodashahri, (2021) argue that an effective way to maintain Employee Engagement (EE) is by showing appreciation. When educators and education staff feel engaged and enthusiastic about their work, they tend to be more productive and perform better. Research by Na-Nan et al., (2021) shows that EE has a positive influence on OC, also reveals that EE has a positive effect on OCB.

Based on the Social Exchange Theory, the first implementation of education in Indonesia requires a significant role from school leaders in managing all aspects, from planning to control. Transformational Leadership (TL) becomes crucial in involving the attitudes and behaviors of individuals to influence teams to work more efficiently and effectively for the required level of productivity (Lin Tengi et al., 2017). Therefore, school leaders must have the ability to develop leadership potential to manage school resources according to needs. Good, effective, and reliable leadership can lead educational institutions toward a more

quality direction, where the institution can independently produce new individuals as expected (Triyono, 2019).

Next, the second implementation involves Organizational Culture, which can help create a positive learning environment for students and enhance the OC of teachers in teaching. A strong Organizational Culture can assist schools in facing various challenges and changes in the educational environment, especially in non-formal schools. Nikpour (2017) states that Organizational Culture is essential for issues related to external adaptation and internal integration. Collective values, beliefs, and principles of organizational members contribute to the organizational culture (Noermijati & HS, 2018). Changes in Organizational Culture can be a management goal or can occur indirectly due to strategic, tactical, or operational changes (Liu *et al.*, 2022). Organizational Culture has the potential to facilitate or inhibit the effectiveness of network relationships and interaction dynamics within the organization, impacting OCB and OC (Koswara et al., 2021; Ye et al., 2017). Then, the third implementation involves the reciprocal relationship between educators and education staff with educational institutions and the government, which can form when there is mutual benefit between these parties. One factor that can influence the formation of a mutually beneficial reciprocal relationship is the role of EE as mediation (Buil et al., 2019; Kamau et al., 2020; Srimulyani & Hermanto, 2020). Mahmudi & Elmi, (2020). in their research, found that EE mediates the positive influence of Organizational Culture on OCB.

The research gap attempts to analyze the role of EE in mediating the influence of Organizational Culture and TL on OC and OCB. Empirical results show that in this context, EE can be considered a mediator because it serves as a strong mediating variable between TL and Organizational Culture in influencing OC and OCB. The novelty of this research lies in the variables that collectively influence OCB and OC, namely EE, as the development of an Integrative Organizational Behaviors Model based on the Social Exchange Theory. Organizational Culture and TL are viewed as factors that can enhance organizational effectiveness through EE at the individual level. If seen from the research results, TL is not a leadership style suitable for enhancing OC and OCB. By exploring the Integrative Organizational Behaviors Model and EE, this research is expected to provide a significant contribution to the development of Human Resources in educational institutions, through the Social Exchange Theory as a mutually beneficial reciprocal relationship.

Hypothesis Development

Bayasgalan and Chantsaldulam (2017) suggest that Organizational Culture positively influences EE and job satisfaction in service officers. Data were collected from public sector employees in Mongolian cities such as Ulaanbaatar, Darkhan, Erdenet, and nearby districts, including Nalaikh, Khutul, and Baganuur. The research results demonstrate that Organizational Culture has a significant impact on EE. Similarly, Abbas' (2017) study on staff at Karakoram International University in Gilgit Baltistan, Pakistan, indicates that Organizational Culture significantly affects EE. Building on these findings, this study proposes hypotheses to examine the influence of Organizational Culture on EE, formulated as follows:
H1: Organizational Culture positively influences Employee Engagement.

Nikpour's (2017) research conducted on employees in the Education Office of Kerman Province, Iran, reveals that Organizational Culture positively influences employee OC. Jung's (2022) study on faculty members in Korean universities shows that Organizational Culture positively influences OC. Additionally, Isbandi et al.'s (2018) research on employees in the Ministry of Trade of Indonesia concludes that Organizational Culture has a positive impact on OC. The formulated hypothesis related to Organizational Culture and OC is:
H2: Organizational Culture positively influences Organizational Commitment.

