# ETHICAL LEADERSHIP, MANAGERIAL TRUST, AND PSYCHOLOGICAL WELL-BEING AS DRIVERS OF ORGANIZATIONS

**Joevy Ageng Firmansyach[1], Fatmah Bagis[2*], Tri Septin Muji Rahayu[3], Suyoto[4]**

[1,2,3,4] Faculty of Economics and Business, Universitas Muhammadiyah Purwokerto, Indonesia

E-mail: fatmahbagis2014@gmail.com[1]

*Abstract*

*In the ever-changing education sector, employee extra-role behavior has become a crucial element for organizational sustainability. This study aims to examine the effect of ethical leadership on Organizational Citizenship Behavior (OCB) by involving trust in management and psychological well-being as mediating variables. Using a quantitative approach and replication design, this study was conducted among employees of Islamic Educational Institutions in Cilacap Regency through a survey of 225 respondents selected using purposive sampling. Data processing was carried out using SEM-PLS to test the direct and indirect relationships between variables. The results show that ethical leadership has a positive influence on OCB, and this influence is strengthened through the role of trust in management and psychological well-being. These findings confirm that leaders who act as moral role models can build trust, create healthier psychological conditions, and ultimately encourage employee prosocial behavior. Practically, this study recommends strengthening an ethical leadership culture, increasing transparent communication, and programs that support psychological well-being to foster sustainable OCB. Furthermore, further research is recommended to expand the context and add other variables that influence the dynamics of work behavior.*

*Keywords: Ethical Leadership, Organizational Citizenship Behavior, Trust in Management, Psychological Well-Being*

## 1. INTRODUCTION

The education sector is developing rapidly and facing increasingly complex pressures due to technological advances, demands for information transparency, and increasing public expectations for the quality of educational service (Ariprabowo, 2022; Setiawan et al., 2022). This situation requires educational institutions to not only rely on formal procedures but also require employees who are willing to contribute beyond their primary duties (Hidayat & Patras, 2022). This behavior is known as Organizational Citizenship Behavior (OCB), which is an employee's voluntary actions that are not directly stated in the job description but contribute greatly to organizational effectiveness (Darmawan et al., 2025; Huang et al., 2021).

Similar changes are evident in the world of education, where educators and educational staff must adapt to new policies, digital systems, and increasing demands for professionalism (Jia et al., 2022). On the other hand, the public is increasingly selective in choosing educational institutions, so that service quality has become a major factor in building public trust (Bagis et al., 2021). In conditions like this, employees who are able to demonstrate OCB play an important role in maintaining the performance and reputation of educational institutions (Khaerunisah et al., 2021). However, in practice, some employees still show variations in carrying out additional tasks such as helping colleagues, providing extra services to parents of students, or maintaining order in the school environment, thus illustrating that the level of OCB is not yet even (Prasetyo et al., 2025).

This condition is also seen in one educational institution, an Islamic educational institution that has its own characteristics in terms of values, work culture, and organizational structure (Bagis et al., 2025; Noerchoidah et al., 2022). Changes in work systems, administrative

demands, and internal policy dynamics require employees to adapt quickly (Shalma et al., 2024). Without the support of a good work environment, extra-role behavior can decline, even though OCB is very important for the sustainability of the institution's operations (Bagis et al., 2021).

To understand the factors influencing OCB, various studies highlight the crucial role of ethical leadership (Brown et al., 2005; Guo, 2022). According to Social Learning Theory, leaders serve as role models who influence employee behavior through observation and imitation (Bandura, 1977). When leaders demonstrate honesty, consistency, and fairness, employees are encouraged to align their values and actions (Bagis et al., 2020; Brown et al., 2005). In some organizations, communication from leaders is still inconsistent, some decisions are not fully understood by employees, and some staff feel that leadership involvement in moral development is not evenly distributed across units (Özdemir & Büyükyılmaz, 2025). In the context of Islamic education, ethical leadership is also seen as the implementation of moral and spiritual values in daily work (Bagis et al., 2024). This shows that ethical leadership not only operates through social learning mechanisms but also through the internalization of the institution's moral values.

However, the relationship between ethical leadership and OCB does not always occur directly, as shown by research (Eluwole et al., 2022) which found that the influence of ethical leadership on work behavior was only significant when mediated by trust in the organization. Although many studies show a positive relationship, a number of studies have found that ethical leadership does not always have a direct effect on OCB, especially when the level of trust in management and employee psychological well-being has not been optimally formed A number of studies have shown that there are psychological mechanisms that mediate this relationship, including through trust in management and psychological well-being (Bagis et al., 2021; Eluwole et al., 2022; Pradana et al., 2025). Leaders who behave ethically tend to build trust more easily because of transparent and fair decision-making (Huang et al., 2021; Jia et al., 2022). However, this contrasts with the concrete situation where employee trust in management is not yet fully stable, as evidenced by differing perceptions regarding information transparency, clarity of internal policies, and consistency of rule implementation between units. his condition makes trust in management an important but not yet optimal factor (Özdemir & Büyükyılmaz, 2025). Furthermore, a work climate shaped by ethical leadership also influences employee psychological well-being (Bagis et al., 2024; Cheng et al., 2022). Islamic educational institutions are facing pressure due to additional administrative burdens, adjustments to digital systems, and increased performance demands. This can disrupt aspects of well-being such as emotional comfort, sense of security, and job satisfaction. This phenomenon suggests that psychological well-being is a relevant variable to study because conditions are not yet entirely ideal (Dewangan & Goswami, 2025).

