

## **The Role of Positive Thinking in Mediating the Influence of Work Involvement, Job Satisfaction and Organizational Commitment transmitted from Self-Efficacy on the Organizational Citizenship Behavior of Madrasah Principals in Kendari City in the Religious Moderation Program of the Ministry of Religion of the Republic of Indonesia**

Wa Ode Nurliati Fahidu<sup>1</sup>, Nurwati<sup>2</sup>, Endro Sukotjo<sup>3</sup>, Laode Asfayadin Aliddin<sup>4</sup>

### **Abstract**

This study aims to analyze the influence of self-efficacy on the Organizational Citizenship Behavior (OCB) of madrasah principals in Kendari City, both directly and indirectly through work engagement, job satisfaction, organizational commitment, and positive thinking. This study uses a quantitative approach with an ex-post facto design. The population in this study were all 90 public and private madrasah principals in Kendari City, so the sampling technique used was a census. Data collection was carried out through a closed questionnaire with a five-point Likert scale and supported by interviews to strengthen the quantitative findings. Data analysis was carried out using Structural Equation Modeling (SEM) based on Partial Least Square (PLS). The results showed that self-efficacy, work engagement, and positive thinking had a positive and significant effect on the OCB of madrasah principals, while job satisfaction and organizational commitment had a positive but insignificant effect. Furthermore, job engagement was proven to be able to significantly mediate the effect of self-efficacy on OCB, while job satisfaction and organizational commitment did not play a significant role as single mediators. However, job satisfaction mediated by positive thinking showed a significant mediating role, while the combination of work engagement and positive thinking and organizational commitment and positive thinking showed no significant effect. This finding confirms that strengthening the OCB of madrasah principals is not only determined by self-confidence, but is also greatly influenced by work engagement and a positive mindset in facing organizational demands and limitations. This study provides theoretical implications for the development of organizational behavior studies in the field of education as well as practical implications for improving the effectiveness of madrasah principals' leadership in supporting educational quality and religious moderation programs.

**Keywords:** *Self-efficacy, Work involvement, Job satisfaction, Organizational commitment, Positive thinking, Organizational Citizenship Behavior, Madrasah principal.*

### **Introduction**

Human resources (HR) are the primary potential that determines the sustainability and success of organizations, including educational ones. HR encompasses the ability to think, communicate, act, and have morals, which influence individual attitudes and behaviors in effectively achieving organizational goals. High-quality HR with morals, discipline, loyalty, and productivity will drive organizational progress, while those with low morals and work ethic have the potential to undermine the organization (Sedarmayanti, 2017). In the context of formal education, particularly in madrasahs under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia, HR management relies heavily on the strategic role of the madrasah principal as the primary leader who determines the direction, quality of educational services, and the organizational work climate. Madrasah principals hold crucial responsibilities in micro-management of education, particularly in ensuring the quality of learning and

---

<sup>1</sup> Halu Oleo University, Kendari, Indonesia

<sup>2</sup> Halu Oleo University, Kendari, Indonesia.

<sup>3</sup> Halu Oleo University, Kendari, Indonesia

<sup>4</sup> Halu Oleo University, Kendari, Indonesia

the performance of teachers and other educational staff. Leadership is understood as the process of influencing subordinates to achieve organizational goals through motivation, direction, and strengthening work culture. Madrasah principals are required to be able to carry out managerial functions such as planning, organizing, implementing, controlling, evaluating, innovating, and motivating to ensure the effective and efficient running of the madrasah. Successful educational leadership is greatly influenced by harmonious working relationships, the quality of internal services, and the job satisfaction of the madrasah community. Therefore, the madrasah principal serves not only as an administrator but also as a learning leader, supervisor, and driver of the educational organization's performance.

To carry out this role, a principal requires confidence in their own abilities, or self-efficacy. Bandura (2001) defines self-efficacy as an individual's belief in their ability to perform specific tasks, specific to the work context. A principal's self-efficacy plays a crucial role in effective leadership, quality decision-making, change management, and the creation of a conducive school climate (Tschannen-Moran & Gareis, 2004). Individuals with high self-efficacy tend to be more resilient, optimistic, persistent in the face of challenges, and have higher levels of commitment and engagement at work (Judge et al., 2007; Feltz, Short & Sullivan, 2008). Conversely, low self-efficacy can hinder initiative, aspiration, and persistence in completing tasks. Social cognitive theory emphasizes that self-efficacy plays a crucial role in shaping individual motivation, well-being, and work behavior (Bandura, 2001). Self-efficacy is positively correlated with job engagement because individuals who believe in their abilities will be intrinsically motivated to achieve goals and meet job demands (Luthans & Youssef, 2007; Hirschi, 2012). Job engagement reflects an individual's psychological attachment to their work, demonstrated through enthusiasm, dedication, and commitment to completing tasks optimally (Dessler, 2005; Bakker & Bal, 2010). In addition to job engagement, job satisfaction and organizational commitment are also key work attitudes that influence individual behavior in organizations (Robbins et al., 2015).

Principal job satisfaction is crucial because it directly relates to dedication, performance, and the sustainability of the leadership role. Job satisfaction is understood as a positive feeling toward work that arises from the alignment between expectations and work reality (Robbins & Judge, 2010). Principals with high job satisfaction tend to demonstrate more optimal performance, while job dissatisfaction can trigger stress, decreased commitment, and less effective performance. Organizational commitment reflects an individual's awareness and attachment to the organization, which encourages a willingness to contribute maximally (Lubis & Jaya, 2009). Organizational ethical values have also been shown to strengthen individual commitment and involvement in the institution where they work (Singhapakdi et al., 1999; Hunt, 1989). The combination of self-efficacy, job involvement, job satisfaction, and organizational commitment encourages the emergence of extra-role behavior or organizational citizenship behavior (OCB), which is voluntary behavior that goes beyond the formal demands of the job but contributes significantly to organizational effectiveness (Robbins et al., 2005). The phenomenon in Kendari City shows that madrasah principals often engage in OCB due to limited resources, such as concurrent administrative, operational, and teaching duties. This condition requires positive thinking skills as a psychological mechanism to maintain mental well-being and adaptive work behavior (Renee, 2022; Mayo Clinic, 2022). Based on empirical phenomena and the inconsistency of previous research findings regarding the role of commitment and OCB (Titisari et al., 2020; Planer, 2019; Cobbinah et al., 2020; Pramesty et al., 2020), this study aims to examine the role of positive thinking in mediating the influence of work engagement, job satisfaction, and organizational commitment transmitted from self-efficacy on the organizational citizenship behavior of madrasah principals throughout Kendari City in the context of the Religious Moderation Program of the Ministry of Religious Affairs of the Republic of Indonesia.

## **Literature Review and Research Hypothesis**

### **Understanding Religious Moderation**

Moderation in the Big Indonesian Dictionary is defined as an attitude or behavior that tends to take the middle path and avoid extreme attitudes and expressions (KBBI, 2005: 751), which is equivalent to the term moderation in English which means a moderate attitude, not excessive, and impartial (Oxford, 2000: 820). Conceptually, moderate means not extreme and not leaning, while in Arabic moderation is often equated with the terms *wasat* and *wasatiyyah*, which mean being in the middle, fair, balanced, and as the best choice (At-Tabariy, tt: 141–143). This concept of *wasat* is explicitly mentioned in the Qur'an, Surah Al-Baqarah verse 143, which emphasizes Muslims as *ummatan wasatan* or a middle nation, namely a nation that is just and balanced in its attitude. Moderation or *wasatiyyah* is understood as the attitude of taking a middle position in every issue by choosing the most important, best, and

fairest, so that it becomes a path to achieving goodness and virtue (As-Sudais, 1437: 22). This view also emphasizes that moderation is an attitude that seeks to mediate two opposing and excessive tendencies so that no one extreme dominates a person's thoughts and behavior (al-Qaraḍawi, 2011: 14). Thus, religious moderation can be interpreted as a perspective, attitude, and religious practice that expresses the essence of religious teachings in a fair and balanced manner, protects human dignity, builds public welfare, and is in line with human nature in the aspects of faith, worship, and muamalah without being extreme or neglectful.

