



Vol. 14, No. 1, January 2026	Copyright © 2026, is licensed under a CC-BY-SA
Pages: 249-274	Publisher: SCAD Independent
DOI: https://doi.org/10.26811/peuradeun.v14i1.2468	P-ISSN: 2338-8617 / E-ISSN: 2443-2067

Organizational Justice, Citizenship Behavior, and Teacher Performance in Islamic Secondary Education: An Evidence from Indonesian *Madrasah*

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Received: July 22, 2025	Accepted: January 13, 2026	Published: January 30, 2026
Article Url: https://journal.scadindependent.org/index.php/jipeuradeun/article/view/2468		

Abstract

Improving teacher performance remains a critical challenge in Islamic secondary education, particularly in relation to organizational conditions that shape professional behavior and instructional effectiveness. This study investigated the extent to which organizational justice and Organizational Citizenship Behavior (OCB) jointly influenced teacher performance in State Islamic Senior High Schools (Madrasah Aliyah Negeri) in Sumedang Regency. Employing a quantitative research design, data were collected from MAN teachers and analyzed using inferential statistical techniques, including simultaneous F-tests and coefficients of determination. The results demonstrated that organizational justice and OCB exerted a significant positive influence on teacher performance ($F = 48.457$; $p < 0.001$), accounting for 57.7% of the variance. Among performance indicators, timeliness emerged as the strongest contributor, reflecting a culture of discipline, while the quantity of work indicated areas requiring institutional improvement. Beyond confirming established theories of organizational behavior theories, the findings highlighted the contextual importance of integrating Islamic ethical values, such as amanah (trustworthiness), ukhuwah (brotherhood), and ihsan (excellence), into madrasah governance. By aligning fair organizational structures with value-based voluntary behavior, this study offers an empirically grounded and culturally embedded perspective for strengthening teacher performance and advancing sustainable educational quality in Islamic schooling contexts.

Keywords: Organizational Justice; Organizational Citizenship Behavior; Teacher Performance; Islamic Education.

A. Introduction

Sustainable national development is increasingly shaped by the quality of human resources, particularly in the era of globalization marked by intensifying international competition and rapid socio-economic transformation. Although Indonesia possesses substantial demographic and cultural potential, global development indicators continue to reveal persistent structural constraints in human capital formation. According to Yayat Suharyat et al. (2022), Indonesia faces systemic limitations in education, health, and social welfare that hinder the optimal development of human resources (Yayat Suharyat et al., 2022). These challenges are reflected in international benchmarks. The United Nations Development Programme reports Indonesia's Human Development Index (HDI) at 0.713, placing it sixth among ASEAN countries (UNDP, 2024), while the Human Capital Index (HCI) stands at 0.53—significantly below Singapore's 0.88 (Wicesa et al., 2024). Such indicators underline that educational quality remains a critical bottleneck for long-term national competitiveness, productivity, and social resilience.

Within the education sector, teacher performance constitutes a central determinant of learning quality, institutional effectiveness, and student outcomes. Teachers serve not only as transmitters of knowledge but also as agents of character formation and organizational stability (Zaini, Barnoto, & Ashari, 2023). The quality of their pedagogical practices, supported by technological integration such as TPACK-based learning, plays a pivotal role in shaping student engagement and curriculum effectiveness (Rekan et al., 2025; Dharin et al., 2025). Moreover, effective school leadership, particularly from madrasah principals, is instrumental in improving teacher performance and educational outcomes (Nasution & Marpaung, 2023). Empowering teachers through educational autonomy aligned with national curriculum innovations like Kurikulum Merdeka further enhances their capacity to foster holistic student development (Ainissyifa, Nasrullah, & Fatonah, 2024).

However, national data indicate that challenges in teacher competence and professionalism remain unresolved. Results from Indonesia's Teacher Competency Test (UKG) demonstrate a declining trend, falling from 55.68% in 2012 to 50.95% in 2022 (Sari & Tiwari, 2024; Suroto et al., 2022). These challenges are further complicated by regional disparities. In West Java Province, the average UKG score is 58.97, while



Sumedang Regency records a score of 59.00, ranking 11th among districts and cities in the province. Such patterns suggest that teacher performance problems cannot be attributed solely to individual capability or pedagogical skills, but are also shaped by organizational, managerial, and behavioural conditions embedded within educational institutions.