However, previous studies have not shown a clear consensus regarding the most dominant mediator. Some studies place trust in management as the main mediator (Eluwole et al., 2022), while other studies emphasize the importance of psychological well-being (Cheng et al., 2022; Lee et al., 2021). These discrepancies indicate mixed findings that need to be further examined to gain a more consistent understanding (Cheng et al., 2022; Huang et al., 2021). Furthermore, theoretically, the cognitive pathway of trust in management and the emotional pathway of psychological well-being have not been widely tested simultaneously, so the complete mechanism explaining the influence of ethical leadership on OCB has not been comprehensively mapped. Furthermore, most research still focuses on the non-Islamic education sector, so empirical studies in the context of religious-based educational institutions are relatively limited (Bagis et al., 2024; Bagis & Adawiyah, 2025; Darmawan et al., 2025). This condition strengthens the urgency to present research in the context of Islamic educational institutions that face different organizational dynamics and moral demands.

Based on this research gap, this study offers a novel element by simultaneously examining the role of trust in management and psychological well-being as mediators in the relationship

between ethical leadership and OCB in Islamic educational institutions. This approach is expected to provide a new perspective on understanding the relationship between these variables, which have previously been studied primarily separately.

In addition to providing theoretical contributions, this research also has strong practical relevance. The research findings are expected to be the basis for consideration for foundation leaders in developing leadership that is not only oriented towards achieving performance, but also towards building trust and psychological well-being of employees, so that OCB can grow sustainably.

## 2.    LITERATURE REVIEW
### 2.1  *Social Learning Theory*
*Social Learning Theory* (Bandura, 1977), explains that individual behavior is formed through a social learning process through observation, imitation, and identification with figures considered role models. In organizations, leaders who demonstrate ethical actions will become behavioral models that employees follow, thus gradually forming behavioral patterns at the individual and workgroup levels (Brown et al., 2005). This perspective is the foundation for understanding how ethical leadership (EL) encourages the emergence of extra-role behaviors, such as organizational citizenship behavior (OCB), through psychological processes such as trust in management and increased psychological well-being.

OCB itself is defined as voluntary behavior that goes beyond formal obligations and contributes to organizational effectiveness, even though it is not followed by direct formal rewards (Khaerunisah et al., 2021). This behavior reflects employees' willingness to make extra contributions through social support, internal compliance, and active participation in organizational activities (Setiawan et al., 2022). In modern organizational practice, OCB is viewed as strategic behavioral capital that maintains the sustainability and competitiveness of the institution (Darmawan et al., 2025). while also reflecting psychological attachment and the quality of the social climate in the work environment (Eluwole et al., 2022; Khaerunisah et al., 2021).

### 2.2   The Influence of Ethical Leadership on Organizational Citizenship Behavior (OCB)
Ethical leadership makes an important contribution to the emergence of extra-role behavior because leaders who uphold moral values can create a fair, open, and trustworthy work atmosphere (Al Halbusi et al., 2021). Leaders with strong integrity signal that ethics is a fundamental foundation in the organization, so that employees feel safe and valued. Support provided to followers through proportionate decisions also strengthens employees' sense of attachment to the organization (Rantika & Yustina, 2021). Within the framework of Social Learning Theory, the consistent attitudes and moral behavior of leaders serve as models that are observed and learned by employees.

This role model encourages employees to emulate prosocial behaviors, such as helping coworkers, providing excellent service, and taking additional actions that benefit the organization (Hyusein & Eyupoglu, 2022). Several studies confirm that positive perceptions of a leader's ethics are associated with an increased likelihood of employees displaying OCB through work commitment, prosocial motivation, or perceptions of organizational justice (Afriandika et al., 2025; Tangkawarow & Tanoto, 2023). Thus, ethical leadership plays a crucial role in fostering service-oriented OCB (Hyusein & Eyupoglu, 2022; Rantika & Yustina, 2021). However, several studies have shown that the influence of ethical leadership on OCB is not always strong or significant, especially when trust in management and employee psychological well-being have not been optimally established (Cheng et al., 2022; Eluwole et al., 2022; Huang et al., 2021).
H1. Ethical leadership influences Organizational Citizenship Behavior.

### 2.3   The Influence of Ethical Leadership on Psychological Well-being

Leaders who adhere to ethical principles are typically able to create a safer and more comfortable work environment for their employees. The honest, consistent, and caring attitude shown by leaders makes employees feel valued as human beings, not just as part of a work system. This feeling of being treated fairly helps build a more stable psychological state, so that employees can carry out their daily tasks with a calmer, more positive, and more energetic feeling. Several studies have found that ethical behavior from leaders significantly contributes to improving various aspects of psychological well-being, from feelings of security to job satisfaction (Eluwole et al., 2022; Huang et al., 2021).

Ethical leadership not only provides a sense of security but also helps employees feel morally protected. When leaders demonstrate integrity, act fairly, and have the courage to speak up against unethical behavior, employees perceive this as a form of support and concern, which directly impacts their mental health. This kind of treatment makes employees more resilient to pressure, reduces stress levels, and makes them feel that their psychological needs are being met. Research findings also underscore that ethical leadership plays a crucial role in strengthening psychological well-being by creating a more positive and stable work experience. (Al Halbusi et al., 2021; Jia et al., 2022).

H2. Ethical leadership influences Psychological Well-Being.

### 2.4   The Influence of Ethical Leadership on Trust in Management

Leaders who behave ethically tend to gain employees' trust more easily because they are seen as honest, fair, and consistent in their actions. An attitude of concern for the interests of subordinates and maintaining integrity makes employees feel secure and confident that management decisions will not harm them (Eluwole et al., 2022; Huang et al., 2021). Based on social exchange theory, this ethical treatment encourages employees to reciprocate by increasing their trust in management (Al Halbusi et al., 2021; Guo, 2022).

Ethical values demonstrated by leaders, such as transparency, responsibility, and respect for individual dignity, strengthen employees' confidence that leaders are reliable (Al Halbusi et al., 2021). Consistent behavior that is free from unethical actions also strengthens employees' positive perceptions of management, so that trust in leaders grows. (Huang et al., 2021; Jia et al., 2022).

H3. Ethical leadership influences trust in management.