### **The Concept of Self-Efficacy**

Self-efficacy is an individual's evaluation of their ability or competence in carrying out tasks, achieving goals, and overcoming obstacles encountered (Baron & Byrne, 2004), which is formed through internal cognitive processes as emphasized by Bandura. Self-efficacy is understood as a self-assessment of whether someone is able or unable to carry out certain actions according to the demands of the situation (Alwisol, 2010), where individual behavior is greatly influenced by the interaction between the environment and cognitive conditions, especially beliefs about one's abilities. Self-efficacy is defined as a person's belief in regulating and carrying out the behaviors necessary to achieve certain results (Bosscher & Smith, 1997), as well as a form of individual control over their functioning and events in their environment (Bandura, 1988). Individuals with high self-efficacy tend to be more active in acting, more persistent in facing difficulties, and have a greater chance of success than individuals with low self-efficacy (Feist & Feist, 2013). Self-efficacy differs from aspirations because aspirations describe ideal goals, while self-efficacy reflects a realistic assessment of one's abilities (Alwisol, 2010). Bandura (1997) emphasized that efficacy beliefs determine an individual's level of effort, persistence, and resilience in the face of obstacles, encompassing self-confidence, adaptability, cognitive capacity, intelligence, and the ability to act in stressful situations (Ormrod, 2008). Self-efficacy also plays a significant role in motivation and learning behavior, as individuals with high self-efficacy tend to set goals, use effective strategies, monitor progress, and create supportive learning environments (Schunk & DiBenedetto, 2016). These efficacy beliefs develop gradually through successful experiences, observing the success of others, social persuasion, and physiological and emotional states (Bandura, 1977a; 1986; 1997; Schunk & Usher, 2017), ultimately influencing an individual's choice of activities, level of effort, and persistence in the face of challenges.

### **The Concept of Work Engagement**

Work engagement is a psychological concept that describes an individual's level of identification and attachment to their work, understood as a cognitive and emotional state when work becomes an important part of one's self-identity. This concept is systematically developed in The Process Model of Job Engagement by Schaufeli and Bakker (2004), which views work engagement as a dynamic process between individual, job, and environmental factors, and consists of three main dimensions: vigor, dedication, and absorption. Kanungo (1982) defines work engagement as an individual's ego attachment to their work, which arises when work is perceived as being able to fulfill psychological needs, especially the need for self-esteem as explained in Maslow's motivation theory. In line with this, May, Stewart, and Logeard (2004) emphasize that work engagement reflects an employee's dedication to their work role and internalization of the meaning of work for self-worth. Rogelberg (2007) and Robbins (2008) view job engagement as the level of an individual's psychological identification with their work, making it central to their identity and a source of self-esteem, while Lodahl and Kejner (in Cohen, 2003) emphasize job engagement as the internalization of the values that define the importance of work for a person's total self-image. Various theories support this concept, including the Job Characteristics Model, which emphasizes the characteristics of meaningful work (Hackman & Oldham), positive psychology theory, which emphasizes the well-being and meaning of work, flow theory, which emphasizes the balance of challenges and skills, Conservation of Resources Theory, which emphasizes the protection of individual resources, Psychological Engagement Theory by Kahn, which emphasizes emotional and cognitive involvement in work, Job Demands–Resources Theory, which views the balance of demands and work resources, and Self-Determination Theory, which emphasizes the fulfillment of the needs for autonomy, competence, and social relations as the main prerequisites for job engagement. Thus, job engagement can be concluded as a strong psychological identification with work, which is reflected in the dedication, energy, and absorption of an individual in carrying out their work role.

### **The Concept of Job Satisfaction**

Job satisfaction is an individual's positive attitude toward his or her job, formed through an assessment of work situations and experiences, both current and past, reflecting the extent to which the job fulfills the worker's important values and basic needs (Robbins & Judge, 2015). Job satisfaction is understood as a pleasant or positive emotional state that arises from the evaluation of one's work or work experiences (Locke, 1969), as well as a positive attitude that reflects the employee's adjustment to the financial, social, physical, and psychological conditions in the workplace (As'ad, 1999). Robbins and Judge (2015) and Hasibuan (2005) emphasize that job satisfaction is an affective response to various aspects of work, so that a person can feel satisfied with one aspect of the job but dissatisfied with another. Job satisfaction is individual because it is strongly influenced by the value system adopted by each individual, where the higher the match between the job and the individual's expectations, the higher the level of satisfaction felt (Rivai, 2004). Davis and Newstrom (1985), Steijn (2002), and Luthans (2006) view job satisfaction as a set of feelings or perceptions of employees regarding how well their work provides things that are considered important, while Kreitner and Kinicki (2001) emphasize job satisfaction as an emotional response to various aspects of work. Furthermore, expectancy theory explains that job satisfaction is assessed based on the fulfillment of goal achievement, target realization, and well-being, so that successful organizations are generally characterized by high levels of job satisfaction (Rennyut et al., 2017). Thus, job satisfaction can be concluded as an individual's attitude and emotional response to their work that is formed from a comprehensive evaluation of work experiences, fulfillment of expectations, and the match between personal values and working conditions.

### **The Concept of Organizational Commitment**

Organizational commitment refers to the extent to which an employee identifies with the organization, accepts its values and goals, and has a strong desire to maintain membership and contribute optimally to the organization. McCarthy and Milner (2013) define organizational commitment as an emotional attachment reflected in an individual's identification with and involvement in the organization, while Robbins and Judge (2011) define it as a condition where an individual sides with the organization, supports its goals, and has a desire to remain a part of the organization. Mathis and Jackson (2011) emphasize that organizational commitment is reflected in an employee's belief in the organization's goals and their willingness to remain and not leave the organization. Daft (2010) and Richard (2010) view organizational commitment as a combination of identification with organizational values, involvement in efforts to achieve organizational interests, and loyalty to remain a member of the organization. Organizational commitment also goes beyond formal membership, as it encompasses a positive attitude, a sense of belonging, and a willingness to exert high levels of effort for the organization's success (William, 2011). On the other hand, low organizational commitment reflects the weak responsibility and attachment of employees to their tasks and organization, which is closely related to the empowerment process and trust in the delegation of authority (Richard, 2010). Thus, organizational commitment can be concluded as an attitude that reflects employee trust, involvement, and loyalty to the organization as well as continuous concern for the success and progress of the organization (Sumarni, 2009).

