

INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND ORGANIZATION CLIMATE TO THE WORK SATISFACTION, ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON THE EDUCATIONAL PERSONNEL OF SEBELAS MARET UNIVERSITY, SURAKARTA

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ABSTRACT

*This study is intended to test and analyze the Influence of transformational leadership and organizational climate to the work satisfaction, organizational commitment and organizational citizenship behavior (OCB) on the educational personnel or lecturers of “Sebelas Maret University”, Surakarta. There are two variables in this study functioning as free variables, namely **transformational leadership** and **organizational climate**. The work satisfaction and organizational commitment serve as the intervening variable. The bound variable in this study is OCB influenced by other variables.*

Samples in this study consist of 200 lectures of the Sebelas Maret University already been holding the functional positions as Expert Assistant (S-2/S-3), associate professor, senior associate professor, and professor. The samples are taken by using the proportional stratified random sampling technique. The technique for data collecting applies the questionnaire, while the data is analyzed by using the SEM technique applying the AMOS 18 program.

Outputs of this study conclude that: (1) Transformational Leadership has significant influence to Work Satisfaction leading to positive relationship. (2) Transformational Leadership has no significant influence to the Organizational Commitment, leading to negative relationship. (3) Transformational Leadership has no significant influence to OCB, leading to positive relationship. (4) Organizational Climate has significant to the Work Satisfaction, leading to positive relationship. (5) Organizational Climate has no significant influence to Organizational Commitment, leading to negative relationship. (6) Organizational Climate has no significant influence to OCB, leading to positive relationship. (7) Work Satisfaction has significant influence to Organizational Commitment, leading to positive relationship. (8) Work Satisfaction has significant influence to OCB, leading to positive relationship, and (9) Organizational Commitment has significant influence to OCB, leading to positive relationship.

Keywords: Transformational Leadership, Organizational Climate, Organizational Commitment, Work Satisfaction, and Organizational Citizenship Behavior.

INTRODUCTION

Sebelas Maret University as one of the big universities in Central Java has a sufficiently challenging vision, namely “*To be the development centre of science, technology and arts, superior at the international level under the basis of noble values of the national culture*” (Decree of the University President, Number: 417/J27/HK.PP/ 2006). Meanwhile the direction of development of Sebelas Maret University is towards “World Class University 2007 - 2015”. In order to come to lead to such direction, two main problems sufficiently crucial, dilemmatic and contradictory have already hampered ahead, namely *the limited*

government fund resources and demand to remain survive and even triggered to carry out acceleration in improving quality of education and its graduates for the sake of winning the competition at the global level.

As the anticipatory step to encounter such a condition, the Sebelas Maret University Surakarta has already set up a strategy capable of combining the needs to remain materializing quality of its education and the availability of the limited fund resources, namely by means as follows: a) Directing the programs of development so that the internal efficiency can be achieved, b) Determining the program priority directly capable of increasing the competitiveness of its graduates, c) Improving the cooperation program able to support the development (external cooperation), d) Increasing the community fund raising program, and e) Strengthening and confirming the democratization in university management. Apart from these 5 (five) policies, the Sebelas Maret University Surakarta also applies the policies already been lined out by Directorate General of Higher Education, namely HELTS (Higher Education Long Term Strategy) in which in order to be able to survive in global level, each university shall prioritize: a) Improvement of nation competitiveness, b) The autonomy as largest possible, and c) Organizational Health.

The steps to implement such policies are taken by placing 3 (three) pillars of educational development (new paradigm of higher education) as the operational targets, namely: a) equally spreading and enlarging the educational access, b) Quality improvement, relevance and competitiveness, and c) Good governance, accountability, and public image. Various policies already been lined out by the Sebelas Maret University Surakarta will not be able to be duly implemented without the support, role and good cooperation of the whole civitas academica (university stakeholders), in which one of them is the educational personnel or the lecturers. Therefore, it requires a leadership able to motivate the growth and development of in-role and extra-role behaviors or frequently called 'Organizational Citizenship Behavior' (OCB) of the educational personnel or the lecturers.

Leadership is the backbone of organization development, because without good leadership, it will be difficult to achieve the organizational goal or even to adapt to the occurring changes, either inside or outside the organization. A leader must be capable of making changes at the organization he leads in order to get a better organizational performance. A leader must be able to create visions, to develop strategies, and to use his power to influence his subordinates as required by the organization. Therefore, an organization needs a leader having such characteristics. And one of the leaders having the said characteristics is the transformational leader.

The transformational leadership can be defined as a leadership covering the undertakings for organizational changes. According to Pawar and Eastman (1997), a transformational leader establishes a dynamic organizational vision frequently required creating innovation. Bass and Avolio (1994:34) stated that a leader could transform his subordinates in 4 (four) ways, the so-called "The Four I's", namely: *Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration*. In line with the demand for a change in an organization, the model of transformational leadership focusing on organizational transformation is believed to play the important role in every organization. The transformational leader can create vision and environment motivating his subordinates to make achievement exceeding their expectation. Under such a circumstance, the subordinates feel to have a trust, admiration, loyalty and respect to their leader, so that they are motivated to do more than what is being expected and finally they feel satisfied.

Transformational leadership helps build the work groups and integration of individual goal and that of the groups. Transformational leader has the ability to equalize his future vision

with that of his subordinates, and heighten his subordinates' needs into a level higher than what they need (Hater and Bass, 1988). A vision must be transferred by means of persuasion and inspiration, not by using a decree nor force. Such vision must be strengthened by the decisions and actions of the said leader. Commitment to such vision is closely related to the trust of the followers to their leader. The trust does not merely depend on the skill of the leader, but also on consistency of the said leader to his statements and actions.

Apart from influencing the work satisfaction and organizational commitment, the transformational leadership can also influence OCB of his subordinates, frequently called '*extra-role*'. Soros and Buchatsky (1996:31) stated that the transformational leadership was a '*breakthrough leadership*'. Such behavior is referred to as breaker-through, because this kind of leader has the ability to bring very big changes to individuals and also to organizations by means of *re-mending (re-inventing)* the characteristics of individuals within the organizations or organization improvement, through the process of innovation establishment, reviewing again the structure, process and the organizational values in order to be better, more relevant, more interesting and more challenging for all parties involved, and try to materialize the organizational objectives so far deemed impossible to be executed. The subordinates who feel satisfied working together with their leader and have commitment to the organization will have the *extra-role behavior*.

Organizational commitment is defined as a condition in which an employee takes side to a certain organization and goals and his wish to defend his membership in such organization (Robbin and Timothy, 208:101). High organizational commitment is needed very much by an organization. The committed employees have the behavior supporting the organization, work diligently, rarely absent from work, prioritizing the organization's interests rather than their personal ones, and have ethical behavior (Meyer and Alllen, 1991). The organizational commitment will stimulate the growth of individual behavior exceeding the formal requirements of the organization, more cooperative with other members of organization and work groups, more respectful to assist others, in which all of them are more motivated by the personal wish, not directly related to the reward system of the organization. Such behavior is frequently referred to as "Organizational Citizenship Behavior" (Bienstock et al. 2003).

