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# Inspiring Leadership Efforts to Foster Organizational Citizenship Behavior (OCB) in Pesantren

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**Abstract** : *Organizational citizenship behavior known as the prosocial attitude of employees/ organizational members mobilized by the leader is expected to be able to promote effective organizational functioning, so it is the task of the leader to motivate and inspire employees to be willing to do tasks outside the job description. This is an organizational problem that leaders must be able to handle, with some promising (good) employees leaving their jobs, and some employees who stay but with minimal performance because they have no better alternative. This study aims to explain the steps or efforts of leaders to apply inspiring leadership in building organizational citizenship behavior in Islamic boarding schools. This research uses a qualitative approach using the natural environment as a direct data source, with data collection techniques through literature studies, documents, and structured interviews. In the selection of informants, using the technique of "aimed" purposive sampling. Data analysis techniques by collecting data, reducing or sorting data, exposing data, and drawing conclusions and verification. While checking the validity of data using triangulation techniques. Research findings show that leaders' efforts apply inspiring leadership in building organizational citizenship behavior (OCB) in Islamic boarding schools, namely: taking initiatives, strengthening organizations, acting as role models, and visionaries, building strong and productive communication, developing potential, collaborative and teamwork practices, building emotional relationships, and innovation.*

**Keywords** : *Inspiring Leadership, Organizational Citizenship Behavior, Pesantren.*
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## INTRODUCTION

Organizational citizenship behavior (OCB) has increasingly become an important organizational resource because it reflects employees' willingness to contribute beyond the formal requirements of their jobs. OCB refers to discretionary behaviors through which employees voluntarily assist colleagues, demonstrate responsibility, support organizational objectives, and contribute to a positive organizational environment beyond their prescribed duties. Such behaviors are particularly important for organizational effectiveness because formal job descriptions alone cannot accommodate all of the collaborative, adaptive, and supportive behaviors required for organizations to function effectively (Anglani et al., 2023; Wang et al., 2023). However, the emergence of OCB cannot be separated from employees' perceptions of how they are treated within the organization. Employees are more likely to demonstrate voluntary and extra-role behaviors when they perceive that organizational procedures and outcomes are fair and that their contributions are valued (Bunjak et al., 2022; Jetha et al., 2023). Conversely, organizations may experience difficulties in retaining high-quality employees when organizational systems fail to provide a supportive and fair environment. As noted by Luthans, (2005), some promising employees may leave their organizations, while others may remain but perform only at a minimum level because they perceive limited alternatives. This condition illustrates that organizational effectiveness is not determined solely by employees' technical competencies but also by the organizational conditions that encourage them to contribute beyond formal expectations.

The issue of employee performance and retention therefore requires organizational strategies that address both individual and relational dimensions of work. Employee performance can be strengthened when employees clearly understand organizational expectations, opportunities for participation, and the mechanisms through which their performance is evaluated (Alardani, 2023). Nevertheless, technical clarity alone may not be sufficient to generate strong organizational commitment and voluntary contribution. A weak sense of belonging may reduce employees' willingness to invest additional effort in organizational activities and may ultimately affect their performance. Employees who demonstrate strong performance generally need to be supported by organizational environments that foster attachment, recognition, and a sense of ownership (Nisa & Mubarak, 2022). Consequently, organizations need not only to recruit competent employees but also to create conditions that encourage capable employees to remain and contribute optimally. The failure to maintain high-quality human resources may generate negative consequences for organizational productivity and sustainability, making employee retention, commitment, and discretionary contribution important concerns for organizational management.

Within this context, leadership represents one of the most influential organizational factors in shaping employees' attitudes and behaviors. Leadership is fundamentally a relational process involving connections between leaders and individuals, through which influence is exercised to achieve shared organizational objectives. Leaders function not merely as decision makers but also as communicators, role models, motivators, and meaning-makers who translate organizational goals into collective action (Bahrani, 2023). Effective leadership requires the capacity to mobilize and motivate individuals so that they are willing to perform

tasks and contribute to organizational objectives beyond formal obligations (Faiz et al., 2023; Mundiri & Bariroh, 2018). The quality of interaction between leaders and followers can therefore influence how employees perceive their roles, their organization, and their willingness to make voluntary contributions (Baharun, 2017). In organizations where employees experience meaningful relationships with their leaders, leadership can become an important mechanism for developing trust, commitment, responsibility, and prosocial behavior.