### 2.5   The Influence of Psychological Well-Being on Organizational Citizenship Behavior

Employees who experience good psychological well-being typically feel more emotionally stable, more energetic, and more secure in their work. These positive feelings make them more willing to help coworkers, maintain harmony, and engage in voluntary activities that benefit the organization. Research shows that employees with high psychological well-being have sufficient emotional capacity to consistently display extra-role behaviors (Jia et al., 2022).

Psychological well-being also makes employees more motivated from within to be actively involved in organizational activities. The sense of satisfaction, optimism, and positive emotions strengthen their desire to contribute more without being asked. Recent findings confirm that psychological well-being plays a significant role in increasing OCB because emotionally well-off employees tend to be more willing to contribute to the organization (Alamsyah et al., 2025).

H4. Psychological well-being influences Organizational Citizenship Behavior.

### 2.6   The Influence of Trust in Management on Organizational Citizenship Behavior (OCB)

Employee trust in management arises when they see that leaders act fairly, consistently, and reliably. This sense of trust makes employees feel safer, more comfortable working, and confident that organizational decisions are in the best interests of all (Hidayat & Patras, 2022;

Huang et al., 2021). In such an atmosphere, the relationship between employees and leaders becomes more positive, thus facilitating cooperation and increasing their involvement.

Strong trust also encourages employees to make additional contributions beyond formal duties in return for treatment they perceive as fair and supportive. Research shows that trust in management is related to the emergence of various forms of OCB, such as helping coworkers, maintaining the work environment, and voluntarily improving service quality (Huang et al., 2021; Jia et al., 2022). Therefore, trust in management is an important factor that strengthens positive and participatory behavior in the organization.

H5. Trust in Management Influences Organizational Citizenship Behavior.

## 2.7   The Influence of Ethical Leadership on Organizational Citizenship Behavior through the Mediation of Psychological Well-Being

Ethical leadership demonstrated through fairness, honesty, and consistency provides a sense of security for employees and improves their psychological well-being (Eluwole et al., 2022; Huang et al., 2021). Treatment with integrity makes employees feel valued, so that their psychological well-being grows more stable (Al Halbusi et al., 2021). In such conditions, employees have stronger positive energy and job satisfaction (Guo, 2022).

Employees who are psychologically well-being tend to be more ready to help coworkers and make additional contributions outside of their primary duties, which are characteristics of OCB (Jia et al., 2022). Research shows that psychological well-being encourages the emergence of these prosocial behaviors (Alamsyah et al., 2025). Therefore, psychological well-being plays an important role in channeling the influence of ethical leadership on OCB (Hidayat & Patras, 2022).
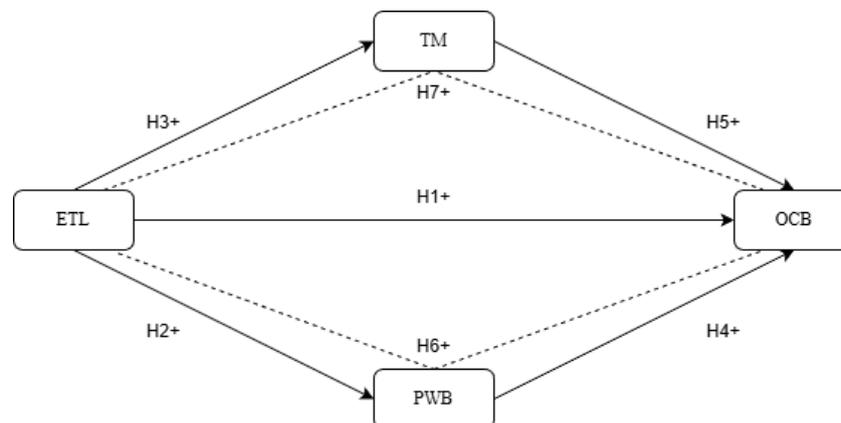
H6. Psychological well-being mediates the influence of ethical leadership on Organizational Citizenship Behavior.

## 2.8   The Influence of Ethical Leadership on Organizational Citizenship Behavior through the Mediation of Trust in Management

Ethical leadership helps build trust because employees see their leaders acting fairly, transparently, and consistently upholding moral values (Eluwole et al., 2022; Huang et al., 2021). Attitudes such as honesty, courage to reject unethical behavior, and attention to the needs of subordinates make employees feel valued and treated fairly (Al Halbusi et al., 2021; Guo, 2022). In the view of social exchange theory, this kind of ethical treatment encourages employees to reciprocate with stronger trust in leaders and management (Huang et al., 2021; Jia et al., 2022).

The trust that is formed then influences how employees behave, including the tendency to engage in extra-role behavior or OCB. When employees believe that leaders have good intentions and care about their well-being, they are motivated to contribute more through prosocial actions that benefit the organization (Hidayat & Patras, 2022; Huang et al., 2021). In this context, trust in management acts as a bridge that channels the influence of ethical leadership towards increasing OCB, because employees feel safe, valued, and want to reciprocate this positive treatment (Guo, 2022; Jia et al., 2022).

H7. Trust in management mediates the influence of ethical leadership on Organizational Citizenship Behavior.

**Figure 1.** Research Framework
**Source:** Author (2025)

## 3. RESEARCH METHODS

This research is a quantitative research with a replicated design that adopts the conceptual model from the research (Huang et al., 2021), related to Ethical leadership towards Organizational Citizenship Behavior, which is mediated by using Trust in management and Psychological well-being in organizations, and work engagement. This research intends to re-examine the relationship model of these variables by taking a different sector, namely the Islamic Education sector. The study population includes all employees at one of the Islamic educational institutions in Cilacap Regency, consisting of elementary, secondary, high school, and university education, with a total of 444 employees.