Madrasah Aliyah Negeri (MAN) in Sumedang Regency represents a strategically important yet underexplored educational context. As state-run Islamic secondary institutions, madrasahs are institutionally mandated to integrate professional performance with moral and spiritual values. Teachers in madrasahs are expected not only to meet instructional standards but also to embody ethical and religious principles in their professional conduct (Wahyudin et al., 2024; Arbain Nurdin et al., 2024). In practice, however, MAN teachers face complex organizational pressures, including excessive administrative workloads, limited technological competence, and restricted access to continuous professional development (Ghazali, 2022; Sulhan et al., 2024). These pressures are intensified by growing curricular demands related to literacy and numeracy competencies in line with national and global educational standards (Armes, 2020; Dries, 2020; Tambak et al., 2023; Hidayah et al., 2025). Such conditions frequently create misalignment between institutional expectations and organizational support, potentially undermining teacher motivation, organizational commitment, and discretionary work behaviour (Graham et al., 2020; Pribudhiana et al., 2021; Runge et al., 2023).

A substantial body of empirical research has established organizational justice and Organizational Citizenship Behaviour (OCB) as key predictors of employee performance, motivation, commitment, and organizational effectiveness (Colquitt; Organ; Robbins; Sulhan et al., 2024). Across organizational and educational contexts, studies consistently demonstrate that perceptions of fairness in decision-making, resource distribution, and interpersonal treatment enhance trust, satisfaction, and performance, while voluntary extra-role behaviours strengthen institutional functioning and collaborative work climates (Wahyudin et al., 2024; Hidayah et al., 2025). In educational settings, OCB has been associated with teachers' willingness to support colleagues, participate in institutional activities, and sustain positive learning environments beyond formal role requirements (Arbain Nurdin et al., 2024).



Despite the robustness of this literature, most existing studies are grounded in secular organizational contexts, with limited attention to faith-based institutions such as madrasahs (Ghazali, 2022; Arif et al., 2024; Masyhuri et al., 2025). Research in education often treats organizational justice and OCB as value-neutral constructs, overlooking the ethical, spiritual, and cultural frameworks that shape behaviour in religious schools (Badrudin, Juhji, & Kurni, 2025; Sutarno, 2023). Consequently, Islamic values such as *amanah* (trustworthiness), *ukhuwah* (brotherhood), and *ihsan* (excellence) are frequently positioned as normative or moral ideals rather than theorized as analytical constructs capable of mediating, contextualizing, or extending mainstream organizational behaviour theories (Pribudhiana et al., 2021; Runge et al., 2023; Zamroni & Supriyanto, 2024). This tendency limits the explanatory power of existing models when applied to institutions where moral accountability and spiritual responsibility are integral to organizational life.

This condition reveals a clear research gap in the literature. There remains limited theoretical and empirical understanding of how value-based institutional contexts influence perceptions of fairness, voluntary behaviour, and performance outcomes. Specifically, there is insufficient empirical evidence explaining whether and how Islamic ethical values function as contextual mechanisms that reinforce or reshape the relationships between organizational justice, OCB, and teacher performance in madrasah settings. As a result, prevailing models of teacher performance risk conceptual incompleteness when applied to Islamic educational institutions, where organizational behaviour is deeply intertwined with ethical and spiritual commitments.

Responding to this limitation, the present study positions organizational justice and Organizational Citizenship Behaviour as interrelated explanatory mechanisms for understanding teacher performance in Madrasah Aliyah Negeri, while explicitly situating these constructs within a framework of Islamic values. The novelty of this study does not lie merely in reaffirming established theories, but in demonstrating how Islamic ethical principles operate as contextual lenses that shape justice perceptions, strengthen prosocial behaviour, and influence performance outcomes. By integrating organizational behaviour theory with Islamic educational values, this study seeks to extend the analytical reach of justice and OCB frameworks beyond secular settings.



Focusing on MAN teachers in Sumedang Regency, this research aims to examine the simultaneous influence of organizational justice and OCB on teacher performance, to analyse how these constructs function within an Islamic educational context, and to contribute a culturally embedded and ethically grounded model of teacher performance. In doing so, the study aspires to enrich theoretical debates on value-based organizational behaviour while offering practical insights for strengthening leadership, governance, and teacher professionalism in faith-based educational institutions.

