

The Role of Digital Leadership, Knowledge Sharing, Leader Member Exchange (LMX) on Organizational Citizenship Behaviour (OCB) and Vocational school Performance

By

Muljadi

Sekolah Tinggi Agama Buddha Nalanda Jakarta
Email: muljadi@nalanda.ac.id

Khie Khiong

Stiab Smaratungga, Boyolali
Khiekhiong2773@gmail.com

Boniran

Sekolah Tinggi Agama Buddha Maha Prajna Jakarta
Email: boniranjovi@gmail.com

Tejo Ismoyo

Sekolah Tinggi Ilmu Agama Buddha Jinarakkhita Lampung
Email: tejoismoyo@stiab-jinarakkhita.ac.id

Budi utomo

Sekolah Tinggi Ilmu Agama Buddha Smaratungga Boyolali
Email: budiutomo@smaratungga.ac.id

Wahyu Diono

Sekolah Tinggi Agama Buddha Maha Prajna Jakarta
Email: chuanren26@gmail.com

Eko Pramono

Sekolah Tinggi Ilmu Agama Buddha Jinarakkhita Lampung
Email: ekopramono@stiab-jinarakkhita.ac.id

Lamirin

Sekolah Tinggi Agama Buddha Bodhi Dharma
Email: lamirin@bodhidharma.ac.id

Riyan Sisiawan Putra

Universitas Nahdlatul Ulama Surabaya
Email: riyan_sisiawan@unusa.ac.id

Hendrian Yonata

Sekolah Tinggi Agama Buddha Dharma Widya Tangerang-Banten
Email: hendrianyonatadecoco@gmail.com

Abstract

The purpose of this study was to determine the relationship between Knowledge Sharing, Leader Member Exchange (LMX), Digital Leadership on Organizational Citizenship Behavior (OCB) and Vocational school Performance. This research method is quantitative and

hypothesis testing was carried out by using the Structural Equation Model (SEM) approach based on Partial Least Square (PLS), data processing using SmartPLS 3.3.3 software. Data were obtained by distributing online questionnaires to 400 vocational school senior teachers with the snowball sampling method. Based on the results of hypothesis testing data processing using SmartPLS software, it can be concluded that Digital Leadership has a positive and significant effect on OCB. Digital Leadership has a positive and significant effect on Vocational school Performance. Knowledge Sharing has a positive and significant effect on OCB, Knowledge Sharing has no significant effect on vocational school performance, LMX has no significant effect on OCB, LMX has a positive and significant effect on Vocational school Performance, OCB had a positive and significant effect on vocational school performance. The novelty of this research is the model of the relationship between Knowledge Sharing, Leader Member Exchange (LMX), Digital Leadership on Organizational Citizenship Behavior (OCB) and Vocational school Performance

Keywords: Knowledge Sharing, Leader Member Exchange (LMX), Digital Leadership on Organizational Citizenship Behaviour (OCB), Vocational school Performance

Introduction

Education in the Industrial Revolution Era 4.0 to describe various ways of integrating cyber technology both physically and non-physically in learning. Education in the Industrial Revolution Era 4.0 is a phenomenon that responds to the needs of the industrial revolution by adjusting the new curriculum according to the current situation. According to Asbari et al. (2021) there are at least 4 competencies that are expected to be possessed by teachers. The first is critical thinking and problem solving skills. Is the ability to understand a problem, get as much information as possible so that it can be elaborated and bring up various perspectives to solve problems. Teachers are expected to be able to mix learning and export these competencies to students. Both communication and collaboration skills. These skills are inseparable from information technology-based abilities, so that teachers can apply collaboration in the teaching process. The Industrial Revolution 4.0 is expected to be able to realize smart education through increasing and equalizing the quality of education, expanding access and relevance in realizing world class and improving its performance.