The sampling technique used was purposive sampling, where respondents were selected based on specific criteria, namely active employees with a minimum work period of more than one year, both permanent and non-permanent employees. The selection of this technique was based on recommendations (Noerchoidah et al., 2022) which states that purposive sampling is effective when researchers require respondents with certain characteristics for causal analysis purposes. The number of samples was determined using the Slovin formula with an error rate of 5%, so that a minimum of 210 samples was obtained, and the total data suitable for use in the analysis was 225 respondents. Data collection was conducted online using Google Forms, with the instrument being a questionnaire compiled on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The research instruments were adapted from sources whose validity and reliability have been tested in previous research.

The ethical leadership variable was measured using 10 items from (Brown et al., 2005). The trust in management variable was measured through 10 items covering the dimensions of cognition-based trust and affect-based trust from (McAllister, 1995). The Psychological well-being variable was measured using 12 items from the Oxford Happiness Inventory, developed by (Hills & Argyle, 2001). Meanwhile, the OCB variable was measured with 7 items adapted from (Podsakoff et al., 2000). The data were analyzed using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method with the help of SmartPLS software. This method was chosen because it can test complex structural models and involves mediating variables simultaneously, and is suitable for predicting relationships between latent variables and testing theoretical models based on empirical data (Hair et al., 2021).

## 4. RESULTS AND DISCUSSION
### 4.1 Results

This study uses Partial Least Squares or PLS, intending to reduce variable variance when estimating model parameters (Hair et al., 2021). All questionnaire data were prepared for analysis and collected with a 100% return rate.

**Table 1.** Respondent Demographics

| Variable | Category | Frequency (n) | Percentage (%) |
|---|---|---|---|
| Gender | Male | 97 | 43.1 |
| | Female | 128 | 56.9 |
| Age (years) | 18–25 | 12 | 5.3 |
| | >25–30 | 21 | 9.3 |
| | >30–35 | 27 | 12.0 |
| | >35–40 | 39 | 17.3 |
| | >40–50 | 85 | 37.8 |
| | >50 | 41 | 18.2 |
| Marital Status | Single | 21 | 9.3 |
| | Married | 203 | 90.2 |
| | Others | 1 | 0.4 |
| Education Level | Junior High School | 1 | 0.4 |
| | Senior High School | 37 | 16.4 |
| | Diploma | 10 | 4.4 |
| | Bachelor's Degree | 142 | 63.1 |
| | Postgraduate | 35 | 15.6 |
| Employment Status | Active | 144 | 64.0 |
| | Non Active | 81 | 36.0 |
| Tenure (Years) | 1 – 3 | 33 | 14.7 |
| | >3 – 6 | 22 | 9.8 |
| | >6 – 9 | 23 | 10.2 |
| | >9 | 147 | 65.3 |

**Source**: Data processed, SPSS (2025)

Table 1 illustrates the demographic profile of the study respondents. The majority of respondents were female, with a larger proportion than males. In terms of age, respondents were dominated by the 40–50 age group, followed by those aged 50 and above, while the youngest age group made up the smallest proportion. Most respondents were married and had a bachelor's degree as the most common level of education. In terms of employment status, more than half of the respondents were permanent employees. Furthermore, respondents' tenure, which was generally more than nine years, indicated a fairly high level of stability, loyalty, and attachment to the organization. The following is the data processing process carried out using the SmartPLS 3 method. The purpose of data analysis using PLS was to gain a deeper understanding of the relationships between variables. The test results are presented as follows.

## Figure 2. SEM-PLS Model Analysis
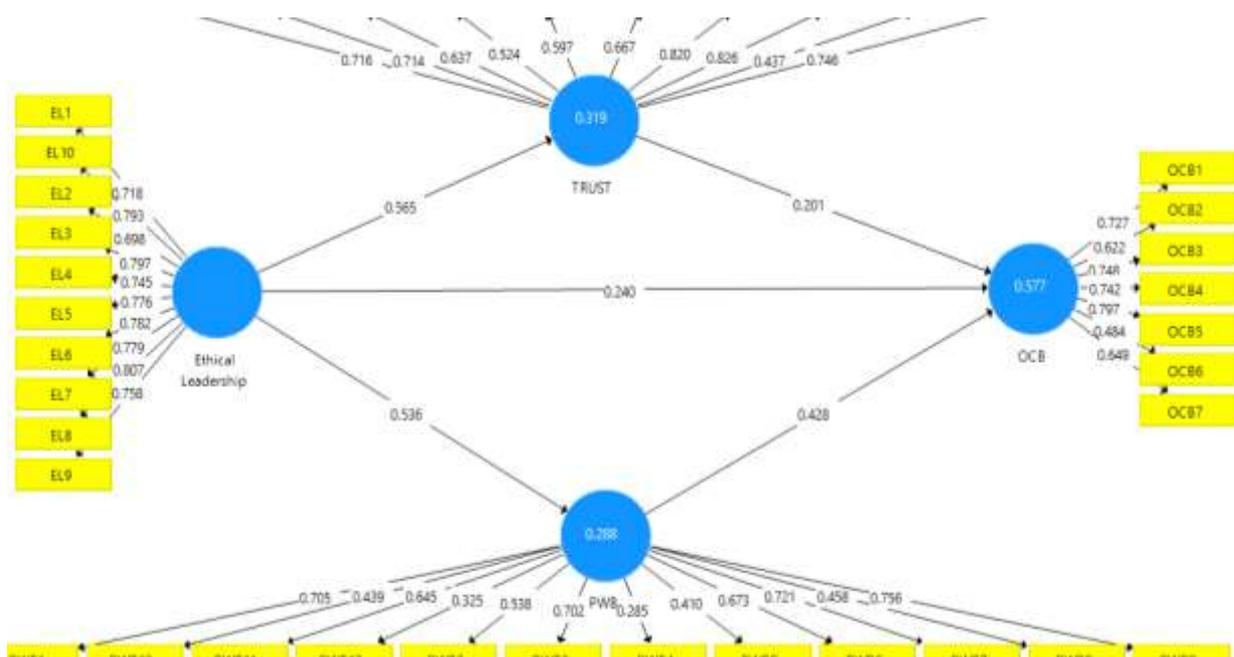


**Source:** Data processed, SEM-PLS (2025)

Based on Figure 2, several indicators such as T3, T4, T8, PWB2, PWB4, PWB5, PWB8, PWB10, PWB12, as well as OCB2 and Meanwhile, indicators with values above 0.6 were declared valid and continued to be used in the research model.