Sulistyadi et al.'s (2016) study on employees of Hotel Grand Sahid Jaya from Sahid Group reveals that Organizational Culture positively influences Organizational Citizenship Behaviour. Similarly, Winarsih &

Riyanto's (2020) research on staff, faculty, and administration at Mercu Buana Jakarta indicates that Organizational Culture positively influences Organizational Citizenship Behaviour. The hypothesis related to Organizational Culture and Organizational Citizenship Behaviour is as follows:

H3: Organizational Culture positively influences Organizational Citizenship Behaviour.

Anitha's (2014) research on Small Industry in the Coimbatore district of India suggests that TL has a positive impact on EE. Likewise, Handayani's (2018) study on staff in Non-Profit Organizations across Jakarta, Bandung, Yogyakarta, Bali, Lampung, and Makassar indicates that TL positively influences EE. Additionally, Sahu et al.'s (2018) research on employees in Multinational IT Organizations in India concludes that TL positively influences EE. The formulated hypothesis related to TL and EE is:

H4: Transformational Leadership positively influences Employee Engagement.

Eliyana et al.'s (2019) study on middle-level staff at PT Pelabuhan Indonesia III (Persero) suggests that TL positively influences OC. Furthermore, Donkor et al.'s (2021) research on various organizations under state-owned enterprises (BUMN) jurisdiction by the Ghana State Enterprise Commission concludes that TL positively influences OC. The formulated hypothesis related to TL and OC is:

H5: Transformational Leadership positively influences Organizational Commitment.

Rukmini et al.'s (2017) research on Civil Service Teachers in Bogor City indicates that TL positively influences Organizational Citizenship Behaviour. Similarly, Istiqomah & Riani's (2019) study on employees in hotels and restaurants in Solo and Semarang City shows that TL positively influences OCB. Additionally, Tian et al.'s (2020) research on employees in small and medium-sized enterprises in Jiangsu Province, China, concludes that TL positively influences OCB. Rukmini et al.'s (2017) further study on Permanent Teachers at State High Schools in East Lombok Regency suggests that TL positively influences OCB. The formulated hypothesis related to TL and OCB is:

H6: Transformational Leadership positively influences Organizational Citizenship Behavior.

Na-Nan et al.'s (2021) research on employees in the Manufacturing Industry of automotive spare parts in Thailand indicates that EE positively influences OC. Moreover, Jiatong et al.'s (2022) study suggests that EE positively influences Affective OC. The formulated hypothesis related to EE and OC is:

H7: Employee Engagement positively influences Organizational Commitment.

Alshaabani et al.'s (2021) study on Foreign Employees working in Private Service Sector Companies located in Hungary suggests that EE positively influences OCB. Additionally, Na-Nan et al.'s (2021) research indicates that EE positively influences OCB among employees in the Manufacturing Industry of automotive spare parts in Thailand. Mahmudi & Farida Elmi's (2020) study on employees at the National Narcotics Agency of Indonesia (LPPNPI) suggests that EE positively influences OCB. The formulated hypothesis related to EE and OCB is:

H8: Employee Engagement positively influences Organizational Citizenship Behavior.

Na-Nan et al.'s (2021) research further suggests that EE mediates the influence of Organizational Culture on OC among employees in the Manufacturing Industry of automotive spare parts in Thailand. Huhtala & Feldt's (2016) study on the Finnish Psychological Association indicates that Organizational Culture influences OC through EE. Similarly, Meng & Berger's (2019) research on Public Relations Professionals in various organizations and companies in America finds that EE mediates the influence of Organizational Culture on OC. The formulated hypothesis related to EE mediating the influence of Organizational Culture on OC is:

H9: Employee Engagement mediates the positive influence of Organizational Culture on Organizational Commitment.

Mahmudi & Farida Elmi's (2020) study on employees at the National Narcotics Agency of Indonesia (LPPNPI) suggests that EE mediates the influence of Organizational Culture on OCB. Kataria et al.'s (2013)

research on employees in Kampala, Mukono, and Buikwe, Uganda, indicates that EE mediates the influence of Organizational Culture on Organizational Citizenship Behaviour. The formulated hypothesis related to EE mediating the influence of Organizational Culture on Organizational Citizenship Behaviour is:

H10: Employee Engagement mediates the positive influence of Organizational Culture on Organizational Citizenship Behaviour.

