



The Role of Subjective Well-Being Mediation in the Test of the Influence of Teaching Competence on the Organizational Citizenship Behavior of Private Junior High School Teachers

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Abstract: This research aims to examine the influence of teacher competence on organizational citizenship behavior with the variable subjective well-being as an intervening variable in the hope of contributing to improving the quality of Private Tsanawiah Madrasas, especially in Lumajang Regency. This research is quantitative research with an explanatory research approach (Patel & Patel, 2019), research that explains the causal relationship between research variables through hypothesis testing. Data was obtained from filling out a questionnaire with 101 certified teacher respondents. The research results show that: 1) Teacher work competency does not affect teacher organizational citizenship behavior. 2) teacher work competence has a unidirectional effect on teachers' subjective well-being by 78.9%, 3) Teacher subjective well-being has a unidirectional effect on teachers' organizational citizenship behavior by 61.7%, 4) teacher work competence has a unidirectional effect on organizational citizenship behavior through subjective well-being variables being 48.7%

Keywords: Teacher competency, organizational citizenship behavior, subjective well-being.

Abstrak: penelitian ini bertujuan untuk menguji pengaruh kompetensi guru terhadap organizational citizenship behavior dengan variabel subjective well being sebagai variabel intervening dengan harapan dapat memberikan kontribusi dalam peningkatan mutu Madrasah Tsanawiah Swasta khususnya di Kabupaten Lumajang. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan explanatory research (Patel & Patel, 2019), penelitian yang menjelaskan hubungan kausal antara variabel-variabel penelitian melalui pengujian hipotesis, data diperoleh dari hasil pengisian kuesioner dengan sejumlah 101 responden para guru tersertifikasi. Hasil penelitian menunjukkan bahwa; 1) kompetensi kerja guru tidak berpengaruh terhadap organizational citizenship behavior guru. 2) kompetensi kerja guru berpengaruh searah terhadap subjective well-being guru sebesar 78.9% 3) subjective well-being guru berpengaruh searah terhadap organizational citizenship behavior guru sebesar 61.7%, 4) kompetensi kerja guru berpengaruh searah terhadap organizational citizenship behavior melalui variabel subjective well-being sebesar 48.7%

Kata kunci: kompetensi guru, organizational citizenship behavior, subjective well being.

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Introduction

Data from the Ministry of Education and Culture (Kemendikbud) and the World Bank in 2022 shows that in terms of the teacher-student ratio for elementary schools/Islamic elementary schools and junior high schools/Islamic junior high schools (Sun et al., 2024), it is still "better" than countries in the Southeast Asian region and several developed countries in various parts of the world (Solheim et al., 2022). In line with the description of the problem, Lumajang Regency currently still lacks around 1,357 junior high school and MTs teachers spread across 21 sub-districts (PEMKAB_Lumajang, 2022). The availability of competent teachers is the main key to the continuity of the teaching and learning process properly in every educational institution. Without teachers, education will only be a grandiose slogan because of all forms of policies and programs (Held & Mori, 2024).

At the junior high school/Islamic junior high school level, an Indonesian teacher serves 14 students, "better" than the US (1:15), Singapore (1:20), the Philippines (1:37), and Korea (1:18) (Elizabeth & Mulwa, 2023) (Liu et al., 2025). It's just that the calculation of the teacher-student ratio nationally is not as good as when calculated per region. This indicates that the problem is the uneven distribution of teachers (Muslimin, 2015). Several previous studies have shown that developing the quality of education in a private educational institution will be more effective and successful if teachers not only do their main tasks but are also willing to do extra tasks. Prosocial behavior or extra actions that exceed the job description specified in the school are called OCB (Organizational Citizenship Behavior) (Abadi, 2021). (Malaka et al., 2023), (Sururiyah, 2023) and (Zulkifli et al., 2023) concluded that work competence affects organizational citizenship behavior.

Organizational citizenship behavior can grow by itself, so a sense of well-being is needed in teachers or what is called subjective well-being (Risambessy et al., 2023). Work well-being has several aspects, namely those consisting of the domains of emotional well-being, psychological well-being, and social well-being. Subjective well-being was stated by (Tentama & Yuliantin, 2021) when teachers feel comfortable and satisfied in doing their work, organizational citizenship behavior will emerge in them which will be a positive thing for the organization. The results of research conducted by (Almas, 2023) and (Basid & Elfariani, 2020) show that the higher the competence, the higher the subjective well-being.