**Table 2.** Outer Loading

| | Statmen item | Outer loading |
|---|---|---|
| EL1 | My leader demonstrates professional and ethical behavior in carrying out his work. | 0.718 |
| EL2 | My leader emphasizes the importance of honesty and the right way to achieve success. | 0.689 |
| EL3 | My leader values and listens to the opinions of every employee. | 0.797 |
| EL4 | My leader takes firm action against unethical actions in the workplace. | 0.745 |
| EL5 | My leader makes decisions fairly and balanced. | 0.776 |
| EL6 | My leader can be trusted to do the right thing. | 0.782 |
| EL7 | My leader explains the ethical values in decision-making. | 0.779 |
| EL8 | My leader is a role model for ethical behavior in the workplace. | 0.807 |
| EL9 | My leader shows concern for the welfare and interests of employees. | 0.758 |
| EL10 | My leaders consider what the right thing to do is when making decisions. | 0.793 |
| TIM1 | I feel comfortable conveying my ideas and opinions to the leadership. | 0.716 |
| TIM2 | I can speak openly to my superiors when I face difficulties at work. | 0.637 |
| TIM3 | I feel lost if I no longer work under the current leadership. | **0.524** |
| TIM4 | I feel safe sharing work problems with a leader who cares and is willing to help. | **0.597** |
| TIM5 | I feel real support from my leadership in my work. | 0,667 |
| TIM6 | I trust the leaders because they work professionally and are reliable. | 0.820 |
| TIM7 | I believe the leadership has good decision-making abilities. | 0.826 |
| TIM8 | I see the leader as a figure who can be relied on to solve work problems. | **0.437** |
| TIM9 | I trust the leadership to make decisions fairly and objectively. | 0.746 |

| | **Statmen item** | **Outer loading** |
|---|---|---|
| TIM10 | I consider a leader to be a figure who is worthy of trust in carrying out their responsibilities. | 0.714 |
| PWB1 | I appreciate and accept the advantages and disadvantages I have at work. | 0.705 |
| PWB2 | I think my work still has many shortcomings, and I often feel dissatisfied with my achievements. | **0.538** |
| PWB3 | I build open, respectful, and supportive relationships with colleagues and in the work environment. | 0.702 |
| PWB4 | I avoid communicating or collaborating with my coworkers. | **0.285** |
| PWB5 | I make work-related decisions based on personal considerations and values that I believe are true. | **0.410** |
| PWB6 | I adjust my opinions and actions to be accepted by others. | 0.673 |
| PWB7 | I organize and adapt my work well when faced with changes in the work environment. | 0.721 |
| PWB8 | I let changes in my work environment overwhelm me in carrying out my duties. | **0,458** |
| PWB9 | I carry out my duties in the work environment by understanding the purpose and meaning of the role I hold. | 0.756 |
| PWB10 | I was working without having a clear direction or purpose for my role. | **0.439** |
| PWB11 | I develop my skills and look for new ways to improve my performance. | 0.645 |
| PWB12 | I let myself go without any skill improvement or new learning while in the work environment. | **0.538** |
| OCB1 | I help coworkers who are having difficulty completing their tasks without waiting to be asked. | 0.727 |
| OCB2 | I face problems or inconveniences at work with a positive attitude without complaining. | **0.622** |
| OCB3 | I defend and promote the good name of the organization before external parties. | 0.748 |
| OCB4 | I comply with all company rules and work procedures even though no one is supervising me. | 0.742 |
| OCB5 | I seek and implement new ways to improve my work output. | 0.797 |
| OCB6 | I attend meetings or organizational activities that are not required to contribute to the progress of Islamic educational institutions. | **0.484** |
| OCB7 | I take training or learn new things to improve my work skills and abilities. | 0.649 |

**Source:** Data processed, SEM-PLS (2025)

Based on the outer loading values in the first round, there were 11 values below 0.6. Therefore, in the second round, outer loading values below 0.6 were rejected to improve the consistency of the variable constructs. Based on these results, the variables Ethical Leadership, Trust in Management, Psychological Well-Being, and Organizational Citizenship Behavior had outer loading values above 0.6. High values indicate that the indicators used can be explained by the structure being measured, a general standard that applies to values of 0.6 or higher to achieve ideal values (Hair et al., 2021). Therefore, it can be said that the outer loading values of all indicators are sufficient to meet the requirements of convergent validity.

**Table 3.** Construct Reliability and Validity

| | **Cronbach's Alpha** | **rho_A** | **Composite Reliability** |
|---|---|---|---|
| Ethical Leadership | 0,922 | 0,923 | 0,934 |
| OrganizationCB | 0,811 | 0,815 | 0,869 |

| | | | |
|---|---|---|---|
| Psychology WB | 0,819 | 0,827 | 0,868 |
| TRUST | 0,869 | 0,877 | 0,899 |
| Ethical Leadership | 0,922 | 0,923 | 0,934 |

**Source:** Research results, 2025 (Data processed)

Based on the Construct Reliability Table, the Cronbach's Alpha, rho_A, and Composite Reliability values for the Ethical Leadership, Trust in Management, Psychological Well-Being, and Organizational Citizenship Behavior variables show values of more than 0.7. This indicates that all variables have an excellent level of internal consistency (Hair et al., 2021). These high reliability values indicate that all variables in this study have met reliability requirements.