### **The Concept of Positive Thinking**

Positive thinking or positive thinking, which in the Islamic perspective is known as *ḥusn al-ẓann*, is an individual's cognitive and spiritual ability to view oneself, others, and life optimistically, which is rooted in belief in Allah SWT as emphasized in the hadith of the Prophet Muhammad SAW that Allah will treat His servants according to their prejudices (HR. Bukhari No. 6970; Muslim No. 2675). Psychologically, positive thinking is understood as a cognitive process that focuses on constructive assessment of life experiences and the use of language and positive attention to shape thoughts and feelings (Albrecht, 2005), which becomes a source of internal strength and individual freedom (Elfiky, 2013). Positive thinking plays an important role in developing optimism, courage in facing challenges, and personal maturity (Adelia, 2011; Pale, 2006), and is closely related to emotional regulation, happiness, and life success (Butler & Mathews, 2004; Lyubomirsky et al., 2005; Schweingruber, 2006). Conversely, negative thinking patterns have been shown to correlate with depression, stress, anxiety, low life satisfaction, sleep disturbances, and an increased risk of mental and physical health disorders (Teasdale, 1983; Wenzlaff et al., 1988; MacLeod, 2005; Charoensuk, 2007). Various studies have shown that positive thinking and optimism contribute significantly to life satisfaction, mental health, stress management, and the quality of social relationships (Gilbert & Orlick, 2002; Ji Young, 2007; Shyh, 2012; Lin et al., 2010; Busseri et al., 2009), while negative prejudices against others have the

potential to damage social relationships and increase psychosocial conflict (Abrams, 2010; Crandall & Schaller, 2004). In social and religious contexts, positive thinking is also influenced by intrinsic religious orientation, social norms, empathy, and positive affection toward others, which can suppress prejudice and strengthen tolerance (Herek, 1987; Paluck, 2009; Monahan, 1995). Thus, positive thinking can be understood as an optimistic and constructive cognitive-emotional orientation, which plays an important role in maintaining mental health, building healthy social relationships, and improving an individual's overall quality of life.

### The Concept of Organizational Citizenship Behavior

Organizational Citizenship Behavior (OCB) is an important concept in the study of organizational behavior that refers to voluntary employee work behavior that is outside the formal role demands (extra-role behavior) and is not directly regulated in the organizational reward system, but in aggregate contributes to the effectiveness and sustainability of the organization (Organ, 1988; Robbins, 2009). OCB is understood through two main approaches, namely as extra performance outside of in-role performance and as a reflection of the philosophy of organizational citizenship that arises from individual perceptions of psychological contract fulfillment and satisfaction in providing more contributions to the organization (Saleem & Amin, 2013). Various experts define OCB as prosocial, discretionary, and functional behavior that includes willingness to help coworkers, volunteering for additional tasks, complying with rules and procedures, maintaining organizational property, and avoiding unnecessary conflicts (Smith et al., 1983; Aldag & Resckhe, 1997; Spector, 2006; Sarmawa et al., 2015). OCB is also seen as a form of individual contribution that goes beyond formal job obligations and arises from intrinsic motivation to support organizational goals (Brahmana & Sofyandi, 2007; Muhdar, 2015). In the context of modern organizations with increasingly complex work demands, the existence of OCB is very crucial because this behavior improves human resource utilization, strengthens teamwork, and supports the effective and sustainable functioning of the organization (Podsakoff et al., 2000; Bateman & Organ, 1983). Thus, OCB can be concluded as a voluntary individual behavior that is positive, constructive, and oriented towards the interests of the organization, which is not formally required but provides significant added value to the performance and effectiveness of the organization.

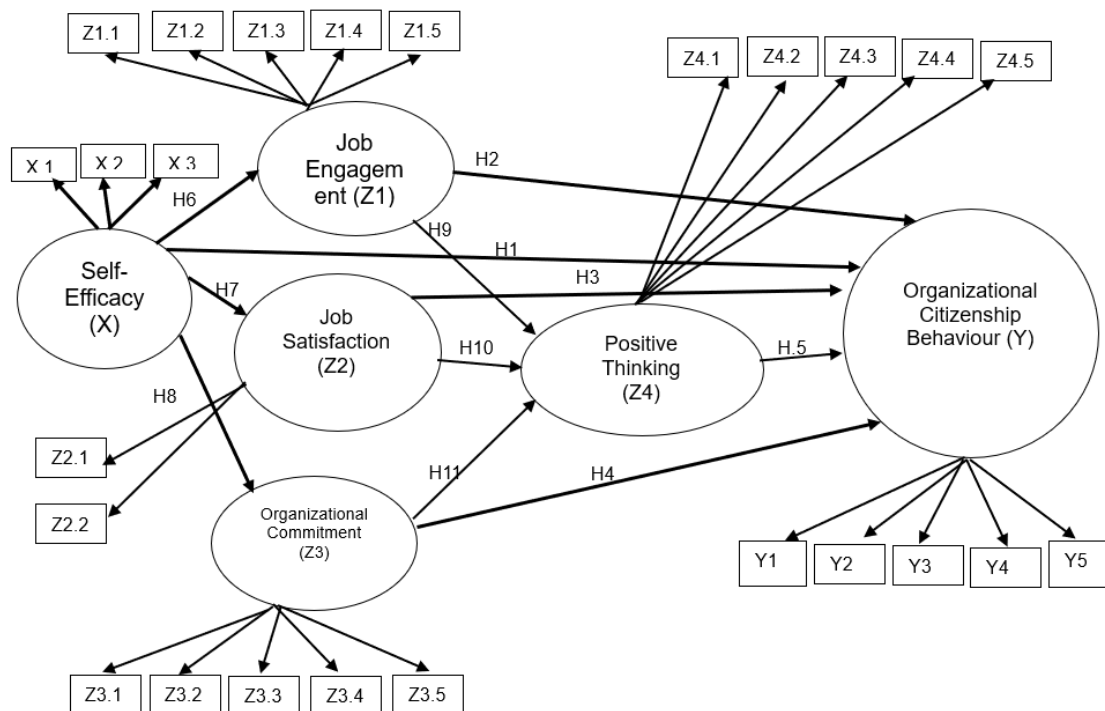


Figure 1 Conceptual Framework

### Research Hypothesis

H1. Self-efficacy influences the organizational citizenship behavior of Madrasah Principals throughout Kendari City.

- H2. Work engagement influences the organizational citizenship behavior of Madrasah Principals throughout Kendari City.
- H3. Job satisfaction influences the organizational citizenship behavior of Madrasah Principals throughout Kendari City.
- H4. Organizational commitment influences the organizational citizenship behavior of Madrasah Principals throughout Kendari City.
- H5. Positive thinking influences the organizational citizenship behavior of Madrasah Principals throughout Kendari City.
- H6. Job engagement plays a mediating role in the influence of self-efficacy on the organizational citizenship behavior of Madrasah Principals throughout Kendari City.
- H7. Job satisfaction plays a mediating role in the influence of self-efficacy on the organizational citizenship behavior of Madrasah Principals throughout Kendari City.
- H8. Organizational commitment plays a mediating role in the influence of self-efficacy on the organizational citizenship behavior of Madrasah Principals throughout Kendari City.
- H9. Positive thinking plays a role in mediating the influence of work engagement, transmitted from job efficacy, on the organizational citizenship behavior of Madrasah Principals in Kendari City.
- H10. Positive thinking plays a role in mediating the influence of job satisfaction, transmitted from job efficacy, on the organizational citizenship behavior of Madrasah Principals in Kendari City.
- H11. Positive thinking plays a role in mediating the influence of organizational commitment, transmitted from job efficacy, on the organizational citizenship behavior of Madrasah Principals in Kendari City.