Therefore, the role of teachers in improving human resources in Indonesia cannot be ignored (Zarkasyi, 2021). The East Java Provincial Government and the Lumajang Regency Government through the Education Office and the Ministry of Religion have tried to improve the abilities and eligibility of teachers through academic qualifications (BPS_East Java, 2022). Competence through teacher certificates. A teacher's certificate is formal evidence of recognition given to teachers as professionals (Wu et al., 2024) which is measured through the dimensions of pedagogical competence, personality competence, professional competence, social competence so that they can develop cognitive, affective and psychomotor behavior as well as possible (Chiu et al., 2024)

The research gap of this study is to continue and develop research that tests the influence of teacher competence on organizational citizenship behavior with the subjective well-being variable as an intervening variable in the hope that it can contribute to improving

the quality of Private Junior High Schools, especially in Lumajang Regency, both directly and indirectly.

Methods

The research method used is a quantitative approach using questionnaires and Structural Equation Modeling Partial Least Square SMART -PLS analysis (Djafar, 2021). This study uses SMART-PLS because this study is a field of theory testing so it will be difficult to obtain normally distributed data to use the Best linear unbiased Estimate (BLUE) regression equation (Ringle et al., 2023). SEM-PLS is used in this study because it can predict and explain latent variables from testing the mediating influence of subjective well-being on the test of the influence of teacher competence on organizational citizenship behavior of private madrasah tsanawiah teachers in Lumajang Regency in 19 January to 12 February 2025.

The research stages are the literature identification stage, field studies, problem identification, determining research objectives, determining problem-solving methods, and developing research instruments (Cheah et al., 2020). Continued with the data collection and processing stage. Data collection consists of two types of data, namely Primary and Secondary data. Primary data was obtained from the initial questionnaire with a minimum of 30, and this study used a sample of 35 respondents to develop research instruments. The minimum sample size for the SMART-PLS method is 100 or more than 100 (Ji et al., 2021).

As a general rule, the minimum sample size is at least five times the number of question items to be analyzed, and the sample size will be more acceptable if it has a ratio of 10: 1 (Afthanorhan et al., 2020). In this study, there are 9 most question indicators, so the sample size required is at least $9 \times 10 = 90$ respondents. The research questionnaire data was obtained from certified teachers in Lumajang Regency. Secondary data was obtained from company data, previous journals, and the Internet.

The data processing stage was carried out after the recapitulation of respondent data including gender, age, work experience, and monthly income of respondents. The stages of data processing using SMART PLS version 4.0 consist of two stages, namely; First Evaluation of the Measurement Model (Outer Model), this Evaluation stage aims to prove that the measurement model is valid and reliable (Fernanda et al., 2022). In the evaluation of this measurement model, there are three evaluations, namely Convergent Validity by looking at the expected loading factor value > 0.7 , Discriminate Validity by looking at the cross loading value > 0.7 and Internal Consistency by looking at the composite Reliability value must be > 0.7 . This can be seen from the Cronbach Alpha coefficient (Darwin & Umam, 2020). The second stage is to test the evaluation of the structural model (inner model). The evaluation of the structural model aims to predict the relationship between latent variables based on a substantive theory using R-square for endogenous constructs and the t-statistic value from testing the path coefficient (Subhaktiyasa, 2024). In this evaluation, several indicators need to be considered, namely: Determination Coefficient (R^2), Path Coefficient, T-Statistic, Predictive Relevance (Q^2), and F-square (Sayyida, 2023).

In this study, the variables used are teacher competence towards organizational citizenship behavior with the subjective well-being variable as an intervening variable.

Based on the theory and previous research that have been explained previously, the researcher has compiled a conceptual framework as shown in the following figure.:

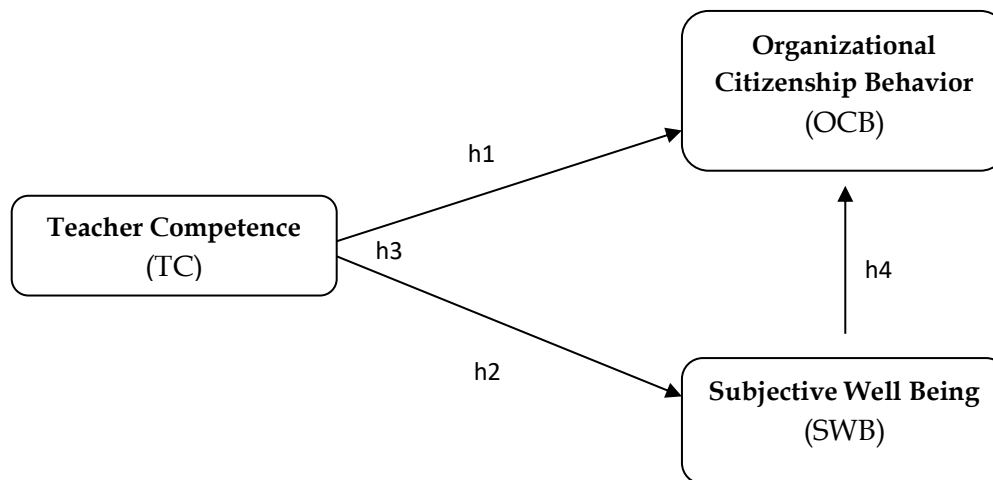


Figure 1. Conceptual Framework of the Research

Description:

1. H1: the effect of teacher competence (TC) on organizational citizenship behavior (OCB)
2. h2: The effect of teacher competence (TC) on subjective well being (SWB)
3. h3: The effect of subjective well-being (SWB) on organizational citizenship behavior (OCB)
4. h4: The effect of teacher competence (TC) on organizational citizenship behavior (OCB) through subjective well being (SWB)

Furthermore, hypothesis testing is carried out using the t-test as in the SMART PLS analysis, with the resampling method. Determination of decisions on influential variables is based on the provision that if the p-value <0.10 (alpha 10%) then it can be said to be weakly significant. Furthermore, if the p-value <0.05 (alpha 5%) then the variable is significant, and if the p-value <0.01 (alpha 1%) then the variable is declared highly significant (Rahayu & Sari, 2021).

Results and Discussion

Research Results

1. Descriptive Analysis

Description of respondents' answers to each statement item can be displayed below.

a. Description of teacher competency variables

Teacher competency variables consist of three indicators, namely (1) pedagogical competency, (2) personality competency, (3) professional competency, and (4) social competency. The results of the description of teacher competency for each indicator are presented as follows:.

Table 1. Description of Teacher Competency Variables (TC)

No	Indicator	Mean
1	Pedagogical Competency	4,41
2	Personality Competency	4,46
3	Professional Competency	4,39
4	Social Competency	4,32
<i>Mean Variabel</i>		4,39

Source: Primary Data processed, 2024

Based on Table 1, the average teacher competency variable was 4.39. This result means that respondents strongly agree that spiritual well-being is formed sequentially by personality competency, pedagogical competency, professional competency, and social competency. The results of the description of teacher competency variables show that the personality competency indicator is the main indicator that can measure teacher competence with the highest mean value of 4.46 the main statement in personality competence is that teachers try to be role models for students.

b. Description of Teacher Subjective Well-Being Variable (SWB)

The teacher's subjective well-being variable consists of three indicators, namely (1) emotional well-being (2) psychological well-being, and (3) social well-being. The results of the description of the teacher's subjective well-being on each indicator are presented as follows

Table 2. Description of Subjective Well-Being Variable (SWB)

No	Indicator	Mean
1	<i>Emotional Well Being</i>	4,33
2	<i>Psychological Well Being</i>	4,18
3	<i>Social Well Being</i>	4,21
<i>Mean Variabel</i>		4,24

Source: Primary Data processed, 2024

Based on Table 2, the average subjective well-being variable is 4.24. This result means that respondents strongly agree that subjective well-being is formed sequentially by emotional well-being, social well-being, and psychological well-being. The results of the description of the subjective well-being variable show that the emotional well-being indicator is the main indicator that can measure subjective well-being with the highest mean value of 4.33. with the main statement in emotional well-being is that teachers live their days with enthusiasm.

c. Description of Teacher Organizational Citizenship Behavior (OCB) Variables

The teacher organizational citizenship behavior (OCB) variables consist of five indicators, namely; (1) altruism (concern/providing assistance to coworkers), (2) conscientiousness (compliance with the organization), (3) sportsmanship (sportsmanlike attitude), (4) courtesy (loyalty to the organization), (5) civic virtue (giving more than expected contributions to the organization). The results of the description of teacher organizational citizenship behavior (OCB) for each indicator are presented as follows.