Next, an evaluation of the quality of the structural model is carried out through an analysis of the R-Square value, which shows how much the model is able to explain the variation in each research variable. The Adjusted R-Square value for organizational citizenship behavior (OCB) was 0.567, meaning that more than half of the changes in employee extra-role behavior can be explained by the combination of ethical leadership, trust in management, and psychological well-being. This figure illustrates that the model has strong predictive power regarding employee tendencies to display OCB. Meanwhile, the Adjusted R-Square value of 0.314 for Psychological well-being indicates that ethical leadership has a significant influence on employee psychological well-being, although there are still other factors outside the model that contribute. In the trust in management variable, the Adjusted R-Square value of 0.325 indicates that employee trust is also shaped by the ethical behavior of leaders, but is also influenced by other organizational factors.

Overall, these values emphasize that ethical leadership has an important role in building trust, improving psychological well-being, and encouraging the emergence of prosocial behavior among employees in the organization. The research model is also deemed adequate in explaining the relationships between the variables studied.

**Table 4.** Model Fit

| | Saturated Model | Estimated Model |
|---|---|---|
| SRMR | 0,068 | 0,102 |
| d_ULS | 1,880 | 4,234 |
| d_G | 0,660 | 0,773 |
| Chi-Square | 789,302 | 854,953 |
| NFI | 0,785 | 0,767 |

**Source:** Research results, 2025 (Data processed)

Based on the Model Fit Table, the results of the model suitability test show that the SRMR value for the saturated model is 0.068. This value is below the recommended threshold of 0.08 (Hair et al., 2021) indicating that the model has a good level of fit.

**Table 5.** Discriminant Validity

| | Ethical Leadership | OCB | PWB | TIM |
|---|---|---|---|---|
| Ethical Leadership | 0,766 | | | |
| OCB | 0,575 | 0,756 | | |
| PWB | 0,553 | 0,716 | 0,734 | |
| TIM | 0,573 | 0,632 | 0,685 | 0,750 |

**Source:** Research results, 2025 (Data processed)

The results of the discriminant validity test in Table 5 The results of the discriminant validity test show that each construct can be distinguished well because the square root of the AVE value on the diagonal is higher than the correlation between variables. The diagonal value of each variable is Ethical Leadership 0.766, Organizational Citizenship Behavior 0.756, Psychological Well-Being 0.734, and Trust in Management 0.750, while all correlations between

constructs are below that value. This confirms that there is no overlap in measurement between variables, and the research model has met the criteria of discriminant validity appropriately and separately.

**Table 6.** Path Coefficients

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values | Results |
|---|---|---|---|---|---|---|
| Ethical Leadership -> OrganizationCB | 0,209 | 0,208 | 0,066 | 3,164 | 0,002 | Accepted |
| Ethical Leadership -> Psychology WB | 0,563 | 0,569 | 0,046 | 12,287 | 0,000 | Accepted |
| Ethical Leadership -> TRUST | 0,573 | 0,578 | 0,047 | 12,146 | 0,000 | Accepted |
| Psychology WB -> OrganizationCB | 0,491 | 0,495 | 0,070 | 7,004 | 0,000 | Accepted |
| TRUST -> OrganizationCB | 0,156 | 0,156 | 0,074 | 2,105 | 0,036 | Accepted |
| Ethical Leadership -> Psychology WB -> OrganizationCB | 0,276 | 0,281 | 0,045 | 6,130 | 0,000 | Accepted |
| Ethical Leadership -> TRUST -> OrganizationCB | 0,089 | 0,090 | 0,044 | 2,034 | 0,042 | Accepted |

**Source:** Research results, 2025 (Data processed)

Based on the analysis results in Table 6, the hypothesis acceptance or rejection test is carried out by looking at the original sample value and p-value, where the hypothesis is declared accepted if the p-value is less than 0.05 (Hair et al., 2021). H1 shows a positive influence between ethical leadership and organizational citizenship behavior (OCB), with an original sample value of 0.209, so H1 is accepted. H2 shows a positive influence between ethical leadership and Psychological Well-Being, with an original sample value of 0.563, so H2 is accepted. Furthermore, H3 shows a positive influence between ethical leadership and trust in management, with an original sample value of 0.573, so H3 is accepted.

In H4, the results show that Psychological well-being has a positive influence on OCB, which is indicated by the original sample value of 0.491, so H4 is accepted. H5 shows a positive relationship between trust in management and OCB, with an original sample value of 0.156, so H5 is accepted. To test the mediation effect, H6 shows that Psychological well-being acts as a mediator in the relationship between ethical leadership and OCB, with an original sample value of 0.276, so H6 is accepted. In addition, H7 shows that trust in management also mediates the relationship between ethical leadership and OCB, as indicated by an original sample value of 0.089, so H7 is accepted.

Overall, the series of findings shows that ethical leadership not only has a direct influence on OCB but also works through psychological and relational mechanisms in the form of psychological well-being and trust in management. These two mediators serve as pathways explaining how ethical values in leadership translate into prosocial behavior in the workplace. These findings confirm that ethically grounded leadership practices have the potential to create a more supportive work environment, improve the quality of interpersonal relationships, and strengthen employees' propensity to contribute beyond the formal demands of their roles.

### 4.2    Discussion
### 4.2.1 The Influence of Ethical Leadership on Organizational Citizenship Behavior (OCB)

The results of the study indicate that ethical leadership has a positive effect on organizational citizenship behavior (OCB). This finding also provides clarification on the results of previous research, which showed that the relationship between ethical leadership and OCB was not always strong, by emphasizing that in the context of Islamic Educational Institutions, the influence of ethical leadership remains significant when understood within a specific social and organizational framework. This finding aligns with Social Learning Theory (Bandura, 1977), which explains that individuals learn behavior through the process of observing and imitating role models. In an organizational context, leaders serve as primary role models who shape employee attitudes and behaviors. When leaders demonstrate integrity, fairness, and consistency, employees are encouraged to emulate these values in the form of extra-role behaviors in the workplace. This is evident in Islamic educational institutions, where unit heads and school leaders often serve as role models for teachers and staff. When leaders demonstrate transparency, consistency in policies, and fairness in the distribution of workloads, teachers and staff are encouraged to engage in additional activities such as assisting with school activities, supporting colleagues, or participating in programs outside of their primary duties. This suggests that OCB in Islamic educational institutions is largely shaped by the ethical example of leaders.