One leadership approach that is particularly relevant to the development of such behaviors is inspiring leadership. Inspiring leadership emphasizes the leader's capacity to stimulate enthusiasm, provide meaningful direction, communicate an attractive vision, and encourage followers to develop their potential. Rather than relying primarily on formal authority, inspiring leaders influence followers through personal example, values, communication, emotional connection, and the ability to create a sense of shared purpose. This leadership orientation is particularly relevant to OCB because OCB is inherently discretionary; employees cannot simply be instructed to demonstrate genuine citizenship behavior through formal commands (Zenger et al., 2009). They need to perceive that their contributions have meaning and that organizational leaders demonstrate the same values expected from them. Leaders who successfully inspire their followers are more likely to cultivate employee satisfaction, commitment, and willingness to contribute to organizational life. Inspiring others has also been identified as an important leadership competency associated with employee satisfaction, commitment, and perceptions of effective leadership.

In the context of Islamic educational institutions, particularly pesantren, inspiring leadership has an even broader significance because organizational behavior is closely connected with moral values, interpersonal relationships, institutional traditions, and religiously grounded forms of leadership (Frick et al., 2021; Javed, 2021). Pesantren are not merely educational organizations but complex social institutions in which leaders interact with teachers, administrative staff, students, alumni, and the surrounding community. Leadership within pesantren therefore involves not only the achievement of institutional targets but also the transmission of values, character, discipline, responsibility, sincerity, cooperation, and service. Within such an environment, OCB can manifest through voluntary assistance among organizational members, willingness to undertake additional responsibilities, cooperation across institutional units, concern for colleagues, commitment to institutional development, and readiness to support organizational activities beyond formal job descriptions. Consequently, the development of OCB in pesantren requires a leadership approach capable of integrating organizational effectiveness with moral and relational dimensions.

In this regard, inspiring leadership in pesantren can be operationalized through several interconnected practices, including taking initiative, strengthening organizational capacity, serving as a role model, developing and communicating a clear vision, building strong and productive communication, developing members' potential, encouraging collaboration and teamwork, establishing emotional relationships, and promoting innovation. These practices enable leaders to transform organizational values into everyday behaviors. Initiative encourages members to become proactive rather than waiting for formal instructions;

organizational strengthening creates an environment that facilitates collective contribution; role modeling allows leaders to demonstrate the behaviors they expect from others; and vision provides members with a shared sense of direction. Similarly, productive communication reduces relational barriers, potential development increases members' confidence and competence, teamwork strengthens collective responsibility, emotional relationships foster organizational attachment, and innovation encourages members to contribute ideas and improvements. Together, these dimensions provide a conceptual basis for understanding how inspiring leadership may facilitate the emergence and sustainability of OCB within pesantren organizations.

The ethical and character dimensions of leadership are also crucial in explaining the development of OCB. Leadership that is perceived as ethical and morally consistent can strengthen employees' trust and encourage them to internalize organizational values. Previous studies have emphasized that effective leadership for cultivating OCB requires leaders who demonstrate ethical behavior and provide positive examples for organizational members (Hasibuan & Wahyuni, 2022). Character, including morality, personality, conduct, and ethical disposition, constitutes an important element distinguishing individual behavioral patterns (Hapsari, 2014; Muali et al., 2021). Therefore, leaders who consistently demonstrate integrity, honesty, kindness, responsibility, and moral conduct in their interactions may be better positioned to encourage similar prosocial behaviors among organizational members. In pesantren, where leadership is strongly associated with moral exemplarity, this relationship becomes particularly significant. The leader's personal conduct can function as an informal source of organizational learning through which members observe, interpret, and reproduce desired behaviors.

The relational dimension of leadership further reinforces this process. Organizational members possess different personalities, motivations, competencies, and behavioral characteristics; consequently, leadership effectiveness depends partly on the leader's ability to understand and respond to these differences. Leaders who prioritize honesty, kindness, morality, and mutual understanding can establish stronger relationships with followers and create conditions in which organizational members feel respected and valued. At the same time, successful leadership requires followers who are willing to cooperate, demonstrate responsibility, and understand the organizational objectives pursued collectively. Thus, leadership should not be understood as a one-directional process in which leaders influence passive followers. Rather, it is a reciprocal social process in which leaders and organizational members continuously interact, negotiate expectations, and construct shared organizational values (Baharun, 2022; McCarthy et al., 2022). Such relational dynamics are highly relevant to OCB because citizenship behavior emerges through voluntary interaction and collective responsibility rather than through formal authority alone.