Table 3. Description of Organizational Citizenship Behavior (OCB) Variables.

No	Indikator	Mean
1	<i>Altruism</i> (concern for coworkers)	4,03
2	<i>Conscientiousness</i> (compliance with the organization)	4,13
3	<i>Sportmanship</i> (sportsmanlike attitude)	4,16
4	<i>Courtesy</i> (loyalty to the organization)	4,27
5	<i>Civic virtue</i> (contributing more than expected to the organization)	4,29
<i>Mean Variabel</i>		4,18

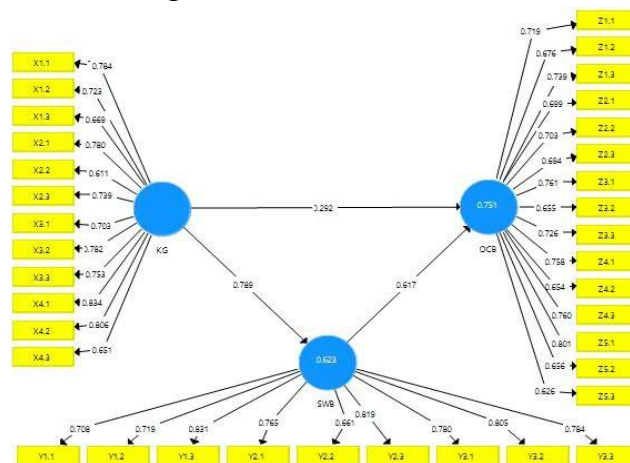
Source: Primary Data processed, 2024

Based on Table 3, the average variable of teacher organizational citizenship behavior is 4.18. This result means that respondents strongly agree that teacher organizational citizenship behavior is formed sequentially by civic virtue (contributing more than expected to the organization), courtesy (loyalty to the organization), sportmanship (sportsmanlike attitude), conscientiousness (compliance with the organization), altruism (concern for coworkers). The results of the description of the teacher's organizational citizenship behavior variable show that the civic virtue indicator (giving more than expected contributions to the school) is the main indicator that can measure the teacher's organizational citizenship behavior with the highest mean value of 4.29.

2. SMART-PLS Data Analysis

a. Measurement Model Testing (outer model)

The results of data processing with the SMART-PLS application Measurement model (outer model) to test the construct validity and reliability of the instrument. Get the results in Figure 2 below:

**Figure 2. Path Coefficient Output Diagram Model with Loading Factor**

The results or output of Smart PLS from the bootstrapping command produce the T statistic shown in Figure 3 as follows:

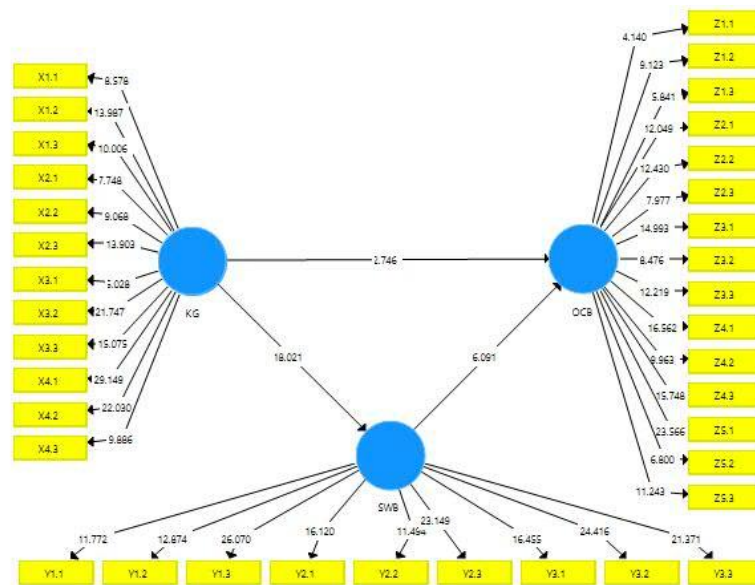


Figure 3. Bootstrapping T-Statistic Output Diagram Model

After getting the T Statistic results, the next step is to evaluate the measurement model, by looking at the results of the indicator validity and construct reliability (convergent validity and discriminant validity).