The organizational climate is also called as 'the organizational atmosphere' is a set of work environmental natures able to be measured based on collective perception of the people living and working in the said environment and shown to influence their motivation and behavior (Timpe, 1999:4). Pleasant work atmosphere enables to be stimuli for members of organization to work optimally so that producing the optimal performance. On the contrary, if the work atmosphere is unpleasant, it will decrease the work spirit, so that it produces less optimal performance.

Each organization is demanded to continuously improve its performance and effectiveness in order to be able to survive in this era of globalization. One of the important elements considered capable of improving the performance and effectiveness of organization is the will / drive of employees to be willing to make extra-role performance, in addition to the in-role one. Commitment of employees has a positive impact to attitude and behavior of employees to support the achievement of organizational goals. Commitment is evaluated as an important mediator for strengthening the work motivation of employees to improve the performance (Davis and Newstrom, 1997). The important impact of employee's commitment is the presence of positive behaviors in addition to the formal tasks of employees; this is the so-called 'Organizational Citizenship Behavior' (OCB).

Implementation of the basic policies and strategy in achieving the vision and acceleration in materializing the world class university have been seriously carried out at the Sebelas Maret

University, Surakarta, and is fully supported by the whole university stakeholders (*civitas academica*). Although various kinds of outstanding achievements have been obtained, on the other hand in order to really materialize the aforesaid vision, many strategic issues at present still become the problems surely requiring serious attention and handling.

Based on the relation among variables and phenomena occurring at the Sebelas Maret University Surakarta as already been described at the background, the aim of this study is to test and analyze “*The Influence of transformational leadership and organizational climate to the work satisfaction, organizational commitment, and also the organizational citizenship behavior to the educational personnel of Sebelas Maret University Surakarta.*” The result of this study is expected to be useful for various pertinent parties, either the theoretical or practical advantages, namely: giving contribution for the scientific development by providing the empirical evidence, and able to be used as the basis of policy of Sebelas Maret University Surakarta in materializing its vision, through various strategies supporting the development towards the world class university.

LITERATURE STUDY

Transformational Leadership

Transformational leadership is relatively a new model in leadership studies. This theory focuses on relationship established between the leader and his followers. The initial concept of transformational leadership was presented by Burns in Yukl (1998:296) stating that the model of transformational leadership essentially emphasizes that a leader needs to motivate his subordinates to perform their responsibilities more than what is being expected. The transformational leader has to be able to define, communicate, and articulate the organizational vision, and the subordinates have to accept and acknowledge the credibility of their leader. In other words, the transformational leadership appoints to a process of setting up the commitment to the organizational target and gives the trust to his followers to achieve the aforesaid targets.

According to Bryman (1992:23), the transformational leadership is a new leadership, whereas Soros and Butchatsky (1996:31) called it's as breakthrough leadership. Breakthrough leadership realizes the importance of basic and big changes in their lives and works in reaching the intended outputs. The breakthrough leader has the metatonic thought, and by using this thought, the leader is able to establish a shift of paradigm to develop more relevant organizational practices. Bass and Avolio (1994:34) stated that a leader could transform his subordinates in 4 (four) ways, the so-called “*The Four I's*”, namely: *Idealized Influence (the ideal influence)*, *Inspirational Motivation*, *Intellectual Stimulation* and *Individualized Consideration*.

Organizational Climate

The organizational climate is also called as ‘Organizational Atmosphere’ is a set of work environmental natures able to be measured based on collective perceptions of the people living and working in the said environment and shown to influence their motivation and behavior (Timpe, 1999:4). Pleasant work atmosphere enables to be stimuli for members of organization to work optimally so that producing the optimal performance. On the contrary, if the work atmosphere is unpleasant, it will decrease the work spirit, so that it produces less optimal performance.

Another definition is given by Forehand and Gilmer (1964:27) stating that the organizational climate is a set of description and characteristics of organization remain existing for a long period of time. Then, Toulson and Smith (1994:457) defines the organizational climate as

something measurable in a work environment, either directly or indirectly having the influence to the employees and their works with the assumption that their work place will influence the motivation and behavior of the employees. Davis and Newstrom (1997:25) consider the organizational climate as a personality of an organization distinguishing it from other organizations leading to the perception of the respective members in viewing the organization. According to Timpe (1999:6) the organizational climate is determined based on 6 (six) indicators, namely: responsibility, uniformity / coordination, group spirit / work team, respect, work standard, and clarity of the organization.

Work Satisfaction

According to Schermerhorn et al (1991:55), "Work Satisfaction" is the level for individuals' feeling either positively or negatively upon their works. This is an emotional response to the tasks of persons, such as upon the physic and conditions of their work place". Whereas according to Davis and Newstrom (1997:110) "Work Satisfaction becomes a part of life satisfaction. Natural characteristics of a person's environment to his work will influence his feeling to be careful, because a work is an important part of life, therefore work satisfaction influences life satisfaction of a person in general". Luthans (1995:243) stated that the work satisfaction was a pleasant state of emotion or positive attitude deriving from evaluation of someone's work in the sense of his work experiences. A person has work experiences able to raise the pleasant state of emotion. This indicates that he has a high level of work satisfaction. Such pleasant state of emotion can occur on the other way around. Robbins and Timothy (2011:110) stated that work satisfaction was a positive feeling of an employee to his work deriving from the evaluation result of the employee to the said work. Employee's satisfaction to his work is very important for the company, because such work satisfaction can give positive value for the employees and motivate them to work better.

Fluctuation of work satisfaction depends on the influencing factors. Luthans in Robbins (2001:181) stated that there were 5 (five) factors influencing the work satisfaction, namely: mentally challenging work, reasonable / equitable rewards, supportive working condition, supportive colleagues, and personality fit to / congruent with the work.

Organizational Commitment

According to Coetzee (2005:57), the concept of 'commitment' constituting the most important component in the scope of work was introduced by an expert named Selznick in 1957. Selznick in Coetzee (2005:57) is in the opinion that commitment is raised by the values and it is the task of leadership to provide and form the said values. Mowday et al in Meyer and Allen (1997:9) separates between attitudinal commitments from behavioural commitment, although a reciprocal relation is found between both of them. Attitudinal commitment is a binding attitude of an individual identifying himself with the goal and value of an organization and wishes to remain being the member to materialize such goals. Unlike the attitudinal commitment, the behavioral commitment discusses about a process in which an individual remains binding himself to organization due to the cost consideration if selecting the other alternative.

Becker in Ashkanasy et al (2000:331) stated that commitment to organization occurred if someone by making a side-bet equalized his extraneous interest to a consistency of an activity. If a person accumulates the side-bet, such as the retirement program, privilege based on seniority and status in organization, then they will be more committed to organization. Porter et al in Ashkanasy et al (2000:332) stated that commitment consisted of: (1) A trust and acceptance to the values and goals of the organization. (2) The wish to do the undertaking for the sake of organization to achieve its goals. (3) The strong wish to remain

being the member of the organization. The three of them cover affective and cognitive commitment.