B. Method

This study employed a quantitative research approach with a survey design to examine the relationships between organizational justice, organizational citizenship behaviour (OCB), and teacher performance in Madrasah Aliyah Negeri (MAN). Data were collected using a closed-ended questionnaire based on a Likert scale, adapted from the measurement framework developed by Mumu et al. (2022). The instrument utilized standardized indicators for each variable and was subjected to preliminary validity and reliability testing through a pilot study. The results confirmed satisfactory psychometric properties, with all constructs demonstrating acceptable construct validity and internal consistency, as indicated by Cronbach's alpha coefficients exceeding the recommended threshold of 0.70 (Mumu et al., 2022).

The research population consisted of all teachers employed at MAN 1 and MAN 2 in Sumedang Regency, totalling 74 individuals. A total sampling technique was applied, whereby the entire population was included as research respondents (Berndt, 2020). Completed questionnaires were obtained from 43 teachers at MAN 1 Sumedang and 31 teachers at MAN 2 Sumedang. Furthermore, data gathering took place on-site over a set period of time after receiving formal consent from madrasah administrators. The institutional ethics committee approved the study, which followed known ethical norms such as voluntary participation, informed consent, confidentiality, and anonymity. Cultural and institutional norms relevant to Islamic educational contexts were carefully considered to ensure that data gathering did not interfere with pedagogical or religious activity. Participants were notified that their comments would be used purely for academic reasons, and ethical approval was provided under the code (1223/Un.5/IV/PPs/PP.00.9/04/2025).



The data was analysed using SPSS software. Descriptive statistics were used to summarise respondent characteristics and distributions. To investigate the impacts of organisational justice and OCB on teacher performance, an inferential analysis was performed using multiple linear regression. The regression model's applicability and robustness were confirmed by testing and satisfying the standard regression assumptions of normality, linearity, and multicollinearity before hypothesis testing.

C. Results and Discussion

As a key element in assessing the quality and effectiveness of educational institutions, the presentation of research results reveals the empirical realities experienced by educators. This study, using a quantitative approach, examines teachers' perceptions of organizational justice and its relationship with organizational citizenship behaviour (OCB) and teacher performance. Data were systematically collected through a structured Likert-scale questionnaire and analysed using relevant statistical methods. The findings provide insight into the extent of perceived fairness among teachers and how it influences their professionalism, motivation, and willingness to go beyond formal duties in the context of Madrasah Aliyah Negeri in Sumedang Regency.

1. Results

a. Regression assumption between variable

Table 1 presents reliability of research instruments. It was tested using Cronbach's Alpha to assess internal consistency. all variables met the reliability criteria, with Cronbach's Alpha values exceeding the minimum threshold of 0.60. Organizational justice obtained a coefficient of 0.804, organizational citizenship behavior (OCB) reached 0.940, and teacher performance recorded a value of 0.904, and teacher performance recorded a value of 0.904.

Table 1. Reliability test results

Variabel	Cronbach's Alpha	Cronbach's Alpha Required	Information
1	2	3	4
<i>Organizational Justice</i>	0,804	0,6	Reliable
<i>Organizational Citizenship Behavior</i>	0,940	0,6	Reliable
Teacher Performance	0,904	0,6	Reliable

Source: SPSS data processing results (2025)



These results indicate that all measurement instruments are reliable and suitable for further statistical analysis. Instrument reliability is essential to ensure the validity of the data for further analysis. The particularly high reliability of the OCB instrument (0.940) reflects consistent and stable responses, affirming the instrument’s accuracy in capturing teachers’ perceptions. Meanwhile, in table 2 prior to hypothesis testing, a normality test was conducted on the regression residuals using the One-Sample Kolmogorov–Smirnov test. As presented the Asymp. Sig. (2-tailed) value was 0.200, which exceeds the significance level of 0.05.

Table 2. Variable normality test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
1		2
N		74
Normal Parameters ^{a,b}	Mean	.0000000
	Hours of deviation	5.79644148
Most Extreme Differences	Absolute	.058
	Positive	.058
	Negative	-.052
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

Source: SPSS data processing results

This result confirms that the residual data are normally distributed among Organizational Justice, Organizational Citizenship Behavior, and Teacher Performance which meets the required for parametric regression analysis. Meeting this assumption ensures that the regression model is appropriate for hypothesis testing and drawing reliable conclusions about the relationship between the independent and dependent variables.

b. Simultaneous effect of organizational justice and OCB on teacher performance

In table 3 reports the simultaneous influence of organizational justice and organizational citizenship behavior on teacher performance was tested using an



ANOVA (F-test). The calculated F-value is 48.457, which is substantially higher than the F-table value of 3.98 with degrees of freedom (df) = 72. Additionally, the significance value is 0.000, which is well below the threshold of 0.05.