Previous studies have examined inspiring leadership from several perspectives, but their focus has largely been directed toward institutional transformation, employee well-being, and educational excellence. Abrori, (2018), for example, examined inspiring leadership in institutional transformation toward excellent Islamic higher education and identified several strategic practices, including the reorientation of institutional vision and mission, equitable

financing strategies, professional management, educational regulation development, pesantren-based educational strengthening, technological transformation, social media engagement, good governance, collective commitment, transparency and accountability, and the integration of nationalism and Islamic character. These findings demonstrate that inspiring leadership can function as an important driver of institutional transformation. However, the study primarily emphasizes institutional development rather than the specific behavioral mechanisms through which inspiring leadership encourages employees to voluntarily contribute beyond their formal responsibilities.

Similarly, Salas-Vallina et al., (2018) examined the human side of leadership and found that inspirational leadership can positively influence employee happiness at work, particularly when employees possess positive individual characteristics. This study highlights the psychological consequences of inspirational leadership but does not specifically examine how such leadership cultivates discretionary organizational behaviors. Muhimmah et al., (2022), meanwhile, explored inspiring leadership in developing excellent inclusive higher education and emphasized the importance of proactive attitudes, enthusiasm, visionary orientation, and humanistic thinking among inspirational leaders. Although these findings provide valuable insights into the characteristics of inspiring leadership, they remain primarily concerned with institutional quality and inclusive educational development rather than OCB as a specific form of employee behavior.

These previous studies reveal an important research gap. Existing research has established that inspiring leadership can contribute to institutional transformation, employee happiness, commitment, and educational excellence, yet limited attention has been given to how inspiring leadership specifically constructs and sustains organizational citizenship behavior among members of pesantren-based organizations. The gap is particularly significant because OCB is a discretionary form of behavior that cannot be fully explained by formal organizational structures or job descriptions. In pesantren, where leadership is embedded within educational, social, moral, and religious relationships, the mechanisms through which leaders inspire voluntary organizational contribution may differ from those found in conventional corporate organizations. Understanding these mechanisms is therefore necessary to develop a more contextually grounded explanation of the relationship between leadership and OCB in Islamic educational institutions.

Based on this gap, the present study investigates how inspiring leadership contributes to the development of organizational citizenship behavior among organizational members in pesantren. The study focuses on Pondok Pesantren Nurul Jadid Paiton and Pondok Pesantren Zainul Hasan Genggong in Probolinggo, two established pesantren institutions characterized by strong leadership traditions and continuous institutional innovation. Both institutions provide a relevant context for examining how leaders mobilize organizational members through exemplary conduct, vision, communication, relationship building, capacity development, collaboration, and innovation. Rather than treating OCB merely as an additional employee behavior, this study conceptualizes it as a manifestation of organizational values and relational leadership. Accordingly, the study seeks to explain how inspiring leadership is translated into voluntary, prosocial, and organizationally beneficial behaviors within pesantren, thereby

contributing to the development of a context-sensitive understanding of leadership and OCB in Islamic educational organizations.

## METHOD

This study employed a qualitative approach using a naturalistic phenomenological research design. The approach was selected because the study sought to develop an in-depth understanding of how pesantren leaders apply inspiring leadership to foster organizational citizenship behavior (OCB) among organizational members within their natural institutional setting. Rather than focusing solely on measurable outcomes, the study emphasized the processes, meanings, experiences, and interactions underlying leadership practices. The researchers were directly involved in the field to observe and understand how leaders enacted inspiring leadership in everyday organizational activities and how these practices contributed to the development of voluntary, prosocial, and extra-role behaviors among members of the pesantren. The researchers subsequently interpreted the observed phenomena and participants' experiences within their social and institutional contexts.

The study was conducted at Pondok Pesantren Nurul Jadid Paiton and Pondok Pesantren Zainul Hasan Genggong, Probolinggo, Indonesia. These sites were selected purposively because both are established pesantren institutions with distinctive leadership traditions, extensive organizational structures, and ongoing institutional development. The participants were selected using purposive sampling, a non-probability sampling technique that enables researchers to identify informants who possess relevant knowledge and direct experience of the phenomenon under investigation. The primary data sources consisted of pesantren leaders, unit leaders, administrators, *asatidz* (teachers), and *santri* (students). The selection of participants was based on their involvement in institutional activities and their capacity to provide information regarding leadership practices and the development of OCB within the pesantren environment.