John et al (2000) defines the commitment as a close relation attitude between an employee or individual and the organization materialized in the forms loyalty and the wish to remain staying due to being involved in organization. Poznasnski (1997) states that the organizational commitment constitutes: (1) A trust to the acceptance to goals and values of the organization or profession. (2) The drive to make a serious effort for the sake of organization or profession. (3) The wish to maintain the membership in organization. Meanwhile, Porter et al (1982) defines commitment as: (1) the strong wish to remain being the member of organization. (2) The drive to make effort in high spirit (hard work) for the sake of organization. (3) The trust, acceptance to the values and goals of organization. Allen and Meyer (1990) distinguish three kinds of commitments of employees to the organization, namely: affective commitment, continuance commitment, and normative commitment.

Organizational Citizenship Behavior (OCB)

Each organization is required to continuously improve its performance and effectiveness in order to be able to survive in this era of globalization. One of the important elements considered capable of improving the performance and effectiveness of organization is the will / drive of employees to be willing to make extra-role performance, in addition to the in-role one. Koster and Karin (2006) stated that performance of employees constitutes a combination of the in-role and extra-role behaviors of employees. The in-role behavior is the action of employees shown through the tasks already been specified by the company in their job description are obliged to be carried out and get the formal reward from the company. The extra-role behavior is the action of employees to perform other tasks outside the job-description of employees as specified by the company conducted voluntarily, and not admitted in formal company reward. Organ and Bateman (1983) and Locke (2009:86) call the extra-role behavior as "Organizational Citizenship Behavior (OCB)" and becomes an important factor in assisting the organization to reach its goals.

OCB as a behavior free to own is not stipulated directly or explicitly by a formal reward system but its existence is able to improve the organizational function. OCB reflects the characteristics of employees who are cooperative, helpful, attentive, and serious (Organ, 1988:7). OCB is a type of behavior of members of organization intended to improve the effectiveness of organization, without ignoring productivity, individual goal of each employee (Castro et al, 2004). Behavior of employee not formally required by management in evaluating the work of employee, but its presence is able to increase the organizational function, because it is based more on personal freedom in expressing the initiative (Bienstock et al, 2003).

Organ et al (2006:8) defines the organizational citizenship behavior as extra-role behavior of employee in a work group namely a behavior getting fond of doing other tasks outside the main tasks stated in job description of the said employee. Explicitly such action is not acknowledged in formal system of the company, and as a whole it can improve efficiency and effectiveness of the organization. Jacqueline et al (2004) defines organizational citizenship behavior as an extra-role behavior, namely the action of employee to do the additional tasks in a work group not being officially requested by the company, but it constitutes the wish of the employee himself and conducted voluntarily as his consequence to assist the organization.

Castro et al (2004) states that separating the organizational citizenship behavior either as extra-role or in-role behavior of the employee in one work group will make many researchers undergoing some difficulties in distinguishing whether the employee's performance is an

organizational citizenship behavior or not. Separation between in-role and extra-role performance of employee in a work group is frequently unclear. Further, Castro et al (2004) states it would be better to understand the organizational citizenship behavior as a global concept, namely a concept covering the extra-role and in-role actions inside. In this way, the organizational citizenship behavior constitutes the whole positive and constructive relevant actions of the employees in a work group. Organ et al (2006:297) states that there are 7 (seven) types of extra-role behavior or organizational citizenship behavior, namely: (1) Helping behavior. (2) Sportsmanship behavior. (3) Organizational loyalty behavior. (4) Organizational compliance behavior. (5) Individual initiative behavior. (6) Civic virtue behavior, and (7) Self-development behavior.

CONCEPTUAL FRAMEWORK AND HYPOTHESIS

Conceptual framework explains about the influence among variables, namely the exogenous variable influence to the endogenous variables, either intervening endogen or hanging endogen. The Sebelas Maret University Surakarta is one of the universities having a very challenging vision. In order to materialize the said vision and superiority of the Sebelas Maret University, a leader having a certain characteristics is required, the one who is able to influence the educational personnel to have not only *in-role work behavior* but also the *extra-role* one. One of the leaderships meeting such characteristics is the transformational leadership.

Transformational leadership is the leadership focusing on changes towards a better organization, so that it can create productivity and in the end establishing the work satisfaction. Work satisfaction of the educational personnel or lecturers is related to the work aspects as the educational personnel, because basically the work satisfaction itself is something individual in nature. Apart from being influenced by transformational leadership, the work satisfaction is also influenced by the organizational climate. The conducive organizational climate will increase the spirit and work motivation of the educational personnel in their work places. On the contrary, the non-conducive organizational climate will cause the stress in work and the decrease of work motivation of the educational personnel or lecturers.

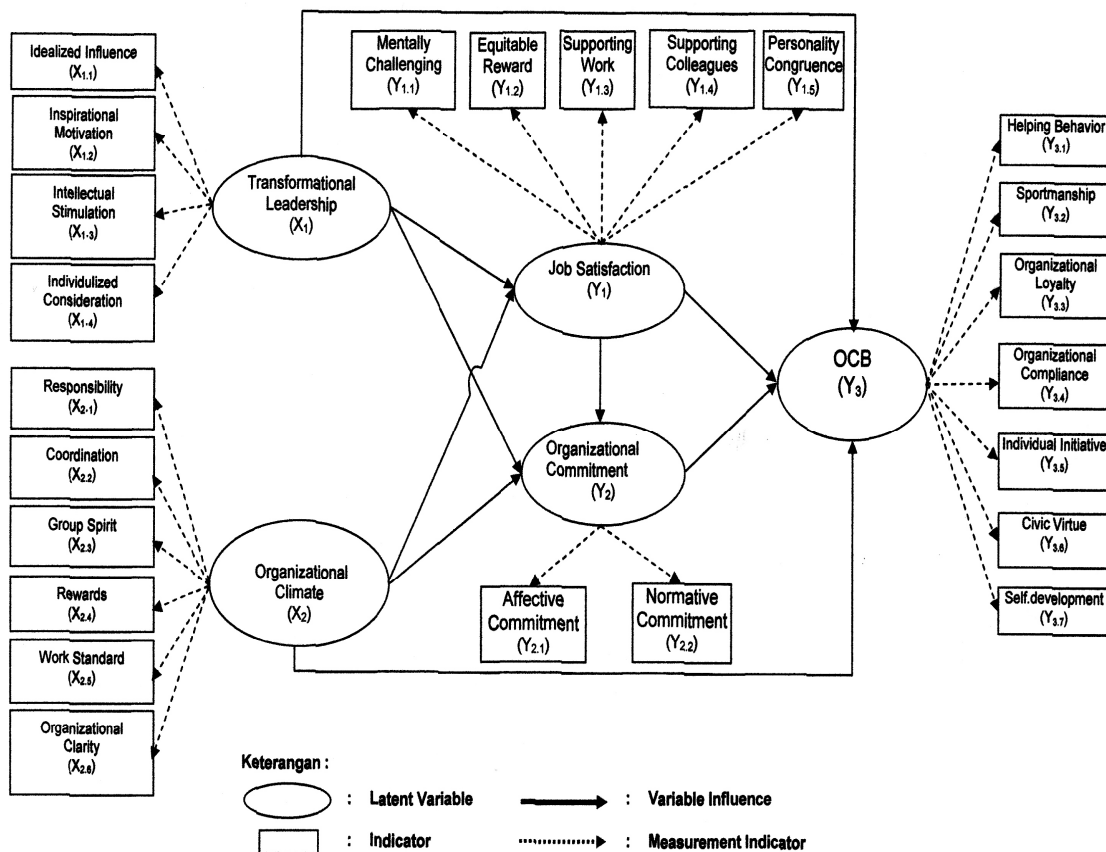
Transformational leadership also influences the organizational commitment. High organizational commitment of the educational personnel is very much needed by the Sebelas Maret University Surakarta. The committed educational personnel have the behaviors supporting the institution – the place they are working for, prioritizing the institution's interest rather than their own. The organizational commitment also has the influence to the extra-role work behavior or the so-called OCB. The organizational commitment will motivate the growth of individual behavior exceeding the formal requirements specified by Sebelas Maret University Surakarta, more cooperative with their colleagues and the work group at the study program / department, more respectful and helpful to assist their colleagues having difficulty in performing their task as the educational personnel or lecturers; all of them are motivated by personal drive, and not directly related to the reward system.