Jiatong et al.'s (2022b) study on hotel employees in China suggests that EE mediates the influence of TL on Affective OC. Park et al.'s (2021) investigation into the structural relationship between TL, Affective OC, job performance, and the mediating effect of EE among permanent employees of private organizations in Korea indicates that EE mediates the influence of TL on Affective OC. This is supported by Lawler's (2017) study, which concludes that EE mediates the influence of TL on OC. The formulated hypothesis related to EE mediating the influence of TL on OC is:

H11: Employee Engagement mediates the influence of Transformational Leadership on Organizational Commitment.

Na-Nan et al.'s (2021) research on employees in the Manufacturing Industry of automotive spare parts in Thailand suggests that EE significantly mediates the influence of TL on OCB. Alshaabani et al.'s (2021) study on Foreign Employees working in Private Service Sector Companies located in Hungary indicates that EE mediates the influence of TL on OCB. Handayani's (2018) research on staff in Non-Profit Organizations across Jakarta, Bandung, Yogyakarta, Bali, Lampung, and Makassar, uses TL and EE as factors influencing OCB but finds that EE does not mediate the influence of TL on OCB, leading to inconsistent results. Additionally, Ayu et al.'s (2019) study, although investigating the variables of EE, TL, and OCB, does not incorporate the mediating effect of EE. The formulated hypothesis related to EE mediating the influence of TL on OCB is:

H12: Employee Engagement mediates the positive influence of Transformational Leadership on Organizational Citizenship Behavior.

METHODS

Respondent Characteristic

The respondent characteristics refer to the demographic and personal attributes of individuals participating in a survey. Understanding these characteristics is crucial for researchers to analyze and interpret data effectively. Respondent characteristics encompass factors such as age, gender, educational background, occupation, and geographical location.

Table 1. Respondent Characteristics

Characteristic		Total	Percent
Sex	Male	132	45%
	Female	159	55%
Education	High School	15	5%
	Graduate	227	78%
	Master	34	12%
	Doctoral	15	5%
Age	≤ 20	3	1%
	21 - 25	34	12%
	26 - 30	31	11%
	31 - 40	56	19%
	41 - 45	62	21%
	More than 46	106	37%

Characteristic		Total	Percent
Length of employment	Less than 1 years	22	8%
	1 - 2 Year	28	10%
	3 - 4 Year	14	5%
	5 - 6 Year	17	6%
	7 - 8 Year	14	5%
	More than 8 years	196	67%
Location	Kabupaten Bandung	83	29%
	Bandung Barat	47	16%
	Kota Bandung	73	25%
	Tasikmalaya	11	4%
	Cianjur	8	3%
	Kabupaten Bogor	7	2%
	Purwakarta	26	9%
	Bekasi	7	2%
	Sukabumi	9	3%
	Cirebon	5	2%
	Ciamis	4	1%
	Garut	11	4%

Measurement

We utilized a 5-item Likert scale (ranging from 1 for "strongly disagree" to 5 for "strongly agree") to assess the variables. The Organizational Culture variable in this study adopts indicators from Denison & Mishra, (1995), as adopted by Abdullah *et al.*, (2017) and Nikpour, (2017), measured using 13 statement items. The Transformational Leadership variable in this study adopts indicators from Istiqomah & Riani, (2019), measured using 10 statement items. According to Bass, (1985), the dimensions of TL include Idealized Influence behavior, Idealized influence attributed, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The EE variable in this study adopts the Utrecht Work Engagement by Schaufeli & Bakker, (2004) and Chaudhary *et al.*, (2021), measured using 9 statement items. The OCB variable in this study adopts indicators from Lee & Allen, (2002), Bell & Menguc, (2002) and Marcos *et al.*, (2020), measured using 14 statement items. The scale measures the commitment dimensions proposed by Allen dan Meyer (1990). Each dimension of Affective, Normative, and Continuous commitment consists of six items and was developed in instrument form by Marcos *et al.*, (2020). The operational variable of OC in this study is measured using 6 statement items.