The researchers served as the primary research instruments, consistent with the characteristics of qualitative inquiry. To support data collection, interview guidelines were developed as supplementary instruments to ensure that the information obtained remained relevant to the research objectives while allowing participants sufficient opportunity to describe their experiences and perspectives. Data were collected through structured interviews, document analysis, and literature review. The interviews explored participants' experiences and perceptions regarding the ways in which pesantren leaders implemented inspiring leadership to foster OCB. Particular attention was given to the nine leadership practices identified in the study: taking initiative, strengthening the organization, serving as a role model, developing a vision, building strong and productive communication, developing members' potential, promoting collaboration and teamwork, establishing emotional relationships, and encouraging innovation. Documents and relevant literature were used to complement and contextualize the interview findings.

The collected data were analyzed using the interactive data analysis model developed by Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing and verification. During data condensation, interview transcripts, field

observations, and documents were selected, organized, coded, and reduced according to the research focus. The condensed data were then displayed in an organized form to facilitate the identification of patterns, relationships, and recurring themes concerning inspiring leadership and OCB. The final stage involved drawing and verifying conclusions by continuously comparing emerging interpretations with the available empirical evidence. The analysis was conducted iteratively throughout the research process rather than only after all data had been collected, allowing the researchers to refine emerging interpretations and identify areas requiring further investigation.

To ensure the credibility of the findings, the study employed source triangulation. Data obtained from different categories of informants including pesantren leaders, unit leaders, administrators, *asatidz*, and *santri* were compared to examine the consistency of information concerning leadership practices and OCB development. Information obtained through interviews was also cross-checked against relevant institutional documents and other supporting evidence. This process was undertaken to minimize the possibility of relying on a single perspective and to strengthen the credibility and trustworthiness of the findings. Through this methodological process, the study sought to provide a comprehensive and contextually grounded account of how inspiring leadership is enacted and how it contributes to the development of organizational citizenship behavior within pesantren institutions.

## RESULT AND DISCUSSION

The findings revealed three interconnected patterns of inspiring leadership in building organizational citizenship behavior (OCB) at Pondok Pesantren Nurul Jadid Paiton and Pondok Pesantren Zainul Hasan Genggong: 1) proactive and principled leadership, 2) visionary and relational leadership, and 3) innovation-oriented leadership for organizational citizenship behavior. These three findings demonstrate that inspiring leadership in pesantren is not manifested through a single leadership behavior but through an integrated process involving initiative, organizational strengthening, exemplary conduct, vision, communication, human resource development, collaboration, emotional relationships, and innovation.

### 1. Proactive and Principled Leadership

The first finding indicates that inspiring leadership is manifested through the leaders' ability to take initiative, strengthen organizational structures, and act as role models. In both Pondok Pesantren Nurul Jadid Paiton and Pondok Pesantren Zainul Hasan Genggong, leaders demonstrated initiative by generating new ideas, anticipating potential problems, identifying alternative solutions, and seeking opportunities for learning and self-development. At Nurul Jadid, the pesantren leader emphasized that initiatives could emerge from different organizational levels, including lower-level members, management, and top leadership. The leader observed situations from different perspectives and then integrated these observations with his own ideas to formulate new programs. At Zainul Hasan, initiative was similarly demonstrated through anticipating potential problems before implementing pesantren activities, although the process was accompanied by approval, guidance, and permission from the foundation leader or pesantren caregiver. These practices indicate that

initiative was exercised according to the organizational structure and leadership culture of each pesantren.

Proactive leadership was reinforced through organizational strengthening. At Nurul Jadid, the leader strengthened the organization by creating a shared understanding of the pesantren's vision and founding objectives. This was reflected in the arrangement of organizational procedures and work processes. Meanwhile, at Zainul Hasan, organizational strengthening was expressed through the development of militancy and a family-oriented organizational concept, accompanied by responsibility for resource management and policy implementation. Thus, initiative was not merely an individual leadership characteristic but was transformed into organizational action through clearer procedures, accountability, and supervision.

The third element within this finding was the leaders' role as exemplars. Leaders in both pesantren demonstrated hard work, discipline, consistency between words and actions, and *uswah* or exemplary conduct. The leader of Nurul Jadid emphasized carrying out the entrusted responsibility to the best of his ability, while the leader of Zainul Hasan emphasized providing concrete examples through behavior, attitude, and treatment of others rather than relying solely on verbal motivation. This finding indicates that inspiring leadership operates through behavioral modeling: employees are encouraged to contribute not only because of formal instructions but also because they observe the leaders' commitment, discipline, and integrity.