## Research Methods

This research is an ex-post facto study with a quantitative approach that uses a deductive-inductive framework, where the development of the research problem starts from theory, expert ideas, and the researcher's understanding to then be tested empirically through field data to obtain justification or rejection of the hypothesis (Tanzeh, 2009). The quantitative approach is used to examine the relationship between variables, present statistical descriptions, and estimate and predict research results with a structured, standardized, and detailed design (Tanzeh, 2009). This study aims to analyze the influence of work involvement, job satisfaction, and organizational commitment as independent variables on organizational citizenship behavior (OCB) as the dependent variable, with positive thinking as a moderating variable on madrasah principals in Kendari City, which is analyzed using Structural Equation Modeling (SEM) based on Partial Least Square (PLS). Given the limited population, the sampling technique used is a census, so that the entire population of 90 madrasah principals is used as the research sample. Data collection was carried out through the distribution of closed questionnaires with limited answer alternatives and interviews to strengthen and explain the quantitative findings. All variables were measured using a five-point Likert scale, ranging from a score of 1 for strongly disagree to a score of 5 for strongly agree, in order to obtain a measurable and systematic picture of respondents' attitudes and perceptions.

## Research Result

### Goodness of Fit

The goodness of fit test for the structural model in the inner model uses the predictive-relevance (Q2) value. The R2 value for each endogenous variable in this study is presented in Table 1.

Table 1. R<sup>2</sup> Value of Endogenous Variables

Structural Model	Research Variables	R-square
1	Job Engagement (Y1)	0.371
2	Job Satisfaction (Y2)	0.601
3	Organizational Commitment (Y3)	0.608
4	Positive Thinking (Y4)	0.879
5	OCB (Y1)	0.904

Source: Processed Primary Data, 2026

The predictive-relevance value is obtained using the formula:

$$Q^2 = 1 - (1 - R_1^2) (1 - R_2^2) \dots (1 - R_p^2)$$

$$Q^2 = 1 - (1 - 0.371) (1 - 0.601) (1 - 0.608) (1 - 0.879) (1 - 0.904)$$

$$Q^2 = 0.998829$$

The calculation results above show a predictive-relevance value of  $0.9988 > 0$ , meaning that 99.88% of the variation in the Organizational Citizenship Behavior (OCB) variable (dependent variable) is explained by the independent variable of self-efficacy with the mediation of work involvement, job satisfaction, organizational commitment and positive thinking used. Thus, the model is said to be worthy of having a relevant predictive value or a perfect or very strong contribution.

### Hypothesis Testing

The results of hypothesis testing using the Partial Least Square (SmartPLS) structural equation model show that there are 8 (five) direct influence hypotheses, 7 (five) of which are significant and 1 (one) hypothesis is declared insignificant, while hypothesis testing is carried out using the p-value test on each influence path between the dependent variable and the independent variable. The results of the direct influence hypothesis testing are presented in Table 2.

**Table 2. Results of Direct Effect Hypothesis Testing**

Independent Variable	Dependent Variable	Path Coefficient	P-value	Description
Self-Efficacy (Y1)	OCB (Y1)	0,299	0.000	Significant
Job Engagement (Y1)	OCB (Y1)	0,227	0.021	Significant
Job Satisfaction (Y2)	OCB (Y1)	0,122	0,289	Not Significant
Commitment (Y3)	OCB (Y1)	0.163	0.088	Not Significant
PS Thinking (Y4)	OCB (Y1)	0,234	0,012	Significant

Source: Processed Primary Data, 2026

The results of hypothesis testing using the Partial Least Squares (SmartPLS) structural equation model indicate that there are four indirect influence hypotheses. The results of these hypothesis tests are presented in Table 3.

**Table 3. Results of Indirect Effect Hypothesis Testing**

Independent Variable	Dependent Variable	Mediating Variable	Path Coefficient	P Value	Description
Self-Efficacy (X1)	OCB	Job Engagement	0,141	0.002	Significant
Self-Efficacy (X1)	OCB	Job Satisfaction	0,095	0,287	Not Significant
Self-Efficacy (X1)	OCB	Organizational Commitment	0,127	0.095	Not Significant
Self-Efficacy (X1)	OCB	Job Engagement and Social Thinking	0,014	0,250	Not Significant
Self-Efficacy (X1)	OCB	Job Satisfaction & Social Thinking	0,064	0.048	Significant
Self-Efficacy (X1)	OCB	Organizational Commitment & Social Thinking	0,098	0,021	Significant

Source: Processed Primary Data, 2026

## **Discussion**

### **The Direct Influence of Self-Efficacy on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City**

Based on the results of descriptive analysis, the self-efficacy of madrasah principals in Kendari City is perceived in the good category, which is reflected in all self-efficacy indicators which are also assessed positively by respondents. Self-efficacy in this context is understood as an individual's assessment of his or her ability to carry out tasks and realize goals through concrete actions, so that madrasah principals who have high self-efficacy demonstrate strong confidence in their capacity to carry out leadership roles, motivate themselves and others, persist in the face of various difficulties, and are able to solve problems faced in madrasah management. Self-efficacy is also influenced by situational factors that depend on the surrounding environment, so that the madrasah work context also shapes these beliefs (Schutte & Bhullar, 2017). The results of the direct effect test show that self-efficacy has a positive and significant effect on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City, which is indicated by a positive and significant path coefficient, so that the better the madrasah principal's self-efficacy, the higher the OCB behavior displayed. These findings indicate that self-confidence is a crucial factor driving madrasah principals to exhibit voluntary, proactive work behaviors that go beyond formal requirements. These findings align with those of Adu (2022), Na-Nan (2021), Fitriyana (2020), and Oktri (2019), who found that self-efficacy significantly influences organizational citizenship behavior, with increases in self-efficacy consistently followed by increases in OCB behaviors.

### **The Direct Influence of Involvement on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City.**

Based on the results of descriptive analysis, the work engagement of madrasah principals in Kendari City is perceived as good, as reflected in all indicators of work engagement, which are also positively assessed by respondents. Work engagement in this context is understood as an individual's assessment of his or her ability to carry out tasks manifested through concrete actions in achieving organizational goals, where madrasah principals with high work engagement demonstrate a strong emotional bond with the madrasah they lead, higher levels of productivity and retention, and lower levels of absenteeism. Positive work engagement, when measured reliably, is causally correlated with various beneficial work outcomes at both the individual and workgroup levels (Seijts, 2006). Seijts (2006) in Lily Agu (2019) also emphasized that the main drivers of work engagement are employees' concern for the future of the organization and willingness to invest discretionary efforts, which are characterized by a strong emotional attachment to the organization. The results of the direct effect test indicate that work engagement has a positive and significant effect on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City, as indicated by a positive and significant path coefficient. This means that the higher the work engagement of madrasah principals, the higher the OCB behavior displayed. This finding indicates that work engagement is an important factor that encourages the emergence of voluntary, proactive work behavior, and goes beyond formal demands, and is in line with the findings of Na-Nan (2021) and Zulfadil (2019) which stated that work engagement has a significant effect on organizational citizenship behavior.

### **The Direct Influence of Job Satisfaction on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City.**

Based on the results of the descriptive analysis, the job satisfaction of madrasah principals in Kendari City is perceived as good, as reflected in all job satisfaction indicators that were assessed positively by respondents. Job satisfaction is understood as an individual's emotional response or attitude towards various aspects of their work, which reflects the fulfillment of expectations related to goal achievement, target realization, and expected well-being (Kreitner & Kinicki, 2001), where expectancy theory emphasizes that the more fulfilled an individual's expectations, the higher the level of job satisfaction felt (Renyut et al., 2017). However, the results of the direct effect test show that job satisfaction has a positive but insignificant path coefficient on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City, indicating a unidirectional relationship but not statistically significant. This finding indicates that although good job satisfaction tends to provide positive support for the emergence of OCB behavior, this influence is not strong enough to be considered a major determinant, possibly due to the presence of other variables that more dominantly influence the voluntary work behavior of madrasah principals. The results of this study are inconsistent with the findings of Romi et al. (2020), Kartika et al. (2020), Na-Nan et al. (2021), and Azmi (2021) stated that



job satisfaction has a positive and significant effect on OCB, thus indicating differences in the context or characteristics of respondents, where increasing job satisfaction of madrasah principals has not directly and significantly encouraged contributory behavior outside of formal duties.