Work satisfaction has the influence to the organizational commitment. Someone will always weigh between what they give to the organization (time, effort, and ability) and what they get from organization. If what they get is balanced with what they give, they will show the positive attitude. One of the arising positive attitudes is commitment to the organization. Work satisfaction and organizational commitment constitute the antecedent to OCB. It means that the work satisfaction and organizational commitment motivate the employees to perform the positive work behavior. The increase of work satisfaction of members of organization

will also increase the level of OCB. Similarly, the increase of organizational commitment of the lecturers will also increase the OCB level.

Besides influencing work satisfaction, the organizational climate also influences the organizational commitment and OCB. It has already been stated that organizational climate has the influence to the work satisfaction and the work satisfaction has the influence to the organizational commitment. Referring to such facts, the organizational climate certainly will also influence the organizational commitment. The conducive organizational climate will motivate increasing the organizational commitment of the educational personnel. The organizational climate will influence the work satisfaction and the organizational commitment. If the work satisfaction and the organizational commitment increase, certainly the OCB will also increase.

The conceptual framework also indicates the measuring indicators of each variable. *The variable of transformational leadership* is measured by: idealistic influence, inspirational motivation, intellectual stimulation, and personal consideration. *The variable of organizational climate* is measured by: responsibility, coordination, group spirit, reward, work standard, and organization clarity. *The variable of work satisfaction* is measured by: mentally challenging work, reasonable reward, supporting work condition, supporting colleagues, and personality congruence to the work. *The variable of organizational commitment* is measured by: affective commitment, and normative commitment. *The variable of organizational citizenship behavior* is measured by: helpful behavior, tolerance, loyalty, adherence to regulation, individual initiative, seriousness / sincerity and self-development. Conceptual framework of this research is shown in Drawing-1 below:



Drawing 1. Conceptual Framework

Legends of Drawing-1

X_1	<i>Transformational Leadership</i>	Y_1	<i>Work Satisfaction</i>
$X_{1.1}$	= Idealistic Influence	$Y_{1.1}$	= Mentally challenging work
$X_{1.2}$	= Inspirational Motivation	$Y_{1.2}$	= Reasonable rewards
$X_{1.3}$	= Intellectual Stimulation	$Y_{1.3}$	= Supporting work condition
$X_{1.4}$	= Individual Consideration	$Y_{1.4}$	= Supporting colleagues
X_2	<i>Organizational Climate</i>	$Y_{1.5}$	= Personality congruence to the work
$X_{2.1}$	= Responsibility	Y_3	<i>Organizational Citizenship Behavior</i>
$X_{2.2}$	= Coordination	$Y_{3.1}$	= Helpful behavior
$X_{2.3}$	= Group Spirit	$Y_{3.2}$	= Tolerance
$X_{2.4}$	= Rewards	$Y_{3.3}$	= Loyalty
$X_{2.5}$	= Work Standard	$Y_{3.4}$	= Adherence to regulation
$X_{2.6}$	= Organizational Clarity	$Y_{3.5}$	= Individual Initiative
Y_2	<i>Organizational Commitment</i>	$Y_{3.6}$	= Seriousness / Sincerity
$Y_{2.1}$	= Affective Commitment	$Y_{3.7}$	= Self-development
$Y_{2.2}$	= Normative Commitment		

Hypothetical formulation in this study is as follows:

- H1 = Transformational leadership significantly influences work satisfaction.
- H2 = Transformational leadership significantly influences the organizational commitment.
- H3 = Transformational leadership significantly influences the organizational citizenship behavior.
- H4 = Organizational climate significantly influences the work satisfaction.
- H5 = Organizational climate significantly influences the organizational commitment.
- H6 = Organizational climate significantly influences the organizational citizenship behavior.
- H7 = Work satisfaction significantly influences organizational commitment.
- H8 = Organizational satisfaction significantly influences the organizational citizenship behavior.
- H9 = Organizational commitment significantly influences the organizational citizenship behavior.

RESEARCH METHODOLOGY

Respondents in this study are 200 educational personnel of the Sebelas Maret University Surakarta consisting 14 Professors, 90 Senior Associate Professors, 68 Associate Professors, and 28 Expert Assistants (S-2/S-3). The samples are taken by using *proportional stratified random sampling technique*. Pursuant to the Conceptual Framework shown in Drawing-1, the variables in this study are classified into: *endogenous* and *exogenous variables*. Endogenous variables are grouped into intervening endogenous variables and dependent endogenous variables. The exogenous variables in this study are: *Transformational Leadership* (X_1), and *Organizational Climate* (X_2). The Intervening Endogenous Variables are: *Work Satisfaction*

(Y_1), and *Organizational Commitment* (Y_2). Whereas the Dependent Endogenous Variable is: *Organizational Citizenship Behavior*.

Instrument applied to collect the data is *questionnaire*, containing questions to be answered by the respondents in conformity with what they undergo and what they feel. The technique of analysis applied in this study is *SEM (Structural Equation Modeling)* with the program package of *AMOS (Analysis of Moment Structure)* of Version 18, and *SPSS (Statistical Program for Social Sciences)* of Version 15.

The validity test applies *CFA (Confirmatory Factor Analysis)* to be held to the constructs in this study separately by using the *AMOS Version 18* program. Validation in testing the *unidimensionality* of the said indicators is by using the criteria on the amount of *the standardized loading factor of 0.40*. The reliability test applies *CFA (Confirmatory Factor Analysis)*. The criteria applied to test the reliability is the *internal consistency criteria* with the correlative value of ≥ 0.30 , so that the *Correlation Square* is ≥ 0.09 (frequently rounded to ≥ 0.10) or the *Item Determination Index* to its constructs is at the sum of $\geq 10\%$. The criteria applied for the overall testing is *Construct Reliability* ≥ 0.70 .

The hypothetical testing is conducted by *linear coefficient*, namely by using the t-test. The test result will be significant if the output of calculation is as follows: $CR \geq 1.96$ and the value of $p \leq 0.05$. On the contrary, the test result is not significant if the calculation result is: $CR < 1.96$ and the value of $p > 0.05$.