Data Analysis

Data analysis was conducted using the Structural Equation Modeling Partial Least Squares (SEM-PLS) method to test the relationships between variables in the research model. This analysis consists of two main stages: the Outer Model and the Inner Model. In the Outer Model stage, evaluation was performed on internal consistency reliability (Hair et al., 2017). After evaluating the Outer Model, the analysis proceeds to the Inner Model stage to test the relationships between variables in the research model. The researcher utilizes the bootstrapping method to evaluate the significance of the path coefficient. The minimum number of bootstrap samples should be at least equal to the number of valid observations, but preferably around 5,000 (Hair et al., 2017). Furthermore, the critical t-value for a two-tailed test is 1.96 at a significant level of 5%.

RESULTS

Validity and Reliability Test.

Data was obtained from the distribution of questionnaires totaling 291 respondents, then measured validity and reliability. At this stage, out of 52 indicators, there are 40 valid and reliable indicators. Table 2 shows internal consistency reliability.

Table 2. Internal Consistency Reliability

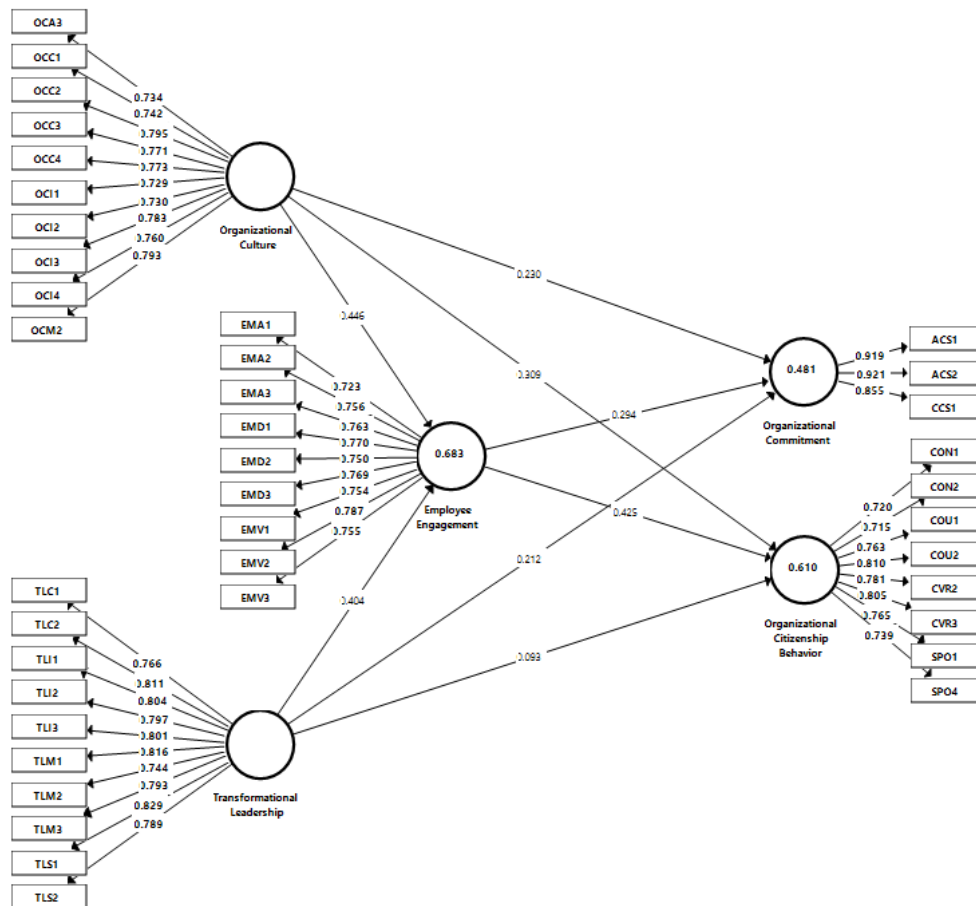| Variabel	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Employee Engagement	0.908	0.910	0.924	0.576
Organizational Citizenship Behavior	0.898	0.903	0.917	0.582
Organizational Commitment	0.881	0.881	0.927	0.808
Organizational Culture	0.920	0.922	0.932	0.580
Transformational Leadership	0.935	0.938	0.945	0.633

Hypothesis Testing

Figure 1. Bootstrapping Result.