### **The Direct Influence of Organizational Commitment on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City.**

The results of the perspective of organizational commitment of madrasah principals in Kendari City show a good category, which reflects the achievement of expectations towards work, loyalty to the organization, the desire to remain part of the madrasah, the willingness to strive hard for the benefit of the organization, and acceptance of the values and goals of each madrasah as a form of emotional and psychological attachment to the organization. Organizational commitment as an attitude is also understood as a strong desire of individuals to maintain their membership, exert high efforts on behalf of the organization, and believe in and accept the values and goals of the organization (McCarthy, 2013). However, the results of the direct effect test show that organizational commitment has a positive but insignificant path coefficient on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City, which indicates a unidirectional relationship but is not statistically significant. This finding indicates that although good organizational commitment tends to provide positive support for OCB behavior, this influence is not strong enough to explain changes in the voluntary work behavior of madrasah principals, possibly due to the presence of other factors that more dominantly influence OCB. The results of this study are not in line with the findings of Grego-Planer (2019), Marcy Rita (2018), Marmosa (2022), Sholika (2022), and Titisari (2020) which stated that organizational commitment has a positive and significant effect on OCB, thus indicating that in the context of madrasah principals throughout Kendari City, a high level of organizational commitment does not automatically encourage the emergence of OCB behavior, and changes in organizational commitment are not necessarily followed by significant changes in organizational citizenship behavior.

### **The Direct Influence of Positive Thinking on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City.**

The results of the positive thinking perspective of madrasah principals in Kendari City in this study showed a good category, which reflects the characteristics of effective leadership such as the ability to motivate and empower resources, manage the work environment, and build a positive school culture through good interaction and communication with teachers, students, and parents, accompanied by a willingness to continue learning and innovation. The results of the direct effect test showed that positive thinking had a positive and significant effect on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City, as indicated by the positive and significant path coefficient, so that the better the positive thinking pattern of the madrasah principal, the higher the OCB behavior displayed. This finding indicates that positive thinking is an important psychological resource that encourages madrasah principals to contribute voluntarily, proactively, and go beyond the formal demands of the job. The results of this study are in line with the findings of Romi et al. (2020), Kartika et al. (2020), Na-Nan et al. (2021), and Azmi (2021) who stated that positive thinking has a positive and significant effect on OCB, where a high level of positive thinking has a strong relationship with over-role contribution behavior, so that changes in the positive thinking patterns of madrasah principals significantly influence the increase in organizational citizenship behavior of madrasah principals throughout Kendari City.

### **The Role of Work Involvement in Mediating the Influence of Self-Efficacy on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City**

Based on the research results, the indirect effect of self-efficacy mediated by work involvement on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City showed a positive and significant path coefficient, indicating that self-efficacy through work involvement significantly influences the increase in OCB behavior. This finding indicates a unidirectional relationship, where high self-efficacy encourages stronger work involvement, ultimately increasing the tendency of madrasah principals to display voluntary work behavior that goes beyond formal demands. Work involvement has been proven to act as an effective mediator in bridging the influence of self-efficacy on OCB, so that the better the madrasah principal's confidence in his/her ability to carry out tasks, followed by high work involvement, the more OCB behavior displayed. This empirical finding is also strengthened by factual conditions in the field, where limited facilities, shortage of teachers, and educational staff encourage the emergence of high self-efficacy in madrasah principals to be directly involved in various operational activities, including carrying out teaching tasks that are not regulatively the main task of the madrasah

principal. The results of this study are in line with the findings of Romi et al. (2020), Kartika et al. (2020), Na-Nan et al. (2021), and Azmi (2021) stated that self-efficacy mediated by work engagement has a positive and significant effect on OCB, and emphasized that the combination of strong self-confidence and work engagement is an important determinant in shaping the organizational citizenship behavior of madrasah principals throughout Kendari City.

#### **The Role of Job Satisfaction in Mediating the Influence of Self-Efficacy on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City**

Based on the research results, the indirect effect of self-efficacy mediated by job satisfaction on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City shows a positive and significant path coefficient, which indicates that self-efficacy through job satisfaction has a significant effect on increasing OCB behavior. This finding shows a unidirectional relationship, where the higher the madrasah principal's self-efficacy in carrying out their duties, followed by a good level of job satisfaction, the greater the tendency for voluntary work behavior that goes beyond formal demands. Job satisfaction has been proven to act as an effective mediator in bridging the influence of self-efficacy on OCB, because confidence in one's abilities accompanied by feelings of satisfaction with the role and contribution given encourages madrasah principals to do more for their organization. Empirical conditions in the field also strengthen this finding, where limited facilities, shortages of teachers, and educational staff foster high self-efficacy and personal satisfaction when madrasah principals are able to contribute more, thus encouraging them to do work outside their main duties, such as concurrently as madrasah operators, which has a positive impact on the sustainability of the madrasah. The results of this study are in line with the findings of Romi et al. (2020), Kartika et al. (2020), Na-Nan et al. (2021), and Azmi (2021) who stated that self-efficacy mediated by job satisfaction has a positive and significant effect on OCB, and confirmed that the combination of self-confidence and job satisfaction is an important determinant in shaping the organizational citizenship behavior of madrasah principals throughout Kendari City.

#### **The Role of Organizational Commitment in Mediating the Influence of Self-Efficacy on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City**

Based on the research results, the indirect effect of self-efficacy mediated by positive thinking on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City showed a positive but insignificant path coefficient, indicating a unidirectional relationship but not yet statistically significant. This finding indicates that madrasah principals' self-efficacy through positive thinking provides positive support for the tendency to emerge OCB behavior, but this influence is not strong enough to act as an effective mediator. In other words, the higher the madrasah principal's self-efficacy accompanied by positive thinking patterns, the tendency for OCB behavior does increase, but this increase is not statistically significant, so positive thinking has not been able to optimally bridge the relationship between self-efficacy and OCB. This result is in line with the findings of Romi et al. (2020), Kartika et al. (2020), Na-Nan et al. (2021), and Azmi (2021) which show that self-efficacy mediated by certain psychological variables can have a positive but not always significant effect on OCB. This finding indicates that although madrasah principals have good self-efficacy and positive thinking patterns towards their organizations, the formation of OCB behavior is likely to be more influenced by other more dominant factors, so that the role of positive thinking in mediating the relationship between self-efficacy and organizational citizenship behavior cannot be explained strongly in the context of madrasah principals throughout Kendari City.

#### **The Role of Work Involvement and Positive Thinking in Mediating the Influence of Self-Efficacy on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City.**

Based on the research results, the indirect effect of self-efficacy mediated by work engagement and positive thinking on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City shows a positive but insignificant path coefficient, which indicates a unidirectional relationship but is not yet statistically significant. This finding indicates that the self-confidence (self-efficacy) of madrasah principals accompanied by work engagement and positive thinking patterns tends to encourage an increase in OCB behavior, but the strength of this influence is not enough to make the two mediating variables as effective intermediaries simultaneously. In other words, the higher the self-efficacy of madrasah principals followed by work engagement and positive thinking, the tendency for the emergence of voluntary work behavior outside of formal duties does increase, but this increase is not statistically significant. This result is in line with the findings of Romi et al. (2020), Kartika et al. (2020), Zulfadil (2019), Na-Nan et al. (2021), and Azmi (2021) showed that self-efficacy, mediated by

certain psychological and behavioral variables, can have a positive influence on OCB, but this is not always significant in all organizational contexts. These findings indicate that although self-efficacy, work engagement, and positive thinking are important psychological resources, the formation of organizational citizenship behavior of madrasah principals in Kendari City is likely more influenced by other, more dominant factors. Therefore, the dual mediation role of work engagement and positive thinking is not yet able to explain the increase in OCB significantly.