OUTPUTS AND DISCUSSION

Output of validity test to 5 (five) variables in this study reveals that each indicator has the loading factor > 0.50 and value of $p = 0.000$ meaning that it is smaller than $\alpha = 0.05$ on *regression weight*. Thus, it can be stated that each indicator can be used to measure its variable. Output of reliability test to 5 (five) variables in this study indicates each variable gets the value of $CR > \text{its cut-off}$ ($CR > 0.70$), and each indicator has the value of *p variance error* < 0.05 . Thus, it can be stated that each variable and its indicators are reliable.

Having completed the validity test and reliability test on all latent variables, in which their outputs are valid and reliable, *multivariate data is normal*, no occurrence of *multicollinearity* and outlier is below 5%, such latent variable will then take the *model congruence test*. Outputs of model congruence test either by using *Root Mean Square Residual (RMS)*, *Goodness of Fit Index (GFI)*, or *Adjusted Goodness of Fit Index (AGFI)*, all of them indicate "good" criteria. The first criteria, *RMR* ($0.075 < 0.080$), the conclusion of model congruence is "good". The second criteria, *GFI* ($0.978 > 0.900$), the conclusion of model congruence is "good". The third criteria, *AGFI* ($0.923 > 0.900$), the conclusion of model congruence is "good". Since all of them have met the requirements, it can be continued to *causality test* to test the hypothesis.

Hypothesis-1

Based on the calculation result using *AMOS 18* as shown in Table-1, it can be found out that: "*The Transformational Leadership (X_1) has significant influence to the Work Satisfaction (Y_1) leading to a positive relationship.*" This can be known from the result of hypothetical test indicating that $CR = 3,656$ or > 1.96 and value of $p = 0.000$ or < 0.05 . This indicates that transformational leadership *has significant influence* to the Work Satisfaction. The linear coefficient of 0.368 has positive sign, indicating the parallel relationship. It means, the better transformational leadership is applied, the more increase the work satisfaction is obtained by the educational personnel, and so is the contrary.

Table 1. Outputs of Hypothetical Testing

No	Hypothesis	Estimation	S.E	C.R	P	Remark
1.	Transformational Leadership (X_1) to the Work Satisfaction (Y_1)	0.368	0.101	3.656	0.000	Significant
2.	Transformational Leadership (X_1) to the Organizational Commitment (Y_2)	-0.052	0.112	-0.463	0.463	Not significant
3.	Transformational Leadership (X_1) to Organizational Citizenship Behavior (Y_3)	0.012	0.068	0.183	0.855	Not significant
4.	Organizational Climate (X_2) to the Work Satisfaction (Y_1)	0.494	0.142	3.473	0.000	Significant
5.	Organizational Climate (X_2) to the Organizational Commitment (Y_2)	-0.053	0.155	-0.338	0.735	Not significant
6.	Organizational Climate (X_2) to Organizational Citizenship Behavior (Y_3)	0.157	0.095	1.660	0.097	Not significant
7.	Work Satisfaction (Y_1) to Organizational Commitment (Y_2)	0.865	0.178	4.863	0.000	Significant
8.	Work Satisfaction (Y_1) to Organizational Citizenship Behavior (Y_3)	0.328	0.153	2.147	0.032	Significant
9.	Organizational Commitment (Y_2) to Organizational Citizenship Behavior (Y_3)	0.607	0.123	4.915	0.000	Significant

Source: Attachment-9, being processed

Behavior of Deans in the Sebelas Maret University Surakarta as the role models are positive, their ability to motivate and to establish the spirit of team work cooperation, enthusiasm and optimism among the colleagues, their ability to create the conducive climate for the development of innovation and creativity, and special attention to the needs of each individual lecturer to make achievement and career development, produce happiness to the educational personnel or the lecturers, who finally feel satisfied. The educational personnel feel happy because their talents and abilities have been suitable to fulfill the demand of the work, feel happy because they have performed various challenging activities for the sake of reaching the vision and mission of the institution and development of their career, feel happy because of the harmonious social interaction in a work group, and also the conducive work environment.

Hypothesis-2

From the calculation output using AMOS 18 as indicated in Table-1, it is known that: “*The Transformational Leadership (X_1) has no significant influence to the Organizational Commitment (Y_2), leading to a negative relationship.*” This can be known from result of hypothetical test indicating that $CR = -0.463$ or < 1.96 and value of $p = 0.643$ or > 0.05 . This indicates that the transformational leadership has **no significant influence** to Organizational Commitment. The linear coefficient of -0.052 has negative sign, indicating contradictory direction. The transformational leadership applied by the Deans in the Sebelas Maret University Surakarta does not show significant influence to the improvement of organizational commitment of the educational personnel.

The transformational leadership has no significant influence to the organizational commitment of the educational personnel in Sebelas Maret University, leading to a negative relationship. The educational personnel are intellectual people, and have already had a very

high commitment to the institution, the place they are working for. The educational personnel are very proud of becoming a part of the study program / department or the faculty, they place they are working for. They feel that the academic problems in their institution are also their problems. They feel they have to be loyal to the study program / department. Therefore, *idealization, inspirational motivation and intellectual stimulation from the Dean deemed too heavy* will cause the burden / stress with the impact on the decrease of organizational commitment, although not too significant.

Hypothesis-3

Based on the calculation output using AMOS 18 as shown in Table-1, it is known that: “*The Transformational Leadership (X1) has no significant influence to the Organizational Citizenship Behavior (Y3), leading to a positive relationship.*” Result of hypothetical test indicates that CR = 0.183 or < 1.83 and value of p = 0.855 or > 0.05. This indicates that the transformational leadership has *no significant influence* to the Organizational Citizenship Behavior. The linear coefficient of 0.012 has negative sign, indicating the parallel relationship. It means that the better the transformational leadership is applied, the more improvement in organizational citizenship behavior shown by the educational personnel, but their improvement is very small (insignificant).