Bootstrapping is employed to provide standard errors of estimated coefficients and assess the level of significance (Hair et al., 2016). Subsamples are created by randomly selecting observations (with replacement) from the original dataset. To ensure the stability of results, a large number of subsamples is required (Hair et al., 2016). For the final result preparations, a substantial number of bootstrap subsamples must be utilized. Bootstrapping settings in this study involve using 5000 subsamples with a standard error (α) of 0.05 (default setting in the SmartPLS application). The values observed in the bootstrapping stage include the t Statistics values to determine whether the proposed hypotheses are accepted or not.

Additionally, the P-value is examined to ascertain the significance level in the research model. Hair (2014) explains that critical t values (theoretical t) are 1.65 ($\alpha = 0.1$), 1.96 ($\alpha = 0.05$), and 2.57 ($\alpha = 0.01$).

Table 3. Direct Path Coefficient

	Original Sample	Sample Mean	STDEV	T Statistics	P Values	Information
Employee Engagement → Organizational Citizenship Behavior	0.425	0.425	0.074	5.731	0	Supported
Employee Engagement → Organizational Commitment	0.294	0.3	0.083	3.546	0	Supported
Organizational Culture → Employee Engagement	0.446	0.46	0.114	3.918	0	Supported
Organizational Culture → Organizational Citizenship Behavior	0.309	0.314	0.102	3.040	0.002	Supported
Organizational Culture → Organizational Commitment	0.230	0.215	0.162	1.420	0.156	Not Supported
Transformational Leadership → Employee Engagement	0.404	0.392	0.120	3.379	0.001	Supported
Transformational Leadership → Organizational Citizenship Behavior	0.093	0.088	0.090	1.027	0.304	Not Supported
Transformational Leadership → Organizational Commitment	0.212	0.225	0.151	1.402	0.161	Not Supported

Table 4. Specific Indirect Effect

	Original Sample	Sample Mean	STDEV	T Statistics	P Values	Information
Organizational Culture → Employee Engagement → Organizational Citizenship Behavior	0.19	0.195	0.059	3.212	0.001	Supported
Transformational Leadership → Employee Engagement → Organizational Citizenship Behavior	0.172	0.167	0.062	2.789	0.005	Supported
Organizational Culture → Employee Engagement→ Organizational Commitment	0.131	0.14	0.058	2.263	0.024	Supported
Transformational Leadership → Employee Engagement → Organizational Commitment	0.119	0.115	0.043	2.777	0.006	Supported

The study's findings reveal that Organizational Culture significantly influences Employee Engagement, supporting Hypothesis 1. However, Organizational Culture does not have a significant positive impact on OC, contradicting Hypothesis 2. On the other hand, Hypothesis 3 is supported, indicating that Organizational Culture significantly influences OCB. Transformational Leadership is found to have a significantly positive impact on EE (Hypothesis 4). However, it does not significantly affect OC (Hypothesis 5) or OCB (Hypothesis 6). The study confirms that EE strongly influences both OC (Hypothesis 7) and OCB (Hypothesis 8). Additionally, EE is identified as a significant mediator in the relationships between Organizational Culture and OC (Hypothesis 9), Organizational Culture and OCB (Hypothesis 10), and TL and OCB (Hypothesis 12). In summary, the study provides valuable insights into the intricate relationships between Organizational Culture, TL, EE, OC, and OCB.

DISCUSSION

These findings validate that a positive and supportive organizational culture plays a strong role in enhancing EE levels. An organizational culture that encourages employee participation and involvement can boost their energy and commitment to work. Institutions should heed these results and strive to create a culture that values and supports employees to achieve the well-being of educators and educational staff. This can be achieved through various methods, such as providing opportunities for professional development (Budrin *et al.*, 2020), recognition (Jessani *et al.*, 2018), rewarding employee efforts (Ramdhani et al., 2019), and fostering a positive work environment (Putri et al., 2021). Consequently, organizations can enhance EE, leading to higher productivity, lower turnover rates, and improved organizational performance.