Table 3. Results of F test (Simultaneous) in MAN throughout Sumedang Regency

ANOVA						
Model	Sum of Squares	df	Mean Square	F	Itself.	
1	2	3	4	5	6	
1 Regression	3347.941	2	1673.971	48.457	.000b	
Residual	2452.708	71	34.545			
Total	5800.649	73				

a. Dependent Variable: Teachers' Performance
 b. Predictors: (Constant), Organizational Citizenship Behavior, Organizational Justice

Source: SPSS data processing results

These findings confirm that organizational justice and Organizational Citizenship Behavior (OCB), when examined simultaneously, exert a statistically significant influence on the performance of teachers in Madrasah Aliyah Negeri (MAN) across Sumedang Regency. This indicates that teachers' professional effectiveness is not shaped solely by formal duties and individual competencies, but is also strongly affected by perceptions of fairness in decision-making, resource distribution, and interpersonal treatment within the institution, as well as by voluntary, prosocial behaviors that go beyond formal job requirements. A fair and supportive organizational environment encourages teachers to develop stronger commitment, cooperation, and willingness to contribute collectively to school goals, which in turn enhances instructional quality and overall educational outcomes. Consequently, strengthening organizational justice and fostering OCB should be viewed as strategic priorities for school leadership in improving sustainable educational effectiveness.

c. Coefficient of Determination

Table 4 presents the regression model produced an Adjusted R Square value of 0.565, indicating that organizational justice and organizational citizenship behavior jointly account for 56.5% of the variance in teacher performance at Madrasah Aliyah Negeri in Sumedang Regency. The model also yielded an R value of 0.760, reflecting



the overall correlation between the independent variables and teacher performance, with a standard error of estimation of 5.878. The remaining proportion of variance in teacher performance is explained by factors outside the model included in this study.

Tabel 4. Coefficient of Determination of Variables X1 and X2 to Y in MAN in Sumedang Regency

Model Summary b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	2	3	4	5	
1	.760a	.577	.565	5.878	

a. Predictors: (Constant), Organizational Citizenship Behavior, Organizational Justice
 b. Dependent Variable: Teacher Performance

Source: SPSS data processing results

These findings show that combined independent variables indicate a significant overall relationship with teacher performance, and the model has an adequate level of estimation accuracy. These findings reveals that the variables included in the model make a significant contribution to understanding teacher performance, but some variation remains owing to factors outside the scope of this analysis.

Based on the results of multiple linear regression calculations on the t-test and f-test as well as the coefficient of determination test of the three variables, this can be seen in table 5.

Table 5. Interpretation of analysis results

Relationship Between Variables	Multiple Linear Regression (t-test / F-test)	Interpretation	Coefficient of Determination	Criterion
Organizational Justice (X1) → Teacher Performance (Y)	Sig. 0.000 < 0.05, t-value 9.889 > 1.666H ₀ rejectedH _a accepted	Organizational Justice (X1) has a significant effect on Teacher Performance (Y)	Organizational Justice explains 57.6% of the variance in Teacher Performance	Moderate
Organizational Citizenship Behavior (X2) → Teacher Performance (Y)	Sig. 0.000 < 0.05, t-value 4.973 > 1.666H ₀ rejectedH _a accepted	Organizational Citizenship Behavior (X2) has a significant effect on Teacher Performance (Y)	Organizational Citizenship Behavior explains 25.6% of the variance in Teacher Performance	Low



Relationship Between Variables	Multiple Linear Regression (t-test / F-test)	Interpretation	Coefficient of Determination	Criterion
Organizational Justice (X1) and Organizational Citizenship Behavior (X2) → Teacher Performance (Y)	Sig. 0.000 < 0.05, F-value 48.457 > 3.98H ₀ rejectedH _a accepted	Organizational Justice (X1) and OCB (X2) jointly have a significant effect on Teacher Performance (Y)	Organizational Justice and OCB jointly explain 57.7% of the variance in Teacher Performance	Moderate

Source: SPSS data processing results

The regression analysis shows that organizational justice has a statistically significant effect on teacher performance, as indicated by the rejection of the null hypothesis in the t-test. Organizational Citizenship Behavior (OCB) also demonstrates a significant effect on teacher performance based on the t-test results. When examined simultaneously, organizational justice and OCB jointly exhibit a significant influence on teacher performance, as confirmed by the F-test results. The coefficient of determination indicates that organizational justice contributes a moderate proportion to variations in teacher performance, while OCB contributes a smaller proportion. Together, both variables explain a substantial share of the variance in teacher performance, with the remaining variance attributable to factors outside the regression model.