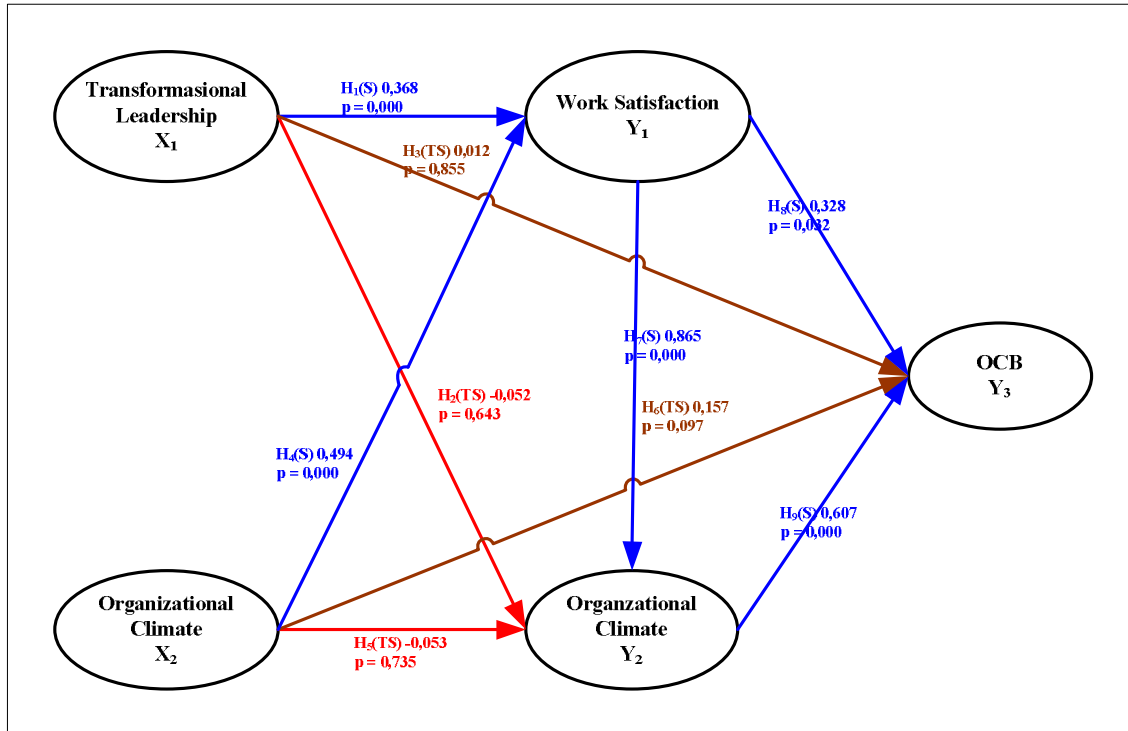
The idealistic influence and inspirational motivation of the Dean has no significant influence to the self-development and individual initiative of the educational personnel. Vision and mission conveyed by the Deans and the high expectations from the faculties, the place they are working for, do not show any significant influence to the improvement in their competence, and the willingness to do the overtime work (extra-job) for the benefit of study program / department and faculty. The idealistic influence and inspirational motivation of the Dean are not so much responded by the educational personnel. This can be explained that in reality there are many policies of the Dean whose implementation at the study program / department are very much influenced by the policies of the Director of study program / department, so that the Dean’s policies do not show their impact. Self-development and individual initiative of the educational personnel are more influenced by the work satisfaction they are having and their commitment to the institution they are working for.

Hypothesis-4

Based on the calculation output using AMOS 18 as shown in Table-1, it is known that: “*The Organizational Climate (X2) has significant influence to the Work Satisfaction (Y1), leading to a positive relationship.*” This can be identified from the result of hypothetical test indicating that CR = 3.473 or > 1.96 and value of p = 0.000 or < 0.05. This indicates that the Organizational Climate has *significant influence* to Work Satisfaction. The linear coefficient of 0.494 has positive sign, indicating the parallel relationship. It means that the more conducive the organizational climate is at the study program / department, the more improvement they get in work satisfaction of the educational personnel. The conducive climate motivates the lecturers or educational personnel to perform the mentally challenging activities, for the sake of their career development.

Delegation of responsibilities given by the Dean to the lecturers, coordination and integration of goals and activities, mutual trust among colleagues, clarity in tasks as the educational personnel and how good to perform it, as well as the clarity in vision and mission of the institution, establish the pleasant feeling among the educational personnel. They feel happy because they are given responsibility and authority, and it is clear which one is their rights and their obligation as the educational personnel for the sake of the achievement of vision

and mission of the institution, as well as for their career development as the educational personnel.



Drawing-2. Linear Diagram Of Outputs Of Hypothetical Testing

Remarks:

S = Significant ($p < 0,05$)

TS = Insignificant

Hypothesis-5

From the calculation output using AMOS 18 as shown in Table-1, it is known that: “*The Organizational Climate (X₂) has no significant influence to the Organizational Commitment (Y₂), leading to a negative relationship.*” This can be identified from the result of hypothetical test indicating that $CR = -0.338$ or < 1.96 and value of $p = 0.735$ or > 0.05 . This indicates Organizational Climate has *no significant influence* to the Organizational Commitment. The linear coefficient of -0.053 has negative sign, indicating the contradictory direction. It means that the less conducive the organizational climate is at the study program / department, the more focus is given by the educational personnel to the institution they are working for, so that the organizational commitment increases, but its increase is very small (insignificant).

The organizational climate has no significant influence to the organizational commitment to the lecturers or educational personnel at the Sebelah Maret University Surakarta, leading to negative relationship. This reality is understandable, because the organizational commitment of the educational personnel of the Sebelas Maret University Surakarta is very high. The educational personnel are very happy with the institution they are working for now. They are very proud of being a part of the institution. Solution of academic problems in this institution becomes their main priority. The educational personnel are very loyal to the institution – the place they are working for. Therefore, the organizational climate which is getting less conducive at the study program / department will make the educational personnel focus

themselves more on the increase of institutional improvement / organizational commitment. On the contrary, more conducive organizational climate causes a little decrease in organizational commitment, because the educational personnel get more focus on competence improvement and self-development.

Hypothesis-6

Based on the calculation output using AMOS 18 as shown in Table-1, it is known that: “*The Organizational Climate (X_2) has no significant influence to the Organizational Citizenship Behavior (Y_3), leading to a positive relationship.*” This can be identified from the result of hypothetical test indicating that $CR = 1.660 < 1.96$ and value of $p = 0.097 > 0.05$. This indicates that the Organizational Climate has *no significant influence* to the Organizational Citizenship Behavior. The linear coefficient of 0.157 has positive sign, indicating the parallel relationship. It means that the more conducive the organizational climate is at the study program / department, the more improvement in organizational citizenship behavior is obtained by educational personnel, but its improvement is very small.

The organizational climate has no significant influence to the organizational citizenship behavior to the lecturers or educational personnel at the Sebelas Maret University Surakarta, leading to positive relationship. This reality is understandable, because in general the organizational citizenship behavior of the educational personnel at the Sebelas Maret University Surakarta is classified as in good category. The educational personnel have conducted the good / best things for their institution, the place they are working for. Therefore, the organizational climate does not show any significant influence to the organizational citizenship behavior of the educational personnel. The organizational climate has no direct influence to the organizational citizenship behavior through the work satisfaction.

Hypothesis-7

Based on the calculation output using AMOS 18 as shown in Table-1, it is known that: “*The Work Satisfaction (Y_1) has significant influence to the Organizational Commitment (Y_2), leading to a positive relationship.*” This can be identified from the result of hypothetical test indicating that $CR = 4.863 > 1.96$ and value of $p = 0.000 < 0.05$. This indicates that the Work Satisfaction has *significant influence* to the Organizational Commitment. The linear coefficient of 0.865 has positive sign, indicating the parallel relationship. It means that the higher the Work Satisfaction they get, the higher organizational commitment is obtained by the educational personnel, and so is the contrary. The work satisfaction of the lecturers or the educational personnel of the Sebelas Maret University Surakarta is able to motivate the increase of commitment to the institution they are working for.

In principle, a person having a typical personality in line with the work he is doing, has a bigger possibility to be successful in his work, so that he will be more successful, even able to reach higher level of satisfaction in his work. The educational personnel at the Sebelas Maret University (particularly the younger ones) tend to prefer the mentally more challenging works, because they are able to use their skill and ability optimally in carrying out their tasks. The pleasant work environment at the faculty and the harmonious social interaction at the study program / department and at the faculty, the place they are working for establish the pleasant and comfortable feeling and in the end it gives the impact in the increase of organizational commitment of the educational personnel. The educational personnel feel proud as being part of the institution and they feel that the problems encountered by the institution also become their problems, and self awareness makes them to be loyal.