In other words, the relationship between Organizational Culture and OC is not significant in this context, thus not supporting the second hypothesis. This suggests that other factors beyond organizational culture may play a more significant role in shaping the commitment of educators and educational staff in that context. Organizational Culture significantly impacts OCB, supporting Hypothesis 3 (Desselle et al., 2018; Hapsari et al., 2021; Jeong et al., 2019; Khan et al., 2020). This implies that inspirational, motivating, and individual development-focused leadership plays a central role in enhancing EE in their work mereka (Diko & Saxena, 2023; Kumar et al., 2022; Lacap, 2020). In this context, leaders who can inspire and support employee growth can create an environment where employees feel motivated to give their best at work (Bui et al., 2017; F. Meng et al., 2022; Reio & Ghosh, 2009; Song et al., 2013).

Observations and studies illustrate how leaders in PKBM in West Java, possibly having a strong vision and positive values, inspire educators and educational staff. They may set positive examples and encourage personal development and greater initiative from their team members. Additionally, TL styles can foster an environment where innovative ideas are supported and appreciated. This means that educators and educational staff in PKBM feel freer to collaborate, share knowledge, and create better solutions for the educational challenges faced by their PKBM. TL does not only focus on achieving organizational targets (Saks, 2022) but also pays attention to the growth and development of individuals within the team (Iinasikin et al., 2019; Nurtjahjani et al., 2020). In this regard, educators and educational staff may feel that the presence of a leader who focuses on development and supports their skill enhancement gives them a sense of appreciation and has a positive impact on their motivation. In this process, employees feel more motivated to perform at a high level and contribute maximally to the PKBM's goals. Differences in these perceptions can result in varying levels of commitment, requiring employee involvement (Besieux *et al.*, 2018; Jena *et al.*, 2018) in every organizational decision. External factors may also influence the commitment of educators and educational staff. For instance, changes in education policies, shifts in the labor market demand, or financial pressures faced by PKBM may exert additional pressure on individuals within the organization. These factors can divert their attention from commitment to the organization to more pressing issues.

They become more focused on their core tasks involving teaching and educational administration. There may be variations in how educators and educational staff in PKBM assess or experience the TL style. Some may feel inspired and motivated to engage in voluntary behaviors in response to this leadership, while others may not experience the same influence. Similar research by Istiqomah & Riani, (2019) revealed that TL needs to mediate Engagement to influence OCB. Moreover, the non-formal education context in PKBM differs from other organizations. OCB often emerges in larger organizations with different structures and cultures (Redelinghuys et al., 2019a; Shapira-Lishchinsky & Raftar-Ozery, 2018). In PKBM, the smaller organizational size and specific educational goals may make OCB inconsistent with daily job priorities. Improving EE can be achieved by recognizing employee performance, providing support, and offering opportunities for professional development. Besieux *et al.*, (2018) argue that with increased EE, OC rises.

Additionally, workplace engagement is much more effective than other predictors in forecasting OC because the latter tends to make employees prone to professional and emotional fatigue, ultimately leading to burnout (Jena *et al.*, 2018). Moreover, engaged employees in PTK have a higher tendency to sustain long-term commitment (Hsu & Yang, 2022), in this case, to PKBM. They may feel that the organization provides opportunities to develop their potential, and in response, they want to give their best to the organization. This positively impacts employee karyawan (Abdulaziz et al., 2022; Hakanen et al., 2006; Hsieh et al., 2022; Hsu & Yang, 2022), which is a crucial factor in maintaining the operational sustainability of PKBM and creating stability in non-formal education provision.

EE is considered a crucial factor in enhancing OCB because it influences employees' engagement in the organization (Hsu & Yang, 2022). Engaged employees are more likely to exhibit OCB because they feel capable of taking on additional responsibilities by completing their tasks (Althnayan *et al.*, 2022). Community Learning Center should pay attention to these results and evaluate how to improve EE. Increasing EE can be achieved by recognizing employee performance, providing support, and offering opportunities for professional development (Al-Hajri, 2020).