Based on a preliminary study through interviews with several senior high vocational school teachers in Pati, vocational school performance is determined by many factors including leader member exchange, digital leadership, knowledge sharing and OCB, job satisfaction, low digital leadership of superiors so that it has an impact on the lack of stimulation and inspiration for teachers as a subordinate in achieving high work results so that it is thought to be related to performance, knowledge sharing in this case the vocational school has an impact on performance, so it is necessary to motivate teachers by superiors so that teacher performance does not go in a bad or negative direction. The low OCB Work Behavior makes teachers less able to provide examples and positive contributions to vocational schools. Low work behavior also makes teachers not make positive contributions to institutions, in this case vocational schools. The teacher's job dissatisfaction causes the teacher's low motivation to enjoy the job so that in the end there will not be growing awareness from within the teacher to be able to complete his work as well as possible so that it is suspected to be related to teacher performance. OCB is the voluntary behavior of people in the organization, which is expressed in the form of a conscious and voluntary willingness to work, contribute to the organization more than is formally required by the organization. OCB is an expression of love, loyalty, and a sense of belonging high from the members of the organization. If the organization has people who have high OCB, it can be

expected that the organization will be able to face challenges arising from environmental changes, both internally and externally. The problem is how to elicit and improve behavior this OCB. Likewise with lecturers at a university. Some important determinants for the formation of OCB in an organization are LMX and Knowledge sharing.

Based on the results of the author's preliminary study to 12 teachers, it shows that there is a problem with vocational school performance, namely the teacher's performance has not been achieved in accordance with the target. The results of the full preliminary survey are as follows, there are 29% of teachers who have problems in the quantity of work, which can be seen from the number of teachers who have problems and are unable to complete the work carefully, carefully and carefully. There are 27% of teachers who have problems with work efficiency, which can be seen from the number of teachers who have problems with the inability of teachers to use their skills to produce good work. There are 31% of teachers who have problems with work performance, which can be seen from the number of teachers who have problems understanding their work and duties, and teachers do not have the ability to solve existing problems related to their work. There are 29% of teachers who have problems in the quality of work, which can be seen from the number of teachers who have problems in doing their work so they do not carry out their work optimally and teachers are not able to complete work targets properly. There are 32% of teachers who have problems in cooperation, where it can be seen from the number of teachers who have problems in terms of increasing self-efficacy through training, guidance and direction as well as the inability of teachers to optimize excellence in themselves at work. The purpose of this study was to determine the relationship between Knowledge Sharing, Leader Member Exchange (LMX), Digital Leadership on Organizational Citizenship Behavior (OCB) and vocational Vocational school Performance.

Relationship between Knowledge Sharing and OCB

The research conducted by Pramono et al. (2020); Purwanto et al. (2020) and Basuki et al (2019) that Knowledge Sharing has a positive and significant effect on OCB and is supported by Putra et al. (2019) ; Santoso et al.(2020); Fayzhall et al. (2020) and Sihite et al (2019) that Knowledge Sharing has a positive and significant effect on OCB.

H1: Knowledge sharing (KS) have a positive effect on Organizational Citizenship behavior (OCB)

Relationship between Knowledge Sharing and vocational school performance

The research conducted by Purwanto et al. (2021); Hutagalung et al. (2020) and Basuki et al (2019) that Knowledge Sharing has a positive and significant effect on vocational school performance and is supported by Hyun et al. (2020); Kusumaningsih et al.(2020); Novitasari et al. (2020) and Nugroho et al (2020) that Knowledge Sharing has a positive and significant effect on vocational school performance.

H2: Knowledge sharing (KS) have a positive effect on Vocational school s Performance (SP)

The relationship between LMX and OCB

The research conducted by Purwanto et al. (2020); Asbari et al. (2020) and Basuki et al (2019) that LMX has a positive and significant effect on OCB and is supported by Bernarto et al. (2019) ; Chidir et al.(2020); Fayzhall et al. (2020) and Sihite et al (2019) that LMX has a positive and significant effect on OCB.

H3: Leader Member Exchange (LMX) have a positive effect on Organizational Citizenship behavior (OCB)

Relationship between LMX and Vocational school Performance

The research conducted by Purwanto et al. (2021); Hutagalung et al. (2020) and Basuki et al (2019) that LMX has a positive and significant effect on Vocational school Performance and is supported by Hyun et al. (2020) Kusumaningsih et al (2020); Novitasari et al. (2020) and Nugroho et al (2020) that LMX has a positive and significant effect on Vocational school Performance.