Hypothesis-8

Based on the calculation output using AMOS 18 as shown in Table-1, it is known that: “*The Work Satisfaction (Y_1) has significant influence to the Organizational Citizenship Behavior (Y_3), leading to positive relationship.*” This can be identified from the result of hypothetical test indicating that $CR = 2.147$ or > 1.96 and value of $p = 0.032$ or < 0.05 . This indicates that the Work Satisfaction has *significant influence* to the Organizational Citizenship Behavior. The linear coefficient of 0.328 has positive sign, indicating the parallel relationship. It means that the higher the Work Satisfaction they feel, the higher organizational citizenship behavior of the educational personnel is, and so is the contrary.

The work satisfaction of the lecturers or the educational personnel of the Sebelas Maret University Surakarta motivates the increase of organizational citizenship behavior of the educational personnel. The impact of satisfaction of the educational personnel can be in the forms of *in-role or extra-role* behaviors, in which all of them can support the achievement of the vision and mission of the institution they are working for. In full awareness and sincerity (without expecting for any reward), the educational personnel are willing to assist the colleagues undergoing the difficulties in performing their academic tasks. They consciously try to improve their knowledge and skill as the form of self development, and having the awareness to participate in various activities of the institution as well as in maintaining good image and reputation of the institution, consciously obeying all regulations of the institution, sincerely promoting the institution to the outsiders and protecting the institution from any external threats; willing to sustain themselves from inconvenient disturbances occurring at the institution’s environment, and acting as volunteers in making creativity and innovation to improve performance of the institution they are working for.

Hypothesis-9

Based on the calculation output using AMOS 18 as shown in Table-1, it is known that: “*The Organizational Commitment (Y_2) has significant influence to the Organizational Citizenship Behavior (Y_3), leading to a positive relationship.*” This can be identified from the result of hypothetical test indicating that $CR = 4.915$ or > 1.96 and value of $p = 0.000$ or < 0.05 . This indicates that the Organizational Commitment has *significant influence* to the Organizational Citizenship Behavior. The linear coefficient of 0.607 has positive sign, indicating the parallel relationship. It means that the higher the Organizational Commitment is of the educational personnel, the higher organizational citizenship behavior of the educational personnel is, and so is the contrary.

The organizational commitment of the educational personnel of the Sebelas Maret University Surakarta is able to motivate the increase of organizational citizenship behavior. The educational personnel feel proud of being a part of the institution they are working for; they feel that the academic problems in their institution also become their problems. They are consciously and sincerely loyal to the institution. The organizational commitment of these educational personnel has the impact in their *in-role and extra-role* behaviors for the sake of the achievement of vision and mission of this institution. In full awareness these educational personnel adhere to all regulations applicable at the institution – the place they are working for, such as: punctuality in lecturing time, examination implementation, and submitting the scores to the Academic Section, so that the announcement of examination result can be done punctually. Willingness to look for and to pioneer the cooperation with the outside party, their involvement in initiation of international journal management, and other activities can improve the image and reputation of the institution, in which all of them will support the achievement of the vision of the institution they are working for.

Inter-Variable Influence and Indirect Inter-Variable Influence

The indirect influence of transformational leadership and organizational climate to the organizational citizenship behavior can take 2 (two) routes, namely: *Route No. 4* and *Route No. 8*. The value of *Route No. 4* is: $0,368 \times 0,865 \times 0,607 = 0.19322024$, and *Route No. 8* has the value of: $0,494 \times 0,865 \times 0,607 = 0.25937717$.

Table 2: Inter-Variable Influence and Indirect Inter-Variable Influence

Keterangan	Variabel Endogen			
	Work Satisfaction	Organisational Commitment	Organizational Citizenship Behavior	
Variabel Eksogen	Transformational Leadership	0,368*	0	0,328*
		0	-0,052	0,607*
		0	0	0,012
		0,368*	0,865*	0,607*
	Organisational Climate	0,494*	0	0,328*
		0	-0,053	0,607*
		0	0	0,157
		0,494*	0,865*	0,607*

Source: Path Diagram of Output of Hypotetical Testing

Remark

* signifikan ($p < 0,05$)

The value of each route indicates the amount of contribution to the increase of the next variable, which in the end comes to the variable of organizational citizenship behavior.

- a. **Route No. 4:** The better transformational leadership being applied will motivate the increase in work satisfaction, and then the increase in organizational commitment and in the end will improve the organizational citizenship behavior of the educational personnel.
- b. **Route no. 8:** More conducive organizational climate will motivate the increase in work satisfaction, and then increasing the organizational commitment, which in the end improving the organizational citizenship behavior of the educational personnel.

The essence of the selection of these 2 (two) routes is the proper application of the transformational leadership and the conducive organization climate, supporting the increase of work satisfaction and then the increase of organizational commitment, and finally improving the organizational citizenship behavior of the educational personnel. Therefore, policies of the institutional executives of the Sebelas Maret University Surakarta related to the increase in work satisfaction becomes very important in motivating the increase in organizational commitment, which in the end will motivate improving the organizational citizenship behavior of the educational personnel.

CONCLUSION

Transformational leadership has significant influence to the work satisfaction of the educational personnel of the Sebelas Maret University Surakarta, leading to positive relationship. Transformational leadership applied by the Deans in Sebelas Maret University Surakarta is able to motivate the increase of work satisfaction of the educational personnel they lead. The more aspects available in a job suitable with the wish of the educational personnel, the higher level of satisfaction they get, so that able to increase the work

satisfaction of the educational personnel. This empirical finding supports the theory presented by Pawar and Eastman (1997), stating that transformational leader can establish the changes towards the better direction so that creating the productivity, and in the end establishing the work satisfaction. This empirical finding supports the outputs of study conducted by Suharto (2005); Tobing (2009); and Sosik (1997), stating that the transformational leadership has positive and significant influence to the work satisfaction.

Transformational leadership has no significant influence to organizational commitment of the educational personnel of the Sebelas Maret University Surakarta, leading to negative relationship. The educational personnel are intellectual people and have very high commitment. The educational personnel are very proud of being part of the study program / department as well as the faculty, the place they are working for; they feel that the academic problems in their institution also become their problems. They feel they have to be loyal to the study program / department or to the faculty. Therefore, idealization, inspirational motivation and intellectual stimulation given by the Dean are felt too heavy and causing the burden / stress with the impact of the decrease in organizational commitment. This empirical finding refuses outputs of study conducted by Tobing (2009); Herminingsih (2011), stating that the transformational leadership has significant influence to the organizational commitment. It is interesting to re-analyze finding of this study in a different context.

Transformational leadership has no significant influence to organizational citizenship behavior of the educational personnel of the Sebelas Maret University Surakarta, leading to positive relationship. The direct influence of transformational leadership to the organizational citizenship behavior is very weak. Although very weak, output of this study supports the previous theory and the empirical study that the transformational leadership influences the organizational citizenship behavior. This empirical finding refuses the output of study conducted by Cho and Dansereau (2010), stating that the attentions of the transformational leader (such as: understanding the different needs and abilities of his subordinates and giving the required support) has significant influence to the OCB of his followers.