#### **The Role of Job Satisfaction and Positive Thinking in Mediating the Influence of Self-Efficacy on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City.**

Based on the research results, the indirect effect of self-efficacy mediated by work engagement and positive thinking on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City shows a positive but insignificant path coefficient, indicating a unidirectional relationship but not yet statistically significant. This finding indicates that madrasah principals' self-confidence (self-efficacy) accompanied by work engagement and positive thinking patterns tend to provide support for the formation of OCB behavior, but the strength of this influence is not enough to make work engagement and positive thinking as effective mediators simultaneously. In other words, the higher the madrasah principal's self-efficacy accompanied by work engagement and positive thinking, the tendency for the emergence of voluntary work behavior outside of formal duties does increase, but this increase is not statistically significant. The results of this study are in line with the findings of Zulfadil (2019), Romi et al. (2020), Kartika et al. (2020), Adu (2022), Na-Nan et al. (2021), Azmi (2021), and Wongsuwan (2023) showed that self-efficacy mediated by work engagement and positive thinking can have a positive influence on OCB, although in certain contexts this influence is not strong enough to explain significant changes in OCB behavior. These findings indicate that although self-efficacy, work engagement, and positive thinking are important psychological resources, the formation of organizational citizenship behavior of madrasah principals in Kendari City is likely more influenced by other, more dominant factors, so that the dual mediation role of these two variables is not yet able to explain the increase in OCB significantly.

#### **The Role of Organizational Commitment and Thinking in Mediating the Influence of Self-Efficacy on the Organizational Citizenship Behavior (OCB) of Madrasah Principals in Kendari City**

Based on the research results, the indirect effect of self-efficacy mediated by organizational commitment and positive thinking behavior on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City showed a positive and significant path coefficient, indicating a unidirectional and statistically significant relationship. This finding indicates that high self-efficacy, when reinforced by organizational commitment and positive thinking attitudes, can significantly increase the OCB behavior of madrasah principals. In other words, the better the madrasah principal's confidence in his/her abilities accompanied by emotional attachment to the organization and positive thinking patterns, the greater the tendency for voluntary work behavior that goes beyond formal demands. Organizational commitment and positive thinking have been proven to act as effective mediators in bridging the influence of self-efficacy on OCB, because the combination of attachment to the organization and a positive mental attitude encourages madrasah principals to contribute more to the madrasah they lead. The results of this study are in line with the findings of Romi et al. (2020), Jackson Adu (2022), Na-Nan et al. (2021), Peeraapong (2020), Wongsuwan (2023), Kartika et al. (2020), and Azmi (2021) who stated that positive thinking and organizational commitment have a positive and significant effect on OCB, and emphasized that a strong positive thinking attitude, when combined with organizational commitment, is a key factor in shaping the organizational citizenship behavior of madrasah principals throughout Kendari City.

#### **Practical Contribution**

The results of this study can be used as useful information to improve understanding for Madrasah residents about the importance of self-affirmation in shaping work engagement, job satisfaction and organizational commitment as well as the role of positive thinking in shaping the Organizational Citizenship Behavior (OCB) of Madrasah principals throughout Kendari City. By knowing the determining factors of each variable, Madrasahs throughout Kendari City can create policies in carrying out appropriate learning activities.

#### **Conclusion and Suggestions**

Based on the results of empirical testing, self-efficacy, job involvement, job satisfaction, organizational commitment, and positive thinking were proven to have a positive and significant effect

on the organizational citizenship behavior (OCB) of madrasah principals in Kendari City, indicating that an increase in these factors directly encourages the emergence of voluntary work behavior that goes beyond formal demands. In addition to the direct effect, job involvement was shown to play a significant mediator role in the relationship between self-efficacy and OCB, while job satisfaction and organizational commitment did not show a significant mediating role. In the multiple mediation test, work involvement together with positive thinking and organizational commitment together with positive thinking did not play a significant role in mediating the relationship between self-efficacy and OCB, while job satisfaction together with positive thinking was shown to have a positive and significant mediating role, indicating that a combination of certain affective and cognitive aspects is more effective in strengthening the OCB behavior of madrasah principals. Based on these findings, theoretically this study recommends the development of a conceptual model in further research by placing positive thinking as an independent variable or testing other organizational behaviors to enrich the generalization of the findings in different contexts. Practically, increasing the OCB of madrasah principals needs to be encouraged through strengthening self-efficacy, work engagement, job satisfaction, and a positive thinking climate, because OCB plays a strategic role in improving madrasah performance, creating a collaborative work environment, and encouraging teachers and education personnel to contribute proactively and voluntarily outside of formal duties, thus having a positive impact on organizational effectiveness and the quality of educational services.

## References

- [1] Abrams, D. (2010). *Processes of prejudice: Theory, evidence and intervention*. Psychology Press.
- [2] Adelia. (2011). *Positive thinking*. Pustaka Pelajar.
- [3] Adu, J., & Nawangsari, L. C. (2022). Build organizational citizenship behavior toward environment through organizational culture, organizational commitment and mediated self-efficacy. *International Journal of Indonesian Business Review*, 1(1), 80-89.
- [4] Agu, A. N., Okonkwo, E. C., & Okeke-James, N. J. (2023). STAFF DEVELOPMENT AND PRINCIPALS' LEADERSHIP APPROACH AS LINK TO THEIR ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SECONDARY SCHOOLS IN IMO STATE. *Multi-Disciplinary Research and Development Journals Int'l*, 2(1), 14-14.
- [5] Albrecht, K. (2005). *Social intelligence*. Jossey-Bass.
- [6] Aldag, R. J., & Resckhe, T. A. (1997). Employee value-added: Measuring discretionary effort and its value to the organization. *Center for Organizational Effectiveness*.
- [7] Alwisol. (2010). *Psikologi kepribadian*. UMM Press.
- [8] As'ad, M. (1999). *Psikologi industri*. Liberty.
- [9] Azmi, F. (2021). Pengaruh kepuasan kerja terhadap organizational citizenship behaviour karyawan. *Jurnal Ilmiah Manajemen*, 9(1), 23–33.
- [10] Bakker, A. B., & Bal, M. P. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of occupational and organizational psychology*, 83(1), 189-206.
- [11] Bandura, A. (1977a). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- [12] Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- [13] Bandura, A. (1988). Self-efficacy conception of anxiety. *Anxiety Research*, 1(2), 77–98. <https://doi.org/10.1080/10615808808248222>
- [14] Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.
- [15] Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child development*, 72(1), 187-206.
- [16] Baron, R. A., & Byrne, D. (2004). *Social psychology* (10th ed.). Pearson Education.
- [17] Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldier. *Academy of Management Journal*, 26(4), 587–595.
- [18] Bosscher, R. J., & Smith, J. H. (1997). Confidence and self-efficacy in physical activity. *Journal of Aging and Physical Activity*, 5(4), 343–358. <https://doi.org/10.1123/japa.5.4.343>
- [19] Brahmana, S. S., & Sofyandi, H. (2007). Transformational leadership dan organizational citizenship behavior. Alfabeta.
- [20] Busseri, M. A., Choma, B. L., & Sadava, S. W. (2009). Aspects of personality and subjective well-being. *Personality and Individual Differences*, 47(4), 367–372.
- [21] Butler, G., & Mathews, A. (2004). *Cognitive processes in anxiety*. Routledge.
- [22] Charoensuk, S. (2007). Negative thinking: A predictor of depressive symptoms. *Journal of Mental Health*, 16(1), 89–98.
- [23] Cobbinah, P. B., Erdiaw-Kwasie, M. O., & Amoateng, P. (2020). Organizational commitment and organizational citizenship behaviour: The mediating role of job satisfaction. *International Journal of Organizational Analysis*, 28(4), 857–872.
- [24] Cohen, A. (2003). *Multiple commitments in the workplace: An integrative approach*. Lawrence Erlbaum Associates.