H4: Leader Member Exchange (LMX) have a positive effect on Vocational school s Performance (SP)

Relationship between Digital Leadership and OCB

According to Purwanto et al (2021); Agistiawati et al. (2020); Asbari et al. (2020) and Basuki et al (2019) that Digital Leadership has a positive and significant effect on teacher performance and is supported by Bernarto et al. (2019) ; Chidir et al.(2020); Fayzhall et al. (2020) and Sihite et al (2019) that Digital Leadership has a positive and significant effect on OCB.

H5: Digital Leadership (DL) have a positive effect on Organizational Citizenship behavior (OCB)

Relationship between Digital Leadership and Vocational school Performance

The research conducted by Fikri et al. (2020); Hutagalung et al. (2020) and Basuki et al (2019) that Digital Leadership has a positive and significant effect on Vocational school Performance and is supported by Hyun et al. (2020); Kusumaningsih et al.(2020); Novitasari et al. (2020) and Nugroho et al (2020) that Digital Leadership has a positive and significant effect on Vocational school Performance.

H6: Digital Leadership (DL) have a positive effect on Vocational school s Performance (SP)

Relationship between OCB and Vocational school performance

The research conducted by Pramono et al. (2020); Purwanto et al. (2020) and Basuki et al (2019) that OCB has a positive and significant effect on vocational school performance and is supported by Putra et al. (2019); Santoso et al.(2020); Fayzhall et al. (2020) and Sihite et al (2019) that OCB has a positive and significant effect on vocational school performance.

H6: Organizational Citizenship behavior (OCB) have a positive effect on Vocational school Performance (SP)

Based on previous research and literature review, a hypothetical model is drawn as follows:

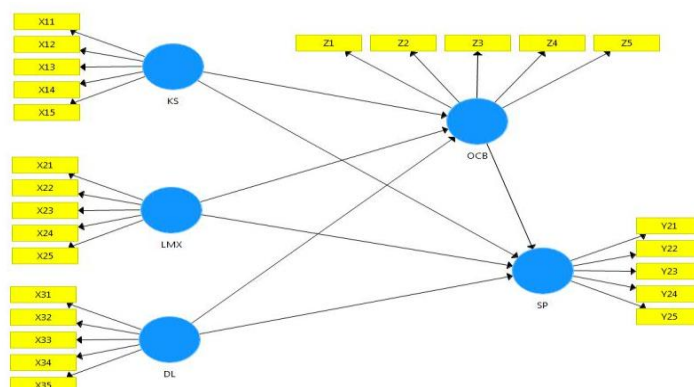


Figure 1. Research Model

Knowledge sharing (KS), Leader Member Exchange (LMX), Organizational Citizenship behavior (OCB), Digital Leadership (DL) and Vocational school s Performance (SP)

Based on the problems and previous research, the following hypotheses were obtained

H1: Knowledge sharing (KS) have a positive effect on Organizational Citizenship behavior (OCB)

H2: Knowledge sharing (KS) have a positive effect on Vocational school Performance (SP)

H3: Leader Member Exchange (LMX) have a positive effect on Organizational Citizenship behavior (OCB)

H4: Leader Member Exchange (LMX) have a positive effect on Vocational school Performance (SP)

H5: Digital Leadership (DL) have a positive effect on Organizational Citizenship behavior (OCB)

H6: Digital Leadership (DL) have a positive effect on Vocational school Performance (SP)

H6: Organizational Citizenship behavior (OCB) have a positive effect on Vocational school Performance (SP)

Method

Referring to the problem formulation that has been set in the previous chapter, this study uses quantitative methods to test and prove the hypotheses that have been made through various tests and data processing. This is mentioned by Purwanto et al (2021) quantitative research methods are related to methods for collecting data, sample design, and construction of data collection instruments. Novitasari et al (2021) reveals that the quantitative approach is a research methodology that seeks to quantify data and usually applies certain statistical analyzes. Hypothesis testing was carried out by using the Structural Equation Model (SEM) approach based on Partial Least Square (PLS). Structural Equation Model (SEM) is a field of statistical studies that can test a series of relationships that are relatively difficult to measure simultaneously

2.1 Population and Sample

According to Hair et al. (2019) population is an entire group of people, events, or things that researchers want to investigate. The area of generalization consisting of subjects who have certain qualities and characteristics determined by the researcher to study and then draw the conclusion is also called the population. According to Hair et al. (2012) the target population is addressed clearly concerning the sampling unit, element, extent or scope, and time. The population used in this study is senior high vocational school teachers in Indonesia.