Taken together, these three behaviors show that proactive and principled leadership creates an organizational environment in which employees can see clear examples of responsibility, accountability, and commitment. In this context, the leaders' initiative provides direction for action, organizational strengthening provides a structure for contribution, and exemplary behavior provides a behavioral model for employees. This combination becomes an important foundation for the emergence of OCB because employees are encouraged to contribute beyond formally assigned duties through internalized responsibility and commitment.

**2. Visionary and Relational Leadership**

The second finding shows that inspiring leadership is strengthened by the ability to articulate organizational direction while simultaneously building strong interpersonal relationships. This finding encompasses visionary leadership, productive communication, potential development, collaboration and teamwork, and emotional relationship building. At Nurul Jadid, the pesantren leader applied situational leadership by directing and involving employees according to their levels of knowledge, skills, and performance. At Zainul Hasan, visionary leadership was demonstrated through efforts to unify understanding of the pesantren's vision and regulations and to encourage employees to work collaboratively toward organizational goals. These practices positioned leaders not only as decision makers but also as direction setters who translated organizational aspirations into collective action.

Visionary direction was supported by strong and productive communication. Leaders in both pesantren communicated in practical, clear, factual, and persuasive ways. At Nurul Jadid and Zainul Hasan, communication was used to ensure that organizational messages could be understood and translated into concrete action by employees. Communication therefore functioned not simply as information delivery but as a mechanism for aligning individual understanding with collective organizational objectives.

The relational dimension was further demonstrated through human resource development. Leaders provided broader insights and opportunities for employees to improve their knowledge and skills through training, seminars, and comparative studies. At Nurul Jadid, employees were also given opportunities to try and make choices independently, whereas the development process at Zainul Hasan emphasized the strengthening of knowledge, skills, and intrinsic motivation. These practices show that inspiring leadership does not merely demand performance from employees but also invests in their capacity to perform better and contribute more effectively to the organization.

Collaboration and teamwork constituted another important dimension of this finding. At Nurul Jadid, collaboration was practiced through regular communication and differentiated forms of supervision according to employees' levels of competence and independence. Employees who required guidance received closer accompaniment, while those who had developed sufficient competence were given greater autonomy. At Zainul Hasan, collaboration was reflected in mutual dependence, shared problem solving, and a family-oriented organizational concept. In both settings, collaboration enabled employees to share responsibilities, exchange ideas, communicate more effectively, and collectively address organizational problems.

The relational dimension reached its strongest expression through the development of emotional relationships. Leaders in both pesantren sought to create value alignment, mutual respect, positive mindsets, and a sense of togetherness. At Nurul Jadid, emotional bonds developed through sustained togetherness, while at Zainul Hasan they were fostered through *ukhuwah*, *silaturahim*, frequent interaction, discussion, and the development of interpersonal chemistry. These relationships encouraged employees to perceive their work not merely as an exchange for salary or position but as part of a shared commitment to the pesantren's objectives.

Thus, the second finding demonstrates that visionary leadership becomes more effective when combined with relational leadership. A clear organizational vision alone is insufficient to generate OCB; employees also require communication, opportunities for development, collaborative relationships, and emotional attachment to the organization. The findings indicate that leaders in both pesantren connect organizational direction with interpersonal engagement, allowing employees to understand not only what they should achieve but also why their contribution matters to the collective life of the pesantren.

### 3. Innovation-Oriented Leadership for Organizational Citizenship Behavior

The third finding demonstrates that inspiring leadership is also expressed through the leaders' capacity to initiate and sustain organizational innovation. Innovation in the two pesantren was manifested differently according to their respective institutional contexts, but both demonstrated an orientation toward responding to changing organizational and societal needs. At Nurul Jadid, innovation was visible through the use of institutional experimentation, management development, international recognition through ISO certification in educational management, and the transformation of payment transactions from manual systems to electronic transactions using virtual accounts. These practices demonstrate an effort to integrate new management and technological approaches into pesantren governance.