- [25] Crandall, C. S., & Schaller, M. (2004). Social psychology of prejudice. *Social Psychology Review*, 8(2), 50–64.
- [26] Daft, R. L. (2010). *Organization theory and design* (10th ed.). South-Western Cengage Learning.
- [27] Davis, K., & Newstrom, J. W. (1985). *Human behavior at work: Organizational behavior* (7th ed.). McGraw-Hill.
- [28] Dessler GerY. 2005. *Manajemen Sumber DaYa Manusia*. Edisi ke-Tujuh, Jilid 1 dan 2. Prenhallindo. Jakarta.
- [29] Elfiky, I. (2013). *Terapi berpikir positif*. Zaman.
- [30] Fava, G. A., et al. (1996). Cognitive-behavioral treatment of depression. *Psychotherapy and Psychosomatics*, 65(3), 123–130.
- [31] Feist, J., & Feist, G. J. (2013). *Theories of personality* (8th ed.). McGraw-Hill.
- [32] Feltz, D. L., Short, S. E., & Sullivan, P. J. (2008). Self-efficacy in sport. *Human Kinetics*.
- [33] Fitriyana. (2020). Pengaruh efikasi diri terhadap organizational citizenship behaviour. *Jurnal Manajemen dan Bisnis*, 7(2), 45–56.
- [34] Gil, K. M., et al. (1990). Negative self-statements and depression. *Journal of Behavioral Medicine*, 13(1), 45–58.
- [35] Gilbert, J. N., & Orlick, T. (2002). Training the mind for peak performance. *Journal of Excellence*, 6, 21–29.
- [36] Grego-Planer, D. (2019). The relationship between organizational commitment and organizational citizenship behaviors in the public and private sectors. *Sustainability*, 11(22), 6395.
- [37] Hasibuan, M. S. P. (2005). *Manajemen sumber daya manusia*. Bumi Aksara.
- [38] Herek, G. M. (1987). Religious orientation and prejudice. *Journal of Personality and Social Psychology*, 53(1), 113–118.
- [39] Hirschi, A. (2012). Callings and work engagement: moderated mediation model of work meaningfulness, occupational identity, and occupational self-efficacy. *Journal of counseling psychology*, 59(3), 479.
- [40] Hunt, S. D., Wood, V. R., & Chonko, L. B. (1989). Corporate ethical values and organizational commitment in marketing. *Journal of marketing*, 53(3), 79–90.
- [41] Jewell, L. N., & Siegall, M. (1998). *Psikologi industri/organisasi modern*. Arcan.
- [42] Ji Young, L. (2007). Positive thinking and life satisfaction. *Journal of Happiness Studies*, 8(4), 455–469.
- [43] Judge, T. A., Jackson, C. L., Shaw, J. C., Scott, B. A., & Rich, B. L. (2007). Self-efficacy and work-related performance: the integral role of individual differences. *Journal of applied psychology*, 92(1), 107.
- [44] Kanungo, R. N. (1982). Measurement of job and work involvement. *Journal of Applied Psychology*, 67(3), 341–349. <https://doi.org/10.1037/0021-9010.67.3.341>
- [45] Kartika, E. W., & Pienata, C. (2020). *The role of organiYational commitment on Organizational Citizenship Behaviour in hotel industrY* (Doctoral dissertation, Petra Christian UniversiTY).
- [46] Khaha-Na-Nan, Suteeluck. K, Jamnean Joungrakul. 2021. *The Empirical StudY on The Model of Self-EffecacY and Organizational Citizenship Behaviour Transmitted Trough EmploYee Engagement, OrganiYational Commitment and job Saticfaction in the Thai Automobile Parts Manufacturing IndustrY*. MDPI. Thailand.
- [47] Kreitner, R and Kinicki, A. (2004) *OrganisaYional Behaviour*. Fithh Edition, McGraw. New York.
- [48] Kreitner, R., & Kinicki, A. (2001). *Organizational behavior* (5th ed.). McGraw-Hill.
- [49] Lewis, D., Brazil, K., Krueger, P., Lohfeld, L., & Tjam, E. (2002). Extrinsic and intrinsic determinants of quality of work life. *Leadership in Health Services*, 15(4), 9–15.
- [50] Lin, Y., & Peterson, C. (1990). Pessimism and physical illness. *Journal of Personality*, 58(4), 685–706.
- [51] Lin, Y., et al. (2010). Optimism and life satisfaction. *Applied Psychology*, 59(4), 593–614.
- [52] Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance*, 4(4), 309–336. [https://doi.org/10.1016/0030-5073\(69\)90013-0](https://doi.org/10.1016/0030-5073(69)90013-0)
- [53] Luthans, F. (2006). *Organizational behavior* (11th ed.). McGraw-Hill.
- [54] Luthans, F., & Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of management*, 33(3), 321–349.
- [55] Lyubomirsky, S., et al. (2005). The benefits of positive affect. *Psychological Bulletin*, 131(6), 803–855.
- [56] MacLeod, A. K. (2005). Hopelessness and suicide. *Clinical Psychology Review*, 25(7), 897–916.
- [57] Marihot, T. E. H. (2004). *Manajemen sumber daya manusia*. Grasindo.
- [58] Mathis, R. L., & Jackson, J. H. (2011). *Human resource management* (13th ed.). South-Western Cengage Learning.
- [59] May, D. R., Stewart, A. L., & Logeword, J. M. (2004). The antecedents and consequences of psychological engagement. *Journal of Managerial Psychology*, 19(1), 11–27. <https://doi.org/10.1108/02683940410526062>
- [60] MaYo Clinic. 2022. “Stress Management”, <https://www.maYoclinic.org/healthY-lifestYle/stress-management/in-depth/positive-thinking/art-20043950>, diakses pada 18 November 2022.
- [61] McCarthy, J., & Milner, J. (2013). Organizational commitment. In E. H. Kessler (Ed.), *Encyclopedia of management theory* (pp. 546–548). SAGE Publications.
- [62] Monahan, J. (1995). The psychology of prejudice. *Annual Review of Psychology*, 46, 159–185.
- [63] Muhdar. (2015). *Perilaku kewargaan organisasi*. Alfabeta.
- [64] Neck, C. P., & Manz, C. C. (1992). Thought self-leadership. *Journal of Organizational Behavior*, 13(7), 681–699.