The sample is part of the population consisting of several members selected from the population . According Hair et al. (2017) the sample in this study was determined by the non-probability sampling method, which is a sampling technique that does not provide equal opportunities or opportunities for each member of the population to become a sample, by using the purposive sampling technique. The process of distributing research questionnaires was carried out through field surveys. The number of respondents samples in this study is the first 400 teachers of vocational school

2.2 Validity and Reliability Testing

This study uses a form in collection analysis data. to see the extent of validity and dependability of the questionnaire, the scientist used the SmartPLS 3 .0 program. The validity testing procedure is focused validity by correlating the item score with the construct score that then produces the loading issue value. The rated loading factor is alleged to be high if the element or indicator correlates quite 0.70 the construct to be measured. However, for research within the early stages of development, a loading factor of 0.5 to 0.6 is taken into account adequate. According to Hair et al. (2018) reliability states the extent to which the results of measurements can be trusted or reliable and provide relatively consistent measurement results after several measurements are made. According to Henseler et al. (2009) to measure the reliability level of the research variables, the coefficient alpha or Cronbachs alpha and composite reliability were used. Measurement items are said to be reliable if they have an alpha coefficient value greater than 0.6.

2.3 Inner Model Testing

The purpose of the structural model check is to examine the correlation between the measured constructs that is that the t-test of the partial least sq. itself. The structural or inner model will be measured by gazing the R-Square model value which shows what quantity influence between variables within the model. Then subsequent step is to estimate the trail constant which is the calculable value for the path relationship in the structural model obtained by the bootstrapping procedure with a worth that's thought of vital if the applied math t value is bigger than 1.96 (significance level 5%).The dependent variable used in this study is Knowledge Sharing, Leader Member Exchange (LMX), Digital Leadership on Organizational Citizenship Behaviour (OCB) the independent variable is vocational school s performance

Result and Discussion

This section describes the results of the research and data analysis that has been collected through distributing online questionnaires that the author conducted from December 2020 to February 2021 during covid 19 periode in Hotels due to low tourism as an impact of Covid19 pandemic The results of data processing are information that will show whether the hypothesis that has been formulated is acceptable or not.

3.1. Outer Model Testing (Measurement Model)

This research model will be analyzed using the Partial Least Square (PLS) method and assisted by the SmartPLS 3.0 software. According to Hair et al. (2018) PLS is an alternative method of Structural Equation Modeling (SEM) that can be done to solve problems in the relationship between variables which are very complex but the sample size is small (30-100 samples) and has non-parametric assumptions, meaning that the data does not refer to either certain distribution.

Convergent validity is finished by observing the item dependableness that is indicated by the loading factor value. A loading factor may be a range that shows the correlation between the score of an issue item with the score of the indicator construct that measures the construct. The loading factor value is bigger than 0.7 which is claimed to be valid. However, in line with Hair et al. (2019) for the initial examination of the loading factor matrix is approximately 0.3 considered to own met the minimum level, and for a loading factor of roughly 0.4 is taken into account better, and for a loading issue bigger than 0.5 is mostly thought of significant. during this study, the loading factor limit used was 0.7.