At Zainul Hasan, innovation was expressed through the development of new educational ideas and institutional responsiveness to parents' needs and contemporary educational developments. The pesantren sought to remain relevant and competitive while maintaining its traditional pesantren values. This orientation was reflected in the development of superior educational institutions, including unggulan junior and senior secondary schools and a model madrasah. Innovation was therefore not understood as abandoning pesantren traditions but as adapting institutional practices so that pesantren education remained relevant to changing societal expectations.

A significant pattern emerging from the comparison is that innovation in both pesantren was embedded within the broader leadership process rather than treated as an isolated program. At Nurul Jadid, innovation was closely associated with managerial modernization and technological transformation, whereas at Zainul Hasan it was more strongly associated with educational responsiveness, competitiveness, and institutional adaptation. Despite these differences, both forms of innovation reflected leaders' efforts to mobilize organizational members toward improvement and collective achievement.

The three findings collectively indicate that inspiring leadership builds OCB through a sequential and interconnected process. Proactive and principled leadership establishes initiative, accountability, and exemplary conduct; visionary and relational leadership builds shared direction, communication, competence, collaboration, and emotional commitment; while innovation-oriented leadership transforms these capacities into adaptive organizational practices. In this process, OCB emerges as an organizational consequence of leadership practices that encourage employees to contribute beyond formal job requirements. The findings therefore position inspiring leadership not simply as a set of personal leadership characteristics but as an integrated organizational mechanism for cultivating voluntary contribution, cooperation, responsibility, and commitment among pesantren employees.

The findings are consistent with the behavioral dimensions of inspiring leadership proposed by Zenger and Folkman, while showing how these dimensions operate within the

distinctive social, cultural, and institutional context of pesantren. The original findings identified nine behavioral dimensions initiative, organizational strengthening, exemplary conduct, vision, productive communication, potential development, collaboration and teamwork, emotional relationships, and innovation which collectively explain the leaders' efforts to build OCB in both pesantren.

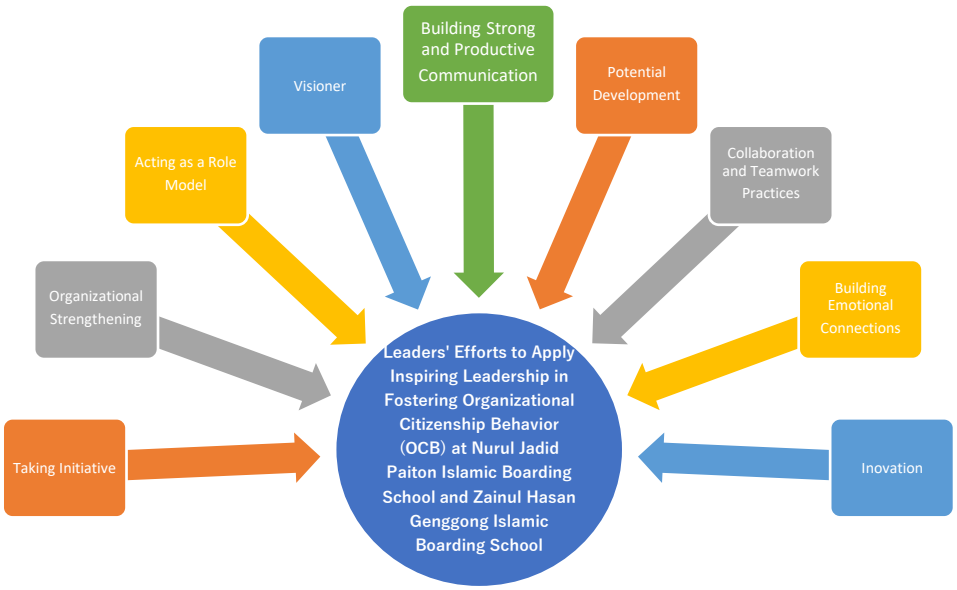



**Figure 1: Nine Pillars of Character**

Figure 1: Nine Pillars of Character illustrates the interconnected behavioral dimensions through which inspiring leadership is practiced in Pondok Pesantren Nurul Jadid Paiton and Pondok Pesantren Zainul Hasan Genggong. The figure shows that inspiring leadership is not represented by a single dominant behavior but by nine mutually reinforcing pillars: initiative, organizational strengthening, exemplary conduct, vision, strong and productive communication, potential development, collaboration and teamwork, emotional relationships, and innovation. These nine pillars can be conceptually organized into three broader dimensions identified in the findings: proactive and principled leadership, visionary and relational leadership, and innovation-oriented leadership. This configuration demonstrates that the leaders' efforts to develop OCB emerge from the interaction between personal example, organizational direction, relational engagement, and institutional adaptation.