2. Discussion

The findings of this study provide strong empirical evidence that teacher performance in Madrasah Aliyah Negeri (MAN) across Sumedang Regency is shaped by the interplay between organizational justice and Organizational Citizenship Behavior (OCB), operating within a value-based institutional context. Rather than being driven solely by technical competence or individual capability, teacher performance emerges as a multidimensional outcome influenced by perceptions of fairness, voluntary prosocial behavior, and the internalization of ethical and spiritual values. This finding reinforces the view that educational organizations – particularly faith-based institutions – require analytical frameworks that move beyond value-neutral assumptions and incorporate moral and cultural dimensions as integral components of organizational life.



The significant influence of organizational justice on teacher performance confirms the continued relevance of Colquitt's framework of distributive, procedural, and interactional justice in educational settings. Teachers who perceive fairness in workload distribution, decision-making processes, and interpersonal treatment demonstrate higher levels of motivation, perceived responsibility, and professional engagement. These findings are consistent with prior empirical research identifying justice perceptions as a key psychological mechanism underpinning effectiveness and commitment in educational organizations (Nguyen et al., 2023). In the context of madrasahs, fairness operates not merely as an administrative principle but as a relational and ethical foundation that shapes trust and legitimacy within institutional structures.

Distributive justice emerged as the most salient dimension, underscoring the importance of equitable reward allocation and workload distribution in shaping teacher performance. This result aligns with international studies in educational contexts that emphasize outcome fairness as a central determinant of motivation and instructional effectiveness (Elango, 2025; ERDOĞAN, 2021). However, the relatively weaker role of procedural justice suggests that fairness in outcomes alone is insufficient when decision-making processes are perceived as inconsistent or situational. This finding supports arguments that procedural justice depends on transparency, consistency, and stakeholder inclusion (Pennacchia, 2024), and that the absence of these elements may weaken teachers' sense of institutional belonging. Empirical evidence further indicates that transparent procedures foster job satisfaction and organizational commitment among teachers (Zhang et al., 2023; Attalla et al., 2024), highlighting the importance of governance mechanisms that are not only fair in substance but also fair in process.

Interactional justice, while generally perceived positively, revealed communication-related challenges that underscore the importance of respectful and empathetic leadership. This finding resonates with recent organizational research emphasizing that supportive communication and relational leadership practices play a critical role in shaping trust, satisfaction, and performance (Coun et al., 2023; Koçak & Kerse, 2022). In madrasah contexts, where moral authority and personal example carry significant weight, interactional justice acquires heightened importance as a mechanism through which leadership credibility and ethical legitimacy are constructed (Juhji et al., 2025; Mujakir et al., 2024). Prophetic leadership styles rooted



in Islamic values emphasize the role of personal integrity and dialogical engagement, aligning closely with the relational foundations of interactional justice (Syamsul, Miftachul, & Nur Hayati, 2023). Furthermore, building ethical school climates requires not only visionary leadership but also administrative capacity and institutional planning that supports long-term professionalism and sustainable organizational trust (Hasan et al., 2025; Riinawati et al., 2024).

Within this framework, teacher development programs in madrasahs—including module-based trainings and pedagogical enrichment—play a vital role in equipping educators with the relational and ethical competencies needed to foster just interactions with students and colleagues (Latuapo, 2023; Faizah, Yuliati, & Pristiani, 2025). These initiatives do not merely enhance instructional effectiveness but also sustain the moral fabric of educational relationships that are central to madrasah identity (Syamsul et al., 2023., Rekan et al., 2025). Such relational justice practices create a fertile ground for integrating broader moral constructs, including Islamic values like *amanah* (trustworthiness), into organizational behaviour frameworks (Tabrani ZA et al., 2024; Nurwahyuni & Tabrani ZA., 2025).

Beyond confirming established justice frameworks, this study extends justice theory by integrating the Islamic value of *amanah* (trustworthiness) into the analysis. In Islamic educational institutions, fairness is not only a managerial requirement but also a moral obligation grounded in spiritual accountability. This integration reinforces Adams' Equity Theory by illustrating how perceived balance between effort and reward underpins motivation and commitment (Polymeropoulou & Sorkos, 2024), while also supporting empirical findings that organizational fairness enhances intrinsic motivation and performance quality (Afriza et al., 2022). In this sense, organizational justice in madrasahs functions simultaneously as a structural mechanism and an ethical principle, bridging organizational behavior theory and Islamic moral philosophy.