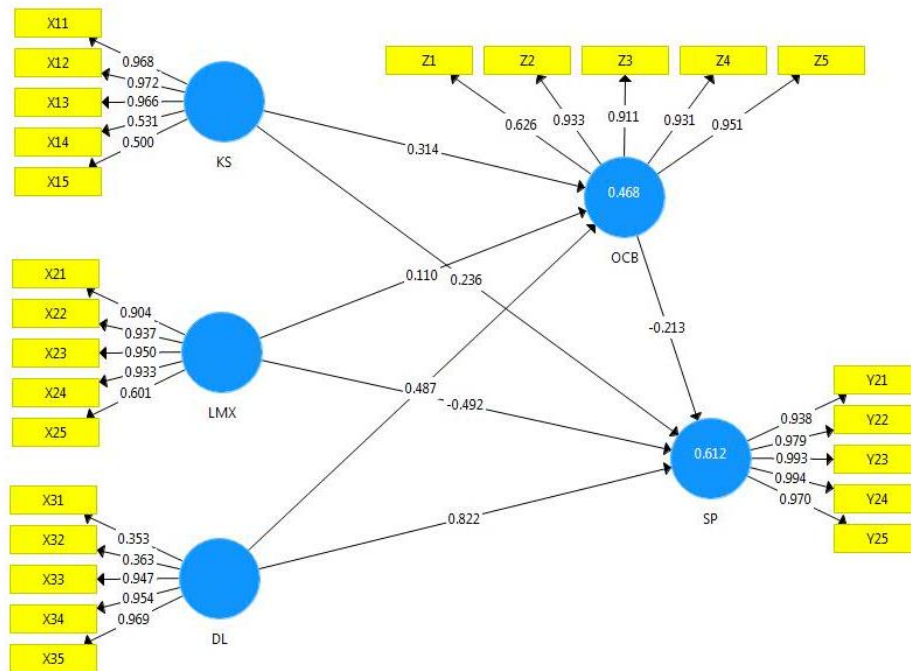
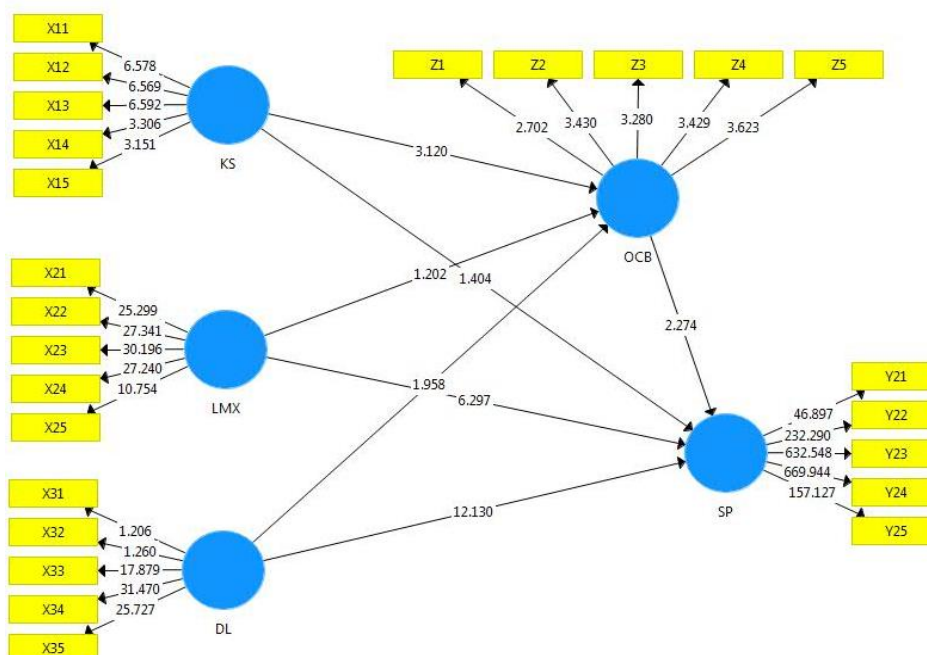


Figure 2. Convergent Validity Testing

Based on the estimation results of the PLS model in the picture above, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. The next evaluation is to see and compare discriminant validity and the square root of average variance extracted (AVE). According to Hair et al. (2017) the measurement model is assessed based on the measurement of cross-loading with the construct. If the correlation between the constructs with each indicator is greater than the size of the other constructs, then the latent construct predicts the indicator better than the other constructs. According to Hair et al. (2018) if the value is higher than the correlation value between the constructs, good discriminant validity is achieved (if $AVE > 0.5$). The following are the measurement results with AVE for each indicator.



The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in table 1 and figure 2.