This finding confirms the development of the hypothesis based on (Brown et al., 2005) which states that ethical leadership shapes subordinate behavior through social learning. The results of this study also support  (Hyusein & Eyupoglu, 2022; Rantika & Yustina, 2021), and (Tangkawarow & Tanoto, 2023) who prove that ethical leaders create a psychological environment that encourages the emergence of OCB as a reflection of learning moral values in the organization.

### 4.2.2 The Influence of Ethical Leadership on Psychological Well-Being

Ethical leadership has been shown to have a positive influence on psychological well-being. Based on Social Learning Theory (Bandura, 1977) Employees learn to manage emotions, attitudes, and how to deal with work pressure through the examples set by leaders. Leaders who are fair, open, and demonstrate empathy will be role models in developing healthy emotional regulation and work attitudes. This is similarly evident in Islamic educational institutions, where teachers and staff tend to feel calmer and more valued when leaders demonstrate concern, provide space for dialogue, and communicate policies clearly. Several employees reported that leaders' open communication patterns made them feel more comfortable and less burdened by work pressure, thus improving their psychological well-being.

These results are in line with the hypothesis built based on(Al Halbusi et al., 2021), as well as (Jia et al., 2022), which shows that ethical leadership strengthens the psychological condition of employees by creating a supportive and meaningful work climate. Furthermore, these findings also support (Eluwole et al., 2022; Huang et al., 2021), which assert that psychological well-being grows from healthy social interactions and consistent leadership role models.

### 4.2.3  The Influence of Ethical Leadership on Trust in Management

Ethical leadership has been shown to positively influence trust in management. Within the framework of Social Learning Theory, trust is formed when employees repeatedly observe consistency between a leader's words and actions. Exemplary moral values are more powerful than formal instructions in building subordinates' confidence in management integrity. This can be observed in Islamic Educational Institutions, particularly through leadership transparency in policy delivery, evaluation, and the allocation of responsibilities. Employees feel more trust in management when important decisions are explained openly and aligned with the value of fairness. Consistent leadership behaviors increase teachers' and staff's confidence in the integrity and policy direction of Islamic educational institutions.

This finding supports the studies of(Eluwole et al., 2022) and (Huang et al., 2021), which states that transparency, fairness, and integrity of leaders are the main determinants of trust in management. Furthermore, (Guo, 2022; Jia et al., 2022) also demonstrated that ethical communication and information transparency accelerate the process of building trust in organizations.

### 4.2.4  The Influence of Psychological Well-Being on Organizational Citizenship Behavior

Psychological well-being has a positive influence on OCB. According to Social Learning Theory (Bandura, 1977) Individuals with stable psychological states are better able to emulate adaptive behavior in their social environment and respond positively to leaders' role models. Psychologically well-being employees have a greater emotional capacity to display prosocial behavior. This also occurs in Islamic Educational Institutions, where teachers and staff who feel appreciated, receive emotional support, and are in a conducive work environment are more likely to demonstrate additional initiatives, such as assisting with extracurricular activities, collaborating across divisions, or providing support to colleagues. This positive psychological state contributes to an increased tendency for teachers and staff to consistently display organizational citizenship behavior (OCB). These findings are consistent with those of (Jia et al., 2022) and (Alamsyah et al., 2025), which showed that psychological well-being increases work energy, prosocial motivation, and organizational engagement. Thus, well-being not only impacts individuals but also directly contributes to organizational effectiveness.

### 4.2.5  The Influence of Trust in Management on Organizational Citizenship Behavior

Trust in management has been shown to have a positive effect on OCB. According to Social Learning Theory (Bandura, 1977) Trust fosters the formation of mutually respectful working relationships that form the basis of healthy social learning. A trusting work environment facilitates employees to model positive behaviors, build cooperation, and demonstrate additional initiative. This condition is also reflected in Islamic Educational Institutions, where teachers and staff who have a high level of trust in their leaders show a greater readiness to help, be cooperative, and be actively involved in various activities. This strong level of trust encourages them to go beyond formal duties, such as preparing for school activities or assisting colleagues with heavy workloads.  These results strengthen the findings of (Huang et al., 2021) and (Hidayat & Patras, 2022; Jia et al., 2022), which states that trust in management is a social capital that strengthens organizational engagement and accelerates the emergence of OCB.

### 4.2.6 The Influence of Ethical Leadership on Organizational Citizenship Behavior through the Mediation of Psychological Well-Being

Psychological well-being acts as a positive mediator in the relationship between ethical leadership and OCB. This confirms that leaders who uphold ethical values not only directly influence extra-role behavior but also shape employees' psychological well-being (Eluwole et al., 2022; Huang et al., 2021). The role model of fair and honest leaders makes employees feel valued and secure, thus encouraging them to make voluntary contributions to the organization (Al Halbusi et al., 2021; Guo, 2022). This condition is also evident in Islamic Educational Institutions, where the leadership's attention and concern for employee welfare encourage teachers and staff to feel safe, valued, and treated fairly. This positive psychological condition then increases their enthusiasm to make voluntary contributions, such as supporting the activities of Islamic Educational Institutions, helping colleagues, and taking initiatives without being asked. These findings align with Social Learning Theory, which explains that individuals learn behavior through the process of observing figures they consider role models (Bandura, 1977). When leaders demonstrate a commitment to employee well-being, these values are emulated by employees in the form of positive work attitudes and prosocial behavior (Alamsyah et al., 2025; Hidayat & Patras, 2022). Therefore, the higher the level of Psychological Well-Being, the more likely employees are to exhibit OCB that benefits the organization.