Organizational climate has significant influence to the work satisfaction of the educational personnel of the Sebelas Maret University Surakarta, leading to positive relationship. The conducive work atmosphere at the study program / department and also in faculty motivates the establishment of work satisfaction of the educational personnel. The pleasant and convenient work atmosphere at the study program / department as well as in faculty becomes motivation of the educational personnel to work optimally, because they feel satisfied. Output of this study supports the theory presented by Simamora (1999:81) and Timpe (1999:45-6), stating that the employees' perception on work environment will influence the work motivation and performance of the employees. The non-conducive organizational climate will make the employee undergoing the work stress and the decrease in their work motivation. Output of this study supports the output of study conducted by Griffin (2001); Komariah (2006); Hermawan (2008); and Schyns (2009), stating that the organizational climate has significant influence to the work satisfaction. Good organizational climate constitutes the means able to create an atmosphere able to push the work spirit and work satisfaction. However, output of this study refuses output of study conducted by Nuryadin (2005) stating that there is no significant influence of the organizational climate to the work satisfaction. It means, the conducive organizational climate is not able to motivate the work satisfaction of the employees.

Organizational climate has no significant influence to the organizational commitment of the educational personnel of the Sebelas Maret University Surakarta, leading to negative relationship. Organizational commitment of the educational personnel of the Sebelas Maret

University Surakarta is very high. They are very optimistic upon the conducive atmosphere and performance of the institution they are working for. More conducive organizational climate provides the opportunity to focus more on the other priorities useful for self-development, so that the organizational commitment becomes little bit decreasing, although insignificantly.

Organizational climate has no significant influence to the organizational citizenship behavior of the educational personnel of the Sebelas Maret University Surakarta, leading to positive relationship. The direct influence of organizational climate to the organizational citizenship behavior is very weak. Although very weak, output of this study supports the theory that the organizational climate has positive influence to the organizational citizenship behavior. The finding of this study gives an important contribution to the scientific development, particularly in the field of organizational behavior.

Work satisfaction has significant influence to organizational commitment of the educational personnel of the Sebelas Maret University Surakarta, leading to positive relationship. The work satisfaction felt by the educational personnel motivates the increase of their commitment to the study program / department as well as the faculty, the place they are working for. The more aspects in their works being in conformity with the wish of the educational personnel will push the increase of commitment of the educational personnel to the study program / department or the faculty. This empirical finding supports output of study conducted by Gorda (2002) stating that the work satisfaction has positive and significant influence to the organizational commitment. Finding of this study is in controversy with output of study done by Renyowijoyo (2003) stating that the organizational commitment has positive and significant to the work satisfaction.

Work satisfaction has significant influence to organizational citizenship behavior of the educational personnel of the Sebelas Maret University Surakarta, leading to positive relationship. The work satisfaction felt by the educational personnel is able to motivate the increase of the organizational citizenship behavior to the institution they are working for. The more aspects in their works are in conformity with the wish of the educational personnel, will push the increase of positive behaviors for the benefit and progress of the institution they are working for. The finding of this study supports the theory presented by Gibson et al (1977), stating that the work satisfaction is one of the sufficiently important elements in organization, because the work satisfaction can influence the work behaviors, such as: getting lazy, diligent, productive, and others or having the relation with some important types of behavior in an organization. This finding supports output of study conducted by Foote et al (2008); Lilies et al (2009); Salehi and Gholtash (2011); stating there is a significant relation between work satisfaction of employees and the OCB. Finding of this study refuses output of study conducted by Yoon and Jaebeom (2003), stating that the work satisfaction has no significant influence to the OCB, particularly at the altruism behavior.

Organizational commitment has significant influence to the organizational citizenship behavior of the educational personnel of the Sebelas Maret University Surakarta, leading to positive relationship. The organizational commitment of the educational personnel is able to motivate the increase of the organizational citizenship behavior at the institution they are working for. The committed educational personnel have the behaviors supporting their institution, high work ethos, and prioritizing the interest of the institution rather than their own. The educational personnel having high organizational commitment are more cooperative with their colleagues and their work group, more respectful to help others, and all of them are motivated by their own personal drive, without expecting any rewards from their institution. Finding of this study supports the theory given by Meyer and Allen (1997), stating

that the organizational commitment will motivate the growth of the individual behavior exceeding the formal requirements of the organization, more cooperative with the same members of organization and the work group, more respectful to help others, and all of them are motivated more by their own personal drive, not directly related to the organizational reward system. Finding of this study supports output of study conducted by Castro et al (2004); Foote (2005); Kim (2006); Chan (2006); Syhabudin (2008); stating that the organizational commitment influences the OCB of employees. Individuals having commitment to the organization by performing their assignments indicate the behavior with high consistency and higher social behavior (civic virtue behavior) compared to the other members of the team.

Finding of this study indicates that the OCB of the educational personnel can be improved in two routes having the biggest contribution, namely: (1) The Transformational Leadership – Work Satisfaction – Organizational Commitment – Organizational Citizenship Behavior. (2) The Organizational Climate – Work Satisfaction – Organizational Commitment – Organizational Citizenship Behavior. Finding of this study indicates that the work satisfaction constitutes the important factor in increasing the organizational commitment as well as the organizational citizenship behavior of the educational personnel.

Based on the conclusion of the output of this study, the conclusion on policies can be set up as follows: *The application of the proper transformational leadership and conducive organizational climate are needed very much to push the improvement of work satisfaction, organizational commitment, and OCB of the educational personnel of the Sebelas Maret University Surakarta.* To gain such objective, the policies are required by the institutional executives to apply the transformational leadership dominantly in every leadership carried out at the Sebelas Maret University. *The application of transformational leadership needs to be balanced by the conducive organizational climate.* The OCB of the educational personnel is very important for the Sebelas Maret University Surakarta, because the educational personnel constitute the *front-liners* in materializing the vision and mission as well as the direction of development in order to become *the world class university*.

Integrally, this study produces a conclusion that the transformational leadership and organizational climate have significant influence, leading to the positive relationship towards the work satisfaction. Work satisfaction has significant influence, leading to positive relationship towards the organizational commitment, and work satisfaction as well as the organizational commitment has significant influence, leading to positive relationship towards OCB. The leaders should understand the nature of the influences of the transformational leadership and the organizational climate as well as the factors determining such relation. The Deans influence the educational personnel to perform their tasks better or to carry out their tasks with better achievement by increasing the work satisfaction and the organizational commitment, which in the end will improve their OCB.

SUGGESTIONS

The improvement of organizational citizenship behavior of the educational personnel of the Sebelas Maret University Surakarta have to be started by establishing the work satisfaction. The work satisfaction felt by the educational personnel is the important and most influential factor to the organizational commitment. The increase in organizational commitment of the educational personnel will improve as well their organizational citizenship behaviors. The *extra-role behavior* or the so-called '*organizational citizenship behavior*' of these educational personnel become important factor in achieving the vision of the Sebelas Maret University leading towards the *World Class University*.

Some important things need to be conducted in increasing the work satisfaction of the educational personnel, among others are as follows: *Always try to undertake the justice in spreading the welfare (earning out of the salaries), promotion of rank / functional position, and being just / fair in treatment.* All these things need to be emphasized, because one of the indicators of work satisfaction is “reasonable reward” which is still felt less optimal at present.

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