3. Discriminant validity value

The measure of discriminant validity is to compare the correlation of the indicator with its construct and the construct from other blocks. If the correlation between the indicator and its construct is higher than the correlation with the construct of other blocks, this indicates that the construct predicts the size of their block better than other blocks. The measure of discriminant validity is seen from the output of the Fornell-Larcker Criterion:

Table 4. Fornell-Larcker Criterion Test Results

Construct	TC	OCB	SWB
TC	0.796		
OCB	0.579	0.783	
SWB	0.589	0.648	0.765

Source: Processed primary data (2024)

The results of the SMART PLS analysis with the Calculate PLS Algorithm show that the discriminant validity value or Fornell-Larcker Criterion marked in gray correlates with the indicator and its construct higher than the correlation with other block constructs, this indicates that the construct predicts the size of their block better than other blocks so that it can be used in the next analysis process.

4. Nilai *internal consistency* atau *construct reliability*

4. Internal consistency value or construct reliability

The internal consistency reliability value is indicated by Cronbach's Alpha and Composite Reliability (CR) values. The interpretation of Composite Reliability (CR) is the same as Cronbach's Alpha. A cutoff value > 0.7 is acceptable, and a value > 0.8 is reliable and very satisfactory.

Table 5. Cronbach's Alpha & Composite Reliability Test Results

Variable	Cronbach's Alpha	Criteria CA	Composite Reliability	Criteria CR	Description
TC	0.901	> 0.7	0.917	> 0.8	Reliabel
SWB	0.911	> 0.7	0.927	> 0.8	Reliabel

Source: Processed primary data (2024)

The results of the SMART PLS analysis with the Calculate PLS Algorithm Output Cronbach's Alpha and Composite Reliability of teacher competency variables (TC), subjective well-being (SWB), organizational citizenship behavior (OCB), show that all variables are reliable and can be used in the next analysis process because all variables have a Cronbach's Alpha value greater than 0.7 and Composite Reliability greater than 0.8.

5. Average Variance Extracted (AVE) Value

Fornell and Larcker in Ghazali recommend a minimum AVE value or > 0.4 indicating a good measure of convergent validity. This means that the latent variable can explain an average of more than half of the variance of its indicators. The AVE value describes the magnitude of the variance or diversity of the manifest variable that can be owned by the latent construct. The first three measurements are categorized into convergent validity. Convergent validity measures the magnitude of the correlation between the construct and the latent variable.

Table 6. Average Variance Extracted Test Results

Variable	Average Variance Extracted (AVE)
KG	0.484
SWB	0.586
OCB	0.467

Source: Processed primary data (2024)

The results of the SMART PLS analysis with the Calculate PLS Algorithm output latent variables all variables have an Average Variance Extracted greater than 0.4. meaning that all variable constructs can explain an average of more than half of the variance of its indicators and can be used in the next analysis process..

6. Structural Model Evaluation (Inner Model) R-Square value

The R^2 results in the structural model indicate that the model is good, moderate, and weak. The R^2 value on the latent dependent variables of organizational citizenship behavior and subjective well-being. Evaluation of the structural model is carried out by looking at evaluating the R^2 value for the

dependent variable. The results of the SMART PLS analysis with the Calculate PLS Algorithm R-Square value are explained in the following table.

Table 7. Determination of R-Square Dependent Variable

Dependent Construct	R Square
OCB	0.751
SWB	0.623

Source: Processed primary data (2024)

The calculation results of table 7 show the coefficient value of organizational citizenship behavior of 0.751 and subjective well-being of 0.623, which means that the independent variables of teacher competence are factors that influence organizational citizenship behavior by 75.1% and subjective well-being by 62.3%. Thus, it means that the proposed model is valid or fit..

7. Evaluating the Goodness of Fit Value

The *goodness of fit test or model suitability* is carried out by validating the overall structural model using Goodness of Fit (GOF). The GOF index is a single measure to validate the combined performance of the measurement model and the structural model.

Table 8. Goodness Of Fit Test Results

	Saturated Model	Estimated Model
SRMR	0.076	0.076
d_ ULS	3.894	3.894
d_ G	2.334	2.334
Chi-Square	1028.217	1028.217
NFI	0.633	0.633

Source: Processed primary data (2024)

Based on table 2.9, the output standardized root mean square residual (SRMR) is 0.076 and/or the output normal fit index (NFI is 0.633 with the interpretation of values: > 0.1 (small Gof) > 0.25 (moderate GOF) and > 0.36 (large GOF), while the test results GOF index value is 0.076 greater than 0.36 which means that the research model has a large GOF value or is very Fit..