However, how does a positive organizational culture relate to the commitment of PTK to PKBM, This is where EE plays a crucial role. EE encompasses cognitive (thinking), affective (feeling), and behavioral (acting) aspects in their work (Saks, 2006, 2019, 2022). In the case of PTK, EE means that they emotionally connect with the mission and values of PKBM. They feel that their work is meaningful, and they actively contribute to achieving organizational goals. This engagement, triggered by a positive organizational (Batugal & Tindowen, 2019; Schneider et al., 2013; Tyagi, 2021), leads to stronger commitment to the organization (Saks, 2006, 2019, 2022). Educators and educational staff in PKBM who feel engaged in their work tend to have long-term commitment to PKBM. They are more likely to stay with the organization, consistently contribute, and share the organization's values with learners (Ford et al., 2019; Redelinghuys et al., 2019b, 2019a).

May *et al.*, (2015) further describe psychological availability as an individual's ability to perform work with cognitive, emotional, and physical engagement. Thus, the institution can create conditions where educators and educational staff feel comfortable with their work. Positive support from institutional leaders, such as providing fair recognition, will develop self-concept, making employees confident in performing their jobs in specific situations (Gürlek, 2021; Karadas & Karatepe, 2019). Engagement occurs naturally when leaders become a source of inspiration and role models for educators and educational staff. Leaders have a responsibility to communicate to employees that each plays a crucial role in achieving company success.

In the PKBM context, EE reflects the level of enthusiasm and commitment of employees to their tasks in providing quality education to students (Haynie et al., 2017; Irudayaraj, 2019). Why is this important? Because employees who feel driven and inspired by their leaders, as well as emotionally connected to their tasks, are more likely to perform voluntary actions that support organizational and student success (Al-Mamary, 2021; Febriantina et al., 2021; Li & Yao, 2022; Organ, 2009; Rafferty & Griffin, 2004).

Both Lin Tengi *et al.*, (2017) dan Woods, (2019) assert that one of the most important tasks of TL involves increasing participation between leaders and employees in terms of motivation and values, while also enhancing employees' awareness of existing issues and providing support, encouragement, and developmental experiences. These results underscore the importance of effective leadership in the educational environment. TL that can motivate employees and increase EE can have a significant positive impact on student learning and school development. It also indicates that investing in the development of TL and efforts to enhance EE can yield significant benefits in creating a work culture that supports educational goals in PKBM. Institutions should pay attention to these results and evaluate how to improve EE through TL. Thus, employees will feel more engaged and likely take positive actions contributing to

organizational sustainability. Leaders should prioritize improving EE and evaluate its impact on OCB through the mediating role of TL (Jiatong et al., 2022; Park et al., 2021).

CONCLUSION

The findings underscore the significance of a positive organizational culture in enhancing Employee Engagement levels. Institutions should focus on cultivating a supportive culture that prioritizes employee well-being through avenues such as professional development, recognition, rewards, and fostering a positive work environment. While Organizational Culture does not significantly affect Organizational Commitment in this context, it notably impacts Organizational Citizenship Behavior. Transformational Leadership styles play a pivotal role in enhancing Employee Engagement by inspiring and supporting employee growth.

Employee Engagement is crucial for fostering Organizational Citizenship Behavior, as engaged employees are more inclined to exhibit such behaviors. Institutions should concentrate on enhancing Employee Engagement by acknowledging performance, providing support, and offering professional development opportunities. Employee Engagement also serves as a mediator between Organizational Culture and Organizational Commitment, reflecting employees' emotional attachment to organizational objectives.

Effective leadership that motivates employees and boosts Employee Engagement positively influences organizational success. Investing in leadership development and efforts to enhance Employee Engagement can foster a work culture conducive to educational objectives. Leaders should prioritize bolstering Employee Engagement and assess its impact on Organizational Citizenship Behavior through the mediating role of Transformational Leadership.

In summary, this study offers valuable insights into the intricate relationships between Organizational Culture, Transformational Leadership, Employee Engagement, Organizational Commitment, and Organizational Citizenship Behavior in non-formal educational institutions. These findings can guide institutions in creating supportive environments that nurture employee engagement and organizational prosperity.

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