- [65] Nolen-Hoeksema, S. (1991). Responses to depression. *Journal of Abnormal Psychology*, 100(4), 569–582.
- [66] Nugroho, G., Zulfadil, Z., & Garnasih, R. L. (2019). Pengaruh Komitmen Organisasi dan Kompensasi Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Intervening pada PT. Egasuti Nasakti di Petapahan. *Jurnal Tepak Manajemen Bisnis*, 11(3).
- [67] Oktri, Y. (2019). Pengaruh efikasi diri terhadap organizational citizenship behaviour karyawan. *Jurnal Ilmu Manajemen*, 7(1), 1–10.
- [68] Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books.
- [69] Ormrod, J. E. (2008). *Educational psychology: Developing learners* (6th ed.). Pearson Education.
- [70] Pais-Ribeiro, J. L., et al. (2007). Optimism and health. *Health Psychology*, 26(2), 233–240.
- [71] Pale, R. (2006). Psikologi berpikir positif. Andi Offset.
- [72] Paluck, E. L. (2009). Reducing prejudice through norms. *Journal of Personality and Social Psychology*, 96(3), 574–587.
- [73] Peden, A. R. (2004). Negative thinking and depression. *Cognitive Therapy Research*, 28(1), 1–17.
- [74] Peeraapong, S. (2020). Positive thinking, organizational commitment, and organizational citizenship behavior among employees. *Journal of Behavioral Science*, 15(2), 45–58.
- [75] Peiffer, S. (2002). *Positive thinking*. HarperCollins.
- [76] Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review. *Journal of Management*, 26(3), 513–563.
- [77] PramestY, I. G. A.A.D., Sudja, N & Yuesti, A. (2020). The Effect of Leadership and OrganiYational Cimmitment to Organizational Citizenship Behaviour and Work Achievement. *Scientific Research Jurnal Vol VIII Isue VIII*. Pp 125, 133.
- [78] Renee, S. 2022. "Positive Thinking: How Optimism Can Improve Your Health", <https://www.sunlife.ca/en/tools-and-resources/health-and-wellness/mental-wellness/positive-thinking-how-optimism-can-improve-Your-Your-health/>
- [79] Renyut, B. C., Modding, H. B., Bima, J., & Sukmawati, S. (2017). The effect of organizational commitment, competence on Job satisfaction and employees performance in Maluku Governor's Office. *IOSR Journal of Business and Management (IOSR-JBM)*, 19(11), 18-29.
- [80] Richard, P. J. (2010). Empowerment, organizational commitment, and performance. *Journal of Management Studies*, 47(3), 456–482.
- [81] Rita, M., Randa Payangan, O., Rante, Y., Tuhumena, R., & Erari, A. (2018). Moderating effect of organizational citizenship behavior on the effect of organizational commitment, transformational leadership and work motivation on employee performance. *International Journal of Law and Management*, 60(4), 953-964.
- [82] Rivai, V. (2004). *Manajemen sumber daya manusia untuk perusahaan*. RajaGrafindo Persada.
- [83] Robbins, S. P. (2008). *Organizational behavior* (12th ed.). Pearson Education.
- [84] Robbins, S. P. (2009). *Organizational behavior* (13th ed.). Pearson Education.
- [85] Robbins, S. P., & Coulter, M. (2005). *administración*. Pearson educación.
- [86] Robbins, S. P., & Judge, T. A. (2011). *Organizational behavior* (14th ed.). Pearson Education.
- [87] Robbins, S. P., & Judge, T. A. (2015). *Organizational behavior* (16th ed.). Pearson Education.
- [88] Rogelberg, S. G. (2007). *Encyclopedia of industrial and organizational psychology*. Sage Publications.
- [89] Romi, M., Nurhayati, & Sari, D. (2020). Pengaruh kepuasan kerja terhadap organizational citizenship behaviour karyawan. *Jurnal Manajemen dan Kewirausahaan*, 8(2), 89–98.
- [90] Saleem, A., & Amin, S. (2013). The impact of organizational support on OCB. *International Journal of Business and Management*, 8(6), 94–101.
- [91] Sarmawa, I. W. G., Sintaasih, D. K., & Riana, I. G. (2015). Organizational citizenship behavior dan kinerja karyawan. *Jurnal Manajemen*, 19(1), 45–58.
- [92] Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315. <https://doi.org/10.1002/job.248>
- [93] Schunk, D. H., & DiBenedetto, M. K. (2016). Self-efficacy theory in education. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school* (2nd ed., pp. 34–54). Routledge.
- [94] Schutte, N. S., & Bhullar, N. (2017). Self-efficacy and emotional intelligence. In K. V. Keefer, J. D. A. Parker, & D. H. Saklofske (Eds.), *Emotional intelligence in education* (pp. 121–136). Springer International Publishing. [https://doi.org/10.1007/978-3-319-90633-1\\_7](https://doi.org/10.1007/978-3-319-90633-1_7)
- [95] Schweingruber, H. (2006). Positive cognition and success. *Educational Psychologist*, 41(2), 89–99.
- [96] SedarmaYanti, 2017. *Manajemen Sumber DaYa Manusia*. Refika Aditama. Bandung.
- [97] Seijts, G. H., & Crim, D. (2006). What engages employees the most or, the ten C's of employee engagement. *Ivey business journal*, 70(4), 1-5.
- [98] Sholika, A. (2022). Pengaruh komitmen organisasi terhadap organizational citizenship behaviour karyawan. *Jurnal Manajemen dan Organisasi*, 13(1), 45–56.
- [99] Shyh, S. (2012). Positive thinking and happiness. *Journal of Positive Psychology*, 7(5), 401–411.
- [100] Siagian, S. P. (2008). *Manajemen sumber daya manusia*. Bumi Aksara.
- [101] Singh, A. K., & Singh, A. P. (2010). Role of organizational citizenship behavior. *Journal of Psychology*, 1(2), 95–98.

- [102] Singhapakdi, A., Vitell, S. J., & Franke, G. R. (1999). Antecedents, consequences, and mediating effects of perceived moral intensity and personal moral philosophies. *Journal of the Academy of marketing Science*, 27(1), 19-36.
- [103] Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior. *Journal of Applied Psychology*, 68(4), 653–663.
- [104] Spector, P. E. (2006). *Industrial and organizational psychology*. John Wiley & Sons.
- [105] Steijn, B. (2002). HRM and job satisfaction in the Dutch public sector. *Review of Public Personnel Administration*, 22(2), 97–114. <https://doi.org/10.1177/0734371X0202200202>
- [106] Sumarni. (2009). *Perilaku organisasi*. UPP STIM YKPN.
- [107] Teasdale, J. D. (1983). Negative thinking in depression. *Journal of Abnormal Psychology*, 92(4), 403–410.
- [108] Titisari, P. Afandi, M.K. & LukiYanto, K. (2020). Organizational Citizenship Behaviour. Antecedents and the effect on employee performance at a state treasure office in Indonesia. *PalArch's Journal of Archaeology of Egyptology*, 17(7), 3045-3055.
- [109] Tschannen-Moran, M. & Gareis, CR (2004). Rasa efikasi kepala sekolah: Menilai konstruk Yang menjanjikan. *Jurnal Administrasi Pendidikan*, 42 (5), 573-585. <http://bit.ly/1OYQanK>
- [110] Wenzlaff, R. M., et al. (1988). Depression and mental control. *Journal of Abnormal Psychology*, 97(3), 303–313.
- [111] Wexley, K. N., & Yukl, G. A. (1997). *Organizational behavior and personnel psychology*. Richard D. Irwin.
- [112] William, C. (2011). *Management* (8th ed.). South-Western Cengage Learning.
- [113] Wongsuwan, N., Phanniphong, K., & Na-Nan, K. (2023). How Job Stress Influences Organisational Commitment: Do Positive Thinking and Job Satisfaction Matter?. *Sustainability*, 15(4), 3015.