8. Hypothesis Testing Research

After the data meets the requirements in the measurement model and structural model, it can be continued to the hypothesis test through the significance of (1) path coefficient, (2) t-statistic, and (3) r-squared value. The path coefficient is used to assess the structural model by looking at the significance between constructs or variables. which describes the strength of the relationship between constructs. The sign or direction in the path (path coefficient) must be in accordance with the hypothesized theory, its significance can be seen in the t test or CR (critical ratio) obtained from the bootstrapping resampling method process.

The following presents the results of the hypothesis test based on the SEM PLS model that has been formed between teacher competence (KG), subjective well being (SWB) and organizational citizenship behavior (OCB).

Table 9 Path Coefficients Hypothesis Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
TC -> OCB	0.292	0.294	0.106	2.746	0.006
TC -> SWB	0.789	0.796	0.044	18.021	0.000
SWB -> OCB	0.617	0.619	0.101	6.091	0.000

Source: Processed primary data (2024)

Based on the Path Coefficients value in Table 9, several decisions can be detailed regarding the three hypotheses that have been described in Chapter Two, as follows:

- a. Hypothesis 1 tests teacher work competence (TC) on organizational citizenship behavior (OCB) of certified teachers at private MTs throughout Lumajang Regency. The test results obtained p values of $0.006 < 0.005$, so the following decision can be made:

Ho is accepted: teacher work competence does not affect teacher organizational citizenship behavior.

- b. Hypothesis 2 tests the effect of teacher work competence (TC) on the subjective well-being (SWB) of certified teachers at private MTs throughout Lumajang Regency. The test results obtained p values of $0.000 < 0.005$, so the following decision can be made:

Ha is accepted: teacher work competence variables affect teacher subjective well-being.

As for the original sample interpretation with a positive value of 0.789, it can be said that teacher work competence has a unidirectional effect on teacher subjective well-being of 78.9%, which means that the higher the teacher work competence, the higher the teacher subjective well-being.

- c. Hypothesis 3 tests the effect of subjective well-being (SWB) on organizational citizenship behavior (OCB) of certified teachers at private MTs throughout Lumajang Regency. The test results obtained p values of $0.000 < 0.005$ so that the following decision can be made:

Ha is accepted: subjective well-being affects teacher organizational citizenship behavior.

As for the original sample interpretation with a positive value of 0.617, it can be said that teacher work competence has a unidirectional effect on teacher subjective well-being of 61.7%, which means that the higher the teacher subjective well-being, the higher the teacher organizational citizenship behavior.

- d. Hypothesis 4 tests teacher work competence (TC) on organizational citizenship behavior (OCB) of certified teachers at private MTs throughout Lumajang Regency through teacher subjective well-being.

Table 10 Results of Specific Indirect Effects Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
TC>SWB> OCB	0.487	0.492	0.085	5.716	0.000

Source: Processed Primary Data, 2024

The results of the Specific Indirect Effects hypothesis testing obtained p values of $0.000 < 0.005$, so that the following decision can be made:

Ha is accepted: Teacher work competence (KG) has an effect on organizational citizenship behavior (OCB) through the subjective well-being (SWB) variable.

The original sample interpretation with a positive value of 0.487, it can be said that teacher work competence has a unidirectional effect on organizational citizenship behavior through the subjective well-being variable of 48.7%, which means that the higher the teacher's work competence, the higher the subjective well-being, so that it has an impact on the teacher's organizational citizenship behavior.

Discussion

The Influence of Work Competence on Organizational Citizenship Behavior with Subjective Well-Being as an Intervening Variable

The results of the description of teacher competency variables show that the personality competency indicator is the main indicator that can measure teacher competency. Personality competency is shown through the teacher's attitude who always tries to be a role model for students. The research findings are in line with the research results presented by (Chiu et al., 2024) that personality competency is a personal ability that reflects a steady, stable, mature, wise and authoritative personality, is a role model for students, and has noble character.

The research findings show that teacher work competency does not affect teacher organizational citizenship behavior. The research findings reject the research results of (Malaka et al., 2023),, but strengthen the research results conducted by (Suhardi, 2022) which also resulted in the conclusion that work competency does not affect organizational citizenship behavior.