The findings also demonstrate that Organizational Citizenship Behavior (OCB) significantly predicts teacher performance in MAN 1 and MAN 2 Sumedang. Consistent with Organ's (1988) conceptualization, voluntary and prosocial behaviors were found to meaningfully enhance performance, corroborating prior studies in educational settings (Nurjanah et al., 2020; Somech & Ohayon, 2020). The presence of



altruism, conscientiousness, civic virtue, courtesy, and sportsmanship contributes to a cooperative and stable organizational climate that complements formal instructional responsibilities (Parandjani et al., 2019; Phuong & Dong, 2021). These behaviors enable teachers to extend their professional roles beyond contractual obligations, thereby sustaining institutional effectiveness under complex organizational demands.

Notably, the differentiated dominance of OCB dimensions across institutions – courtesy in MAN 1 and conscientiousness in MAN 2 – highlights the mediating role of organizational culture and leadership practices in shaping discretionary behavior. The relatively lower expression of civic virtue aligns with Peterson and Civil's (2023) argument that high workloads and limited institutional recognition can constrain teachers' willingness to engage in participatory governance and institutional development activities. These findings suggest that OCB is not merely an individual disposition but is deeply embedded within structural and contextual conditions, extending empirical understanding of how organizational environments enable or restrict voluntary professional engagement.

A key theoretical contribution of this study lies in embedding OCB within Islamic ethical values, positioning *amanah*, *ikhlas*, and *ukhuwah* as intrinsic motivational foundations rather than normative additions. By integrating these values into Organ's OCB framework, the study advances value-based interpretations of discretionary behavior and aligns with global scholarship on moral capital and ethical leadership in education. This perspective is reinforced by evidence that disciplined and rule-abiding teachers function as moral exemplars while sustaining orderly and productive learning environments (Lavanya Iyengar, 2019; Marlina et al., 2023). In madrasahs, OCB thus operates at the intersection of behavioral theory and faith-based ethics, offering a contextualized extension of organizational behavior models.

The simultaneous influence of organizational justice and OCB on teacher performance further underscores the complementary nature of structural fairness and voluntary behavior. Consistent with Colquitt (2001) and Organ (1988), organizational justice provides legitimacy and stability to work relations, while OCB supplies the social energy necessary to sustain daily performance dynamics (Adamovic, 2023; Akram et al., 2020; Kebede & Wang, 2022). Within Robbins' performance framework, timeliness emerged as the strongest indicator across MAN 1 and MAN 2, reflecting a strong culture



of discipline that aligns with international evidence on the importance of punctuality for instructional effectiveness and work discipline (Lavy & Naama-Ghanayim, 2020).

However, variations in quantity and quality – particularly low scores related to teaching hours and the use of learning aids – point to structural and pedagogical gaps that require institutional attention. From the perspective of distributive, procedural, and interactional justice, teachers who experience fairness in task allocation, decision-making involvement, and interpersonal treatment demonstrate stronger commitment and responsibility, as predicted by fairness theory. This interpretation is reinforced by empirical findings showing that workplace fairness significantly enhances job satisfaction and performance in educational contexts (Chambers et al., 2023; Putra et al., 2023). Viewed through Robbins’ multidimensional performance model – quality, quantity, timeliness, effectiveness, and independence – these results indicate that technical competence and value-based governance must be strengthened simultaneously to achieve balanced performance outcomes (Ellis, 2021; Asrar & Taufani, 2022; Amalia et al., 2025).

An important conceptual advancement of this study is the proposed OCB-Islamic Values Framework, illustrated in Figure 1, which integrates Organ’s OCB dimensions with core Islamic values such as *amanah*, *ikhlas*, *ukhuwah*, *ta’awun*, and *ihsan*.