The first cluster, proactive and principled leadership, consists of initiative, organizational strengthening, and exemplary conduct. Initiative represents the leaders' capacity to identify opportunities, anticipate problems, generate new ideas, and formulate alternative solutions. Organizational strengthening translates these initiatives into organizational structures through shared understanding of the pesantren's vision, accountability, resource management, and policy implementation. Exemplary conduct then provides the behavioral foundation through which leaders demonstrate discipline, hard

work, consistency, and *uswah*. The three pillars therefore form a sequence in which leaders initiate action, institutionalize action, and model the behavior expected from organizational members. The findings from both pesantren show that these behaviors encourage employees to internalize responsibility rather than merely respond to formal instructions.

The second cluster, visionary and relational leadership, encompasses vision, strong and productive communication, potential development, collaboration and teamwork, and emotional relationships. Vision provides the direction toward which organizational members are encouraged to move, while communication translates that direction into messages and actions that can be understood by employees. Potential development strengthens employees' capacity to contribute, whereas collaboration and teamwork provide the social mechanism for working collectively toward shared goals. Emotional relationships further strengthen this process by creating *ukhuwah*, mutual respect, togetherness, and value alignment. Consequently, this cluster illustrates that inspiring leadership combines direction with connection: leaders do not simply communicate where the organization is going but also develop the people, relationships, and collaborative structures needed to reach that direction.

The third cluster, innovation-oriented leadership, is represented primarily by the innovation pillar. Innovation constitutes the outward expression of the preceding leadership processes because it demonstrates the leaders' ability to transform vision, organizational commitment, human capacity, and collaboration into new institutional practices. At Nurul Jadid, innovation was reflected in management modernization, ISO-based educational management, and the transformation of payment systems toward electronic transactions. At Zainul Hasan, innovation was reflected in institutional responsiveness to parents' expectations, contemporary educational developments, and the establishment of superior educational institutions while maintaining pesantren values. Thus, innovation in both pesantren demonstrates that inspiring leadership involves not only maintaining organizational stability but also responding proactively to changing educational and social environments.

Overall, Figure 1 can therefore be interpreted as an integrated leadership architecture in which the nine pillars do not operate independently. Initiative, organizational strengthening, and exemplary conduct establish the foundation of leadership; vision, communication, potential development, collaboration, and emotional relationships build collective capacity and commitment; while innovation transforms these leadership resources into adaptive institutional action. The interaction of these pillars creates conditions in which employees are more willing to participate, cooperate, assume responsibility, assist others, and contribute beyond their formal duties. In this sense, the nine pillars provide the behavioral pathways through which inspiring leadership contributes to the development of organizational citizenship behavior (OCB) in the pesantren context. This interpretation is consistent with the overall finding that the nine

leadership behaviors collectively constitute the leaders' efforts to build OCB at both pesantren.

Discussion

The findings demonstrate that inspiring leadership in pesantren operates as an integrated process for cultivating Organizational Citizenship Behavior (OCB) through three interconnected dimensions: proactive and principled leadership, visionary and relational leadership, and innovation-oriented leadership. These dimensions show that OCB does not emerge solely from formal regulations or job descriptions but develops through leadership practices that combine initiative, organizational strengthening, exemplary conduct, shared vision, communication, human resource development, collaboration, emotional relationships, and innovation. Thus, inspiring leadership functions as an organizational mechanism that encourages employees to contribute beyond their formal responsibilities.

The first finding, **proactive and principled leadership**, indicates that leaders cultivate OCB through initiative, organizational strengthening, and exemplary conduct. Leaders at both pesantren demonstrated the ability to anticipate problems, generate ideas, identify solutions, and transform initiatives into organizational programs (Fatmawati et al., 2023; Rozi & Aminullah, 2021). Although the mechanisms differed according to each pesantren's organizational structure, initiative was consistently connected with accountability, procedures, and supervision (Istiqomah et al., 2023). This demonstrates that proactive leadership is effective when individual initiatives are institutionalized into organizational practices, creating a clear environment for employees to assume responsibility and contribute voluntarily.

Exemplary conduct further strengthens this leadership process. Leaders at both pesantren demonstrated discipline, hard work, consistency, responsibility, and *uswah* through their actual behavior. Employees were therefore encouraged to contribute not merely because of formal instructions but because they observed the leaders' commitment and integrity. This finding suggests that OCB in the pesantren context is strongly connected to behavioral modeling: initiative provides momentum, organizational strengthening provides structure, and exemplary conduct provides a moral model that encourages employees to internalize responsibility and commitment.