The main indicator that can measure subjective well-being is shown through the teacher's attitude in going through the days with enthusiasm, as stated by Larsen's theory that individuals with a high level of subjective well-being will feel more confident, can establish better social relationships, and show better work performance by (Sururiyah, 2023) and (Zulkifli et al., 2023).

The research findings show that teacher work competence has a unidirectional effect on teacher subjective well-being by 78.9%, which means that the higher the teacher's work competence shown through the teacher's attitude of always trying to be a role model for students, the teacher's subjective well-being in going through the days with high enthusiasm. The research findings strengthen the results of research conducted by (Risambessy et al., 2023) which show that the higher the competence, the higher the subjective well-being.

The main indicator that can measure organizational citizenship behavior is the civic virtue dimension (giving more than expected contributions to the

organization). The attitude shown by the teacher's civic virtue dimension is by doing small things that can help improve the school's good name, such as being friendly to guests who come to the school.

This finding is in line with the theory stated by Morgan that the willingness of individuals to contribute cooperative efforts to the organization was indispensable to effective attainment of organizational goals" namely the willingness of individuals to contribute by trying to work together with the organization is very necessary to achieve organizational goals effectively (Zulkifli et al., 2023).

The research findings show that teachers' subjective well-being has a unidirectional effect on teachers' organizational citizenship behavior by 61.7%, which means that the higher the subjective well-being of teachers shown through the teacher's attitude of going through the days with enthusiasm, the impact on the teacher's civic virtue to contribute more than expected to the teacher's school by doing small things that can help improve the school's good name, such as being friendly to guests who come to the school. The research findings strengthen the research conducted by (Tentama & Yuliantin, 2021) which shows that the higher the subjective well-being, the higher the organizational citizenship behavior.

The research findings show that teacher work competence has a unidirectional effect on organizational citizenship behavior through the subjective well-being variable of 48.7%, which means that the higher the teacher's work competence shown through the teacher's attitude of always trying to be a role model for students, the subjective well-being through the teacher's attitude of going through the days with enthusiasm is also higher so that it has an impact on the teacher's organizational citizenship behavior to contribute more than expected to the organization by doing small things that can help improve the school's good name, such as being friendly to guests who come to school. This finding strengthens the results of research conducted by (Almas, 2023) and (Basid & Elfariani, 2020)

The research findings are also in line with the theory explained by (Held & Mori, 2024) in that a steady and stable personality includes acting by social norms, being proud to be a teacher, and having consistency in acting by norms, displaying actions that are based on the benefits of students, schools and communities and showing openness in thinking and acting, having behavior that has a positive influence on students and having behavior that is respected.

Conclusion

The results of the study indicate that; teacher work competence does not affect teacher organizational citizenship behavior. Teacher work competence has a unidirectional effect on teacher subjective well-being of 78.9%, which means that the higher the teacher work competence shown through the teacher's attitude of always trying to be a role model for students, the teacher's subjective well-being in living their days with high spirits. Teacher subjective well-being has a unidirectional effect on teacher organizational citizenship behavior of 61.7%, which means that the higher

the teacher's subjective well-being shown through the teacher's attitude of living their days with enthusiasm, it has an impact on teacher civic virtue to contribute more than expected to the teacher's school by doing small things that can help improve the school's good name, such as being friendly to guests who come to school.

Teacher work competence has a unidirectional effect on organizational citizenship behavior through the subjective well-being variable of 48.7%, which means that the higher the teacher work competence shown through the teacher's attitude of always trying to be a role model for students, the subjective well-being through the teacher's attitude of living their days with enthusiasm is also higher, so it has an impact on teacher organizational citizenship behavior to contribute more than expected to the organization by doing small things that can help improve the school's reputation, such as being friendly to guests who come to the school. This understanding leads them to get better learning outcomes.

For Private Madrasah Tsanawiah in Lumajang Regency to improve teacher competence, it is recommended; to 1) carry out evaluations of each teacher's work results periodically in teaching, and hold training to improve personality competence and pedagogical competence. 2) MTs in Lumajang Regency are advised to provide appropriate rewards (salaries and awards) for each teacher's work results in carrying out their duties at school. This is proven to have a unidirectional effect on organizational citizenship behavior through the subjective well-being variable.

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