Table 1. *Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)*

	Cronbach's Alpha	rho_A	Composite Reliability	(AVE)
DL	0.831	0.968	0.866	0.600
KS	0.878	0.980	0.904	0.670
LMX	0.922	0.940	0.941	0.766
OCB	0.923	0.934	0.943	0.772
SP	0.987	0.988	0.990	0.951

Cronbach's Alpha is a reliability measure that has a value ranging from zero to one (Hair et al., 2010). According to Eisingerich and Rubera (2010) the value of the minimum reliability level of Cronbach's Alpha is 0.70. There are two reasons the researcher used the minimum reliability value of Cronbach's Alpha of 0.70. Reliability test is a tool used to measure the consistency of the questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answer to a question is consistent or stable over time (Ghozali, 2006). The decision making for reliability testing, namely a construct or variable is said to be reliable if it gives Cronbach's Alpha value > 0.70 (Nunnally, 1994). The basis for making decisions is as follows: A construct/variable is said to be reliable if the member is 0.70 (Nunnally, 1994) Cronbach Alpha value A construct/variable is said to be unreliable if it gives a Cronbach Alpha value < 0.70 (Nunnally, 1994) > Testing the reliability of the instrument using the Cronbach Alpha formula because this research instrument is in the form of a questionnaire and a graded scale. Cronbach's Alpha formula is as follows: Description: If the alpha value > 0.7 means sufficient reliability, if alpha > 0.80 it suggests that all items are reliable and all tests consistently have strong reliability. Or, some interpret it as follows: If alpha > 0.90 then the reliability is perfect. If the alpha between 0.70 high reliability. If the alpha is 0.50 0.70 then the reliability is mo0.90 then derat. If alpha < 0.50 then the reliability is low. If the alpha is low, it is possible that one or more items are not reliable.

3.2 R-square Testing

According to Hair et al. (2012) the goodness of work model is measured mistreatment the R-square of the dependent latent variable with a similar interpretation because the regression. R-square prognostic connectedness for structural models measures however well the determined value is generated by the model and additionally its parameter estimates. the worth of R-square > zero indicates the inner model activity model with PLS is as follows. With the boothstrapping technique, the R Square value and the significance test value are obtained as shown in the table below:

Table 2: *R Square*

	R Square	RSquare Adjusted
OCB	0.468	0.461
SP	0.612	0.606

Based on Table 2 above, the R Square value for OCB is 0.461, which means that OCB variable can be explained Knowledge Sharing, Leader Member Exchange (LMX), Digital Leadership is 46.1%, the value of R Square for vocational school performance is 0.606, which means that sales performance variable can be explained by Knowledge Sharing, Leader Member Exchange (LMX), Digital Leadership and OCB variable by 60.6%.

3.3. Hypothesis testing

Hypothesis testing is carried out based on the findings of the inner model, which comprises the r-square output, parameter coefficient, and t-statistic, according to Hair et al. (2017). To determine if a hypothesis may be accepted or rejected by looking at the significant value between the constructs, t-statistics, and p-values, among other things. SmartPLS (Partial Least Square) 3.0 software was used to conduct the hypothesis testing for this study. The t-statistic > 1.96 was utilized in this investigation, with a significance threshold of p-value 0.05 (5 percent) and a positive beta coefficient. Table 5 shows the worth of evaluating this study's hypothesis, and Figure 2 shows the findings of this research model. The value studied in testing the hypothesis is the value in the t-statistic derived from the PLS output by comparing it to the t-table value. The PLS output is a prediction of the hidden variable, which is the indicator's aggregate linear. The R Square value and the significance test value were achieved using the bootstrapping methodology, as illustrated in figure 2.