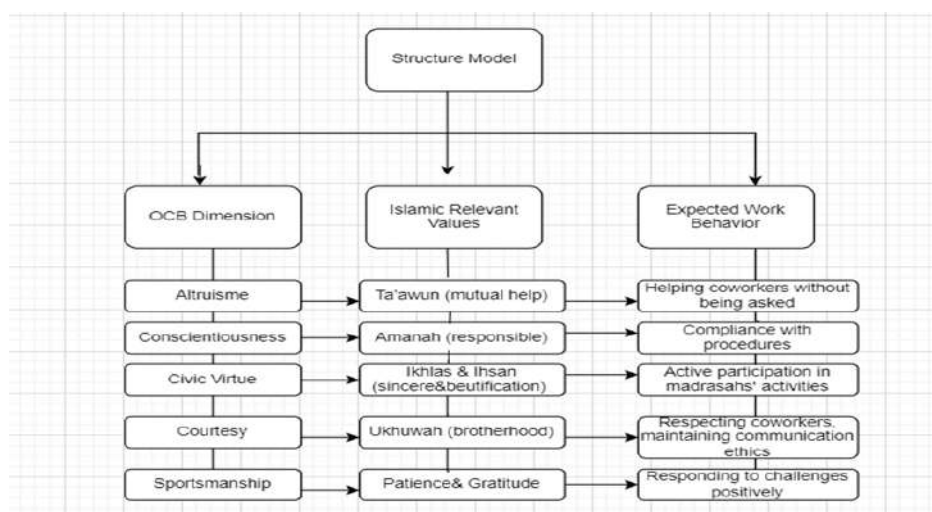


Figure 1. OCB-Islamic values framework for enhancing teacher work behavior in Madrasah (Source: Researcher)



Empirical evidence from MAN schools in Sumedang Regency demonstrates that teacher performance is enhanced when voluntary behaviors are grounded in both organizational justice and internalized moral values. In this context, OCB functions as prosocial behavior extending beyond formal role requirements while contributing to institutional stability and effectiveness.

The alignment between OCB dimensions and Islamic values illustrates how discretionary behavior in madrasahs is shaped by ethical and spiritual commitments. Altruism is reflected in *ta'awun* (mutual assistance), reinforcing collegiality and institutional solidarity, consistent with arguments that altruistic behavior emerges from empathy and social awareness (Acevedo et al., 2019; Tabrani ZA et al., 2021). Conscientiousness corresponds to *amanah*, where discipline and adherence to procedures are understood as moral obligations rather than administrative demands, reinforcing instructional consistency and professionalism (Wanda et al., 2021). Civic virtue, courtesy, and sportsmanship are similarly expressed through values such as *ikhlas*, *ukhuwah*, patience, and gratitude, shaping teachers' resilience, emotional regulation, and commitment to institutional life (Jafarpanah & Rezaei, 2020; Malik, 2024; Pramila-Savukoski et al., 2023).

Collectively, these findings demonstrate that OCB in Islamic educational institutions cannot be fully explained through secular organizational frameworks alone. Teacher behavior is simultaneously shaped by organizational norms and religious responsibility, and the integration of these dimensions offers a culturally responsive extension of OCB theory. This value-based framework contributes to broader discussions on ethical and moral dimensions of organizational behavior in education.

From a global perspective, this study contributes to international debates on ethical and value-based educational leadership by demonstrating how organizational justice and OCB interact within a religious educational context. Consistent with Bris et al. (2021) and Malisi et al. (2023), organizational justice emerges as a key antecedent of job satisfaction and extra-role behavior, while its reinforcement through Islamic ethical principles provides a contextual extension of justice theory in faith-based institutions. The findings also align with Didziuliene et al. (2025), who emphasize the role of motivation and professional competence in enhancing productivity in educational



institutions, and with studies highlighting the importance of pedagogical innovation in sustaining instructional quality (Mangkhang et al., 2022; Muniandy & Abdullah, 2023). Together, these perspectives suggest that effective educational leadership—particularly in faith-based institutions—requires the integration of ethical values, professional development, and innovative pedagogy to ensure both organizational performance and long-term educational sustainability.

Building on this global orientation, the implications of this study extend beyond the Indonesian madrasah context and offer transferable insights for other faith-based and values-driven educational systems worldwide. In plural and multicultural societies, where educational institutions are increasingly challenged to balance performance accountability with ethical integrity, the integration of organizational justice and OCB within a value-based framework provides a strategic lens for leadership and governance (Juhji et al., 2025; Nurwahyuni & Tabrani ZA, 2025; Nasution & Marpaung, 2023). The model advanced in this study illustrates how ethical values can function not merely as symbolic ideals but as operational resources that shape leadership practices, strengthen organizational trust, and sustain voluntary professional engagement (Zaini, Barnoto, & Ashari, 2023; Hasan et al., 2025).