The second finding, **visionary and relational leadership**, demonstrates that organizational direction becomes more effective when combined with communication, human resource development, collaboration, and emotional relationships (Grandey et al., 2019; Rybowska, 2019). Leaders translated institutional visions into shared understanding and collective action through clear and productive communication. They also developed employee capacity through training, seminars, comparative studies, and opportunities for independent decision-making. These practices strengthened employees' competence and confidence to contribute to organizational activities. Collaboration and differentiated supervision further enabled employees to work collectively while gradually developing greater autonomy.

The relational dimension was particularly visible through *ukhuwah*, *silaturahim*, mutual respect, togetherness, and value alignment. These relationships encouraged employees to perceive their work as part of a shared institutional commitment rather than merely a formal employment obligation (Kiromi & Nur, 2015; Mulla & Krishnan, 2022). Consequently, visionary leadership provides direction, communication creates shared understanding, human resource development builds capacity, collaboration enables collective action, and emotional relationships strengthen organizational attachment. The combination of these elements creates conditions conducive to OCB because employees understand both the goals of the pesantren and the significance of their individual contributions.

The third finding, innovation-oriented leadership, demonstrates the adaptive dimension of inspiring leadership. At Nurul Jadid, innovation was reflected in management modernization, ISO-based educational management, and electronic payment systems, whereas at Zainul Hasan it was manifested through educational development, responsiveness to parents' expectations, and the establishment of superior educational institutions while maintaining pesantren values (Fauzi et al., 2018). Although the forms of innovation differed, both pesantren demonstrated leaders' capacity to respond to changing institutional and societal needs. Innovation was therefore not an isolated program but a manifestation of leadership efforts to mobilize organizational members toward continuous improvement.

Taken together, the three findings form an integrated leadership architecture consisting of nine behavioral pillars identified by Zenger and Folkman: initiative, organizational strengthening, exemplary conduct, vision, productive communication, potential development, collaboration and teamwork, emotional relationships, and innovation. These pillars operate sequentially and simultaneously: proactive and principled leadership establishes responsibility and behavioral standards; visionary and relational leadership builds shared direction, competence, collaboration, and commitment; while innovation-oriented leadership transforms these capacities into adaptive institutional practices. Thus, inspiring leadership in pesantren contributes to OCB by creating an organizational environment in which employees are willing to cooperate, assist others, assume responsibility, and contribute beyond formal job requirements.

## CONCLUSION

This study concludes that inspiring leadership in Pondok Pesantren Nurul Jadid Paiton and Pondok Pesantren Zainul Hasan Genggong is manifested through three interconnected dimensions: proactive and principled leadership, visionary and relational leadership, and innovation-oriented leadership. Proactive and principled leadership is reflected in the leaders' ability to take initiative, strengthen organizational structures, and provide exemplary conduct through discipline, commitment, and *uswah*. Visionary and relational leadership is demonstrated through the articulation of organizational direction, strong and productive communication, employee potential development, collaboration and teamwork, and the

cultivation of emotional relationships based on togetherness, mutual respect, *ukhuwah*, and shared values. Meanwhile, innovation-oriented leadership is manifested through efforts to modernize organizational management, respond to changing educational needs, and develop institutional programs while maintaining the fundamental values of pesantren. These findings demonstrate that inspiring leadership in the pesantren context operates as an integrated process rather than as a collection of isolated leadership behaviors.

The study further concludes that the nine behavioral pillars identified in the findings initiative, organizational strengthening, exemplary conduct, vision, productive communication, potential development, collaboration and teamwork, emotional relationships, and innovationc ollectively provide the foundation for strengthening organizational citizenship behavior (OCB). Through these practices, leaders create conditions that encourage employees to develop responsibility, commitment, cooperation, mutual assistance, and willingness to contribute beyond formal job descriptions. Although the manifestation of leadership differs according to the organizational culture and institutional context of each pesantren, both institutions demonstrate a common pattern in which inspiring leadership connects individual exemplary behavior, organizational direction, relational engagement, and institutional adaptation to cultivate voluntary and constructive employee contributions. Thus, inspiring leadership becomes an important organizational mechanism for developing OCB and sustaining collective achievement within the pesantren environment.

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