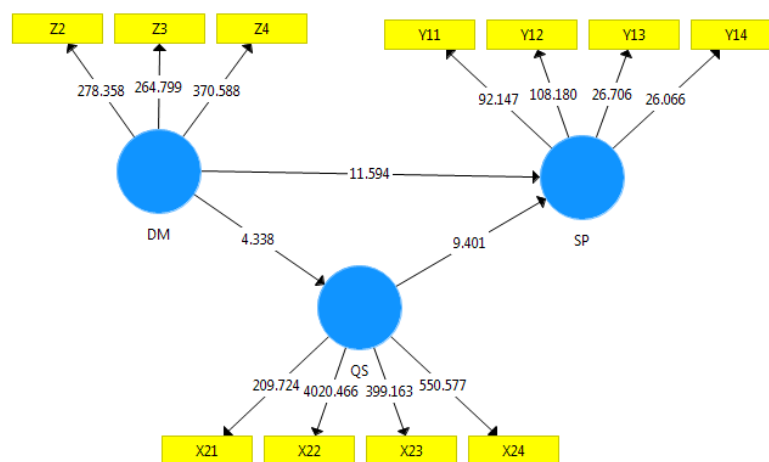


Figure 2. Hypotheses Testing

The results of hypothesis testing for all variables that have a direct effect are shown in the table 3 below

Table 3: Hypothesis Result of the Structural Model

	Original Sample (O)	T Statistics	P Values	Result
DL -> OCB	0.487	1.958	0.051	Not Supported
DL -> SP	0.822	12.130	0.000	Supported
KS -> OCB	0.314	3.120	0.002	Supported
KS -> SP	0.236	1.404	0.161	Not Supported
LMX -> OCB	0.110	1.202	0.230	Not Supported
LMX -> SP	-0.492	6.297	0.000	Supported
OCB -> SP	-0.213	2.274	0.023	Supported

Note: **, p-value < 0.05. Significant at the 0.05 level.

Relationship between Digital Leadership and OCB

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained are p value $0.051 < 0.050$ or t value $1.96 > 1.96$ so it can be concluded that Digital Leadership has a positive and significant effect on OCB. This means that if Digital Leadership increases it will encourage an increase in OCB and if Digital Leadership decreases it will encourage a decrease in OCB. These results are in line with research conducted by

Purwanto et al (2021); Agistiawati et al. (2020); Asbari et al. (2020) and Basuki et al (2019) that Digital Leadership has a positive and significant effect on teacher performance and is supported by Bernarto et al. (2019) ; Chidir et al.(2020); Fayzhall et al. (2020) and Sihite et al (2019) that Digital Leadership has a positive and significant effect on OCB.

Relationship between Digital Leadership and Vocational school Performance

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained are $p \text{ value } 0.000 < 0.050$ or $t \text{ value } 12.310 > 1.96$ so it can be concluded that Digital Leadership has a positive and significant effect on Vocational school Performance. This means that if Digital Leadership increases it will encourage an increase in Vocational school Performance and if Digital Leadership decreases it will encourage a decrease in Vocational school Performance. These results are in line with the research conducted by Fikri et al. (2020); Hutagalung et al. (2020) and Basuki et al (2019) that Digital Leadership has a positive and significant effect on Vocational school Performance and is supported by Hyun et al. (2020); Kusumaningsih et al.(2020); Novitasari et al. (2020) and Nugroho et al (2020) that Digital Leadership has a positive and significant effect on Vocational school Performance.

Relationship between Knowledge Sharing and OCB

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained are $p \text{ value } 0.002 < 0.050$ or $t \text{ value } 3.120 > 1.96$ so it can be concluded that Knowledge Sharing has a positive and significant effect on OCB. This means that if Knowledge Sharing increases it will encourage an increase in OCB and if Knowledge Sharing decreases it will encourage a decrease in OCB. These results are in line with the research conducted by Pramono et al. (2020); Purwanto et al. (2020) and Basuki et al (2019) that Knowledge Sharing has a positive and significant effect on OCB and is supported by Putra et al. (2019); Santoso et al.(2020); Fayzhall et al. (2020) and Sihite et al (2019) that Knowledge Sharing has a positive and significant effect on OCB.