This contribution resonates with broader international concerns regarding moral leadership, teacher well-being, and institutional resilience in the face of rapid educational change. Especially in contexts like *pesantren*-based madrasahs, the challenges of digital transformation and identity preservation underscore the need for value-oriented governance models that are both adaptive and principled (Arif et al., 2024; Tabrani ZA et al., 2024; Hidayah et al., 2025). As demonstrated in recent studies, aligning governance with spiritual and organizational values enhances both legitimacy and sustainability, suggesting that the Indonesian experience may offer replicable lessons for other educational systems navigating similar tensions between tradition and transformation.

Despite its contributions, this study is limited by its exclusive reliance on a quantitative design, which restricts deeper exploration of how Islamic values are internalized in daily organizational practices. The focus on MAN schools in Sumedang Regency also limits the generalizability of findings to other madrasah and faith-based educational contexts. Additionally, variables such as leadership style, organizational



culture, and emotional well-being were not examined. Future research should adopt mixed-method and comparative designs across regions and institutional types to further refine the OCB–Islamic Values Framework and strengthen its relevance to global educational leadership scholarship.

D. Conclusion

This study provides empirical evidence that teacher performance in Islamic secondary education is shaped by the interaction between organizational justice and Organizational Citizenship Behavior (OCB) within a value-based institutional context. The findings demonstrate that fairness in organizational processes—covering distributive, procedural, and interactional justice—together with voluntary, extra-role behaviors significantly enhances teachers’ professional dedication, responsibility, and ethical conduct. In madrasah settings, teacher effectiveness is therefore not determined solely by technical competence, but is also influenced by moral internalization and relational dynamics that structure everyday educational practice.

Theoretically, this study contributes to the literature by extending Colquitt’s organizational justice framework and Organ’s OCB theory into the context of Islamic education. The findings show that these constructs are not value-neutral when applied to faith-based institutions, but are ethically grounded in Islamic principles such as *amanah* (trustworthiness), *ta’awun* (mutual assistance), and *ukhuwah* (brotherhood). By integrating organizational behavior theory with Islamic ethical values, this study offers a culturally embedded perspective that enriches existing models of teacher performance and responds to calls for greater contextual sensitivity in educational and organizational research. From a practical standpoint, the results highlight the importance of transparent governance, participatory decision-making, and values-based leadership in strengthening teacher performance and institutional legitimacy in madrasahs. Organizational systems perceived as fair foster trust, commitment, and voluntary professional engagement, while ethical leadership reinforces shared responsibility and sustainable professional behavior. Aligning managerial practices with moral commitments thus emerges as a strategic approach for improving instructional quality and organizational cohesion in Islamic educational institutions.



Despite these contributions, this study has limitations that point to directions for future research. The reliance on a quantitative design restricts deeper exploration of how Islamic values are internalized in daily organizational practices, while the focus on Madrasah Aliyah Negeri in Sumedang Regency limits the generalizability of the findings. Moreover, variables such as leadership style, organizational culture, emotional well-being, and technological support were not examined. Future studies are therefore encouraged to adopt mixed-method and longitudinal designs, as well as comparative approaches across regions and institutional types, to further refine understanding of justice perceptions, OCB, and teacher performance in faith-based education.

This study affirms that improving teacher performance in Islamic educational institutions requires the integration of fair organizational structures and ethically grounded voluntary behavior. Organizational justice and OCB function as foundational pillars of effective and morally responsible educational leadership, offering a coherent framework for enhancing professionalism, institutional trust, and long-term sustainability in madrasah education.

Acknowledgments

The authors would like to express deepest gratitude to all parties who have supported the completion of this research. Special thanks are extended to the leader of MAN throughout Sumedang Regency for granting access and providing valuable data for this study. Appreciation is also conveyed to the school principals, teachers, and administrative staff who willingly participated and contributed meaningful insights during data collection. This research was made possible through the moral and institutional support of State Islamic University of Sunan Gunung Djati. Lastly, sincere thanks to colleagues and academic mentors whose feedback greatly enriched the quality of this work.

Declaration of Competing Interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript. The research was conducted independently, without any financial, institutional, or personal relationships that could inappropriately influence the results, interpretation, or conclusions of the study.



Declaration of Generative AI

The authors declare that artificial intelligence (AI) tools were used in a limited and responsible manner during the preparation of this manuscript, specifically to assist with language refinement, clarity of expression, and grammatical consistency. All substantive aspects of the research, including the study design, data collection, data analysis, interpretation of findings, and theoretical arguments, were conducted entirely by the authors. The authors take full responsibility for the content, accuracy, originality, and integrity of the manuscript.

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