Relationship between Knowledge Sharing and vocational school performance

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained are $p \text{ value } 0.161 < 0.050$ or $t \text{ value } 1.404 > 1.96$ so it can be concluded that Knowledge Sharing has no significant effect on vocational school performance. This means that if Knowledge Sharing increases it will not encourage an increase in vocational school performance and if Knowledge Sharing decreases it will not encourage a decrease in vocational school performance. This result is not in line with the research conducted by Purwanto et al. (2021); Hutagalung et al. (2020) and Basuki et al (2019) that Knowledge Sharing has a positive and significant effect on vocational school performance and is supported by Hyun et al. (2020) ; Kusumaningsih et al.(2020); Novitasari et al. (2020) and Nugroho et al (2020) that Knowledge Sharing has a positive and significant effect on vocational school performance.

The relationship between LMX and OCB

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained $p \text{ value } 0.230 > 0.050$ or $t \text{ value } 1.202 < 1.96$ so that it can be concluded that LMX has no significant effect on OCB. This means that if transformational leadership increases it will not encourage an increase in OCB and if LMX decreases it will not encourage a decrease in OCB. This result is not in line with the research conducted by Purwanto et al. (2020); Asbari et al. (2020) and Basuki et al (2019) that LMX has a positive and significant effect on OCB and is supported by Bernarto et al. (2019) ; Chidir et al.(2020); Fayzhall et al. (2020) and Sihite et al (2019) that LMX has a positive and significant effect on OCB.

Relationship between LMX and Vocational school Performance

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained are $p \text{ value } 0.000 < 0.050$ or $t \text{ value } 6.297 > 1.96$ so it can be concluded that LMX has a positive and significant effect on Vocational school Performance. This means that if LMX increases it will encourage an increase in job satisfaction and if LMX decreases then k will encourage a decrease in Vocational school Performance. These results are in line with the research conducted by Purwanto et al. (2021); Hutagalung et al. (2020) and Basuki et al (2019) that LMX has a positive and significant effect on Vocational school Performance and is supported by Hyun et al. (2020); Kusumaningsih et al.(2020); Novitasari et al. (2020) and Nugroho et al (2020) that LMX has a positive and significant effect on Vocational school Performance.

Relationship between OCB and Vocational school performance

Based on the results of hypothesis testing data processing using SmartPLS software, the results obtained $p \text{ value } 0.023 < 0.050$ or $t \text{ value } 2.274 > 1.96$ so it was concluded that OCB had a positive and significant effect on vocational school performance. This means that if OCB increases it will encourage an increase in vocational school performance and if OCB decreases it will encourage a decrease in vocational school performance. These results are in line with the research conducted by Pramono et al. (2020); Purwanto et al. (2020) and Basuki et al (2019) that OCB has a positive and significant effect on vocational school performance and is supported by Putra et al. (2019); Santoso et al.(2020); Fayzhall et al. (2020) and Sihite et al (2019) that OCB has a positive and significant effect on vocational school performance.

Conclusion

Based on the results of hypothesis testing data processing using SmartPLS software, can be concluded that Digital Leadership has a positive and significant effect on OCB. Digital Leadership has a positive and significant effect on Vocational school Performance. Knowledge Sharing has a positive and significant effect on OCB, Knowledge Sharing has no significant effect on vocational school performance, LMX has no significant effect on OCB, LMX has a positive and significant effect on Vocational school Performance, OCB had a positive and significant effect on vocational school performance. Based on the conclusions of the study, it is suggested that various efforts can be carried out in order to improve OCB in vocational school s. Leaders should be able to increase the effectiveness of their leadership, and increase the interaction between leaders and subordinates (LMX) that is good and can provide comfort for subordinates. Because LMX is a theory of leadership that relates to improvement between leaders and subordinates in achievement of organizational goals as the main goal. So that the perception of leadership is good so that subordinates will provide feedback as a manifestation that can affect the increase in extra-role behavior or OCB, to improve KS in teachers including improving working conditions (mainly from the perspective of employees) and effectiveness larger organization. A balanced situation between the organization and its subordinates can increase job satisfaction and productivity, other positive impacts such as reducing absenteeism, lower employee turnover and can increase employee job satisfaction. And according to various meta-analyses explained that KS has a very high influence on OCB. And that KS is a predictor of OCB. Workers who feel high KS will provide reciprocity and reduce imbalances in the relationship by engaging in citizenship behavior of researchers related to the results of this study, in order to involve more predictor variables that are thought to be correlated with teacher OCB.

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