### 4.2.7 The Influence of Ethical Leadership on Organizational Citizenship Behavior through the Mediation of Trust in Management

Trust in management acts as a positive mediator in the relationship between ethical leadership and OCB. Leaders who act honestly, fairly, and consistently can foster trust among employees, which in turn encourages them to engage in behaviors beyond formal obligations (Eluwole et al., 2022; Huang et al., 2021; Jia et al., 2022). Based on Social Learning Theory (Bandura, 1977) employees learn from the behavior of leaders as role models, so that the ethical values exemplified shape their attitudes at work. This is also evident in Islamic Educational Institutions, where honesty, openness, and consistent leadership in providing direction foster trust among teachers and staff. This sense of trust encourages them to go beyond their core duties through initiatives to support Islamic educational institutions' programs, build collaborations, and voluntarily take on additional responsibilities for the advancement of the institution. These results are supported by various previous studies, which show that ethical leadership increases OCB through the formation of trust. A study (Huang et al., 2021) demonstrated that trust in management is the primary pathway connecting ethical leadership with extra-role behavior. Other findings from (Eluwole et al., 2022; Guo, 2022; Hidayat & Patras, 2022) also, confirm that a high level of trust makes employees more willing to help, take initiative, and make positive contributions to the organization.

## 5. CONCLUSION

The results of this study confirm that ethical leadership has a significant contribution to increasing the organizational citizenship behavior (OCB) of employees at Islamic Educational Institutions. This influence is not only directly visible but also indirectly through trust in management and psychological well-being as mediating variables. Moral exemplary behavior, fairness, and consistent leadership behavior have been shown to foster employee trust and create a more stable and positive psychological state. This situation ultimately encourages the emergence of extra-role behavior that adds value to the organization.

Based on these findings, this study provides several recommendations for Islamic educational institutions. The implementation of ethical leadership practices needs to be strengthened through a culture of exemplary behavior and transparent communication, particularly in the decision-making process. Furthermore, trust-based working relationships can be built through open, responsive, and consistent two-way communication. The psychological well-being of employees also needs to be a concern, for example, through mentoring programs, self-development activities, and activities that support mental health. In addition, it is important for Islamic educational institutions to create a work climate that encourages the emergence of OCB behavior by providing appreciation, recognition, and constructive feedback for the positive contributions shown by employees.

**Further Research**

This study provides a reference regarding the factors influencing Organizational Citizenship Behavior (OCB) in the Islamic education sector, with Islamic educational institutions as the target. However, this study still has limitations, thus opening opportunities for further research. Future research can be conducted in different sectors, such as health agencies, population agencies, or other public services that have different job characteristics. Furthermore, further research is recommended to add independent variables such as job satisfaction, organizational satisfaction, and work management, which have been shown in various studies to influence OCB. The addition of other mediating variables is also important to strengthen the understanding of the mechanism of ethical leadership's influence on OCB. Thus, further research is expected to enrich references both theoretically and implementally.

## REFERENCE

Afriandika, I. R., Bagis, F., Endratno, H., & Rahmawati, I. Y. (2025). Transformational Leadership and Work Motivation in Enhancing Innovative Work Behavior: The Mediating Role of Job Satisfaction in Hospitality Sector Employees. *Asian Journal of Management Analytics*, *4*(3), 941–960. https://doi.org/10.55927/ajma.v4i3.14598

Al Halbusi, H., Ruiz-Palomino, P., Jimenez-Estevez, P., & Gutiérrez-Broncano, S. (2021). How Upper/Middle Managers' Ethical Leadership Activates Employee Ethical Behavior? The Role of Organizational Justice Perceptions Among Employees. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.652471

Alamsyah, R., Vera, L. O., & Rumalessin, U. A. T. (2025). Exploring the Impact of Work-Life Balance on Organizational Citizenship Behavior: The Role of Psychological Well-Being as a Mediator. *Petra International Journal of Business Studies*, *8*(1), 12–22. https://doi.org/10.9744/petraijbs.8.1.12-22

Bagis, F., & Adawiyah, R., & H. U. (2025). Divine Guidance in The Face of Toxicity: How Islamic Leadership Navigates Workplace Stress and Mental Well-being in Higher Education Institutions. *Jurnal Ilmiah Manajemen*, *15 (2), 31–43*. https://doi.org/10.22441/jurnal_mix.2025.v15i2.004

Bagis, F., Adawiyah, W. R., Purnomo, R., & Sudjadi, A. (2024). Exploring Islamic Spiritual Well-Being: Conceptualization and Validation of a Measurement Scale. *Islamic Guidance and Counseling Journal*, *7*(2). https://doi.org/10.25217/0020247473500

Bagis, F., Adawiyah, W. R., Tubastuvi, N. D., & Umairoh, J. P. M. (2025). Beyond Religion: Applying Islamic Spiritual Well-Being to Improve Ethical Behavior in Modern Organizations. *Journal of Cultural Analysis and Social Change*, 2030–2039. https://doi.org/10.64753/jcasc.v10i2.1901

Bagis, F., Darmawan, A., Hidayah, A., & Ikhsani, M. M. (2020). The Influence of Leadership Style and Organizational Culture by Mediating Job Satisfaction on Organizational Commitment Case Study in Employees Of Islamic Education Institution. *Jurnal Ilmiah Ekonomi Islam*, *6*(3), 616. https://doi.org/10.29040/jiei.v6i3.1450

Bagis, F., Kusumo, I., & Hidayah, A. (2021). Job Satisfaction As A Mediation Variable on The Effect Of Organizational Culture And Organizational Commitment on Employee Performance. *Business and Accounting Research (IJEBAR) Peer Reviewed-International Journal*, *5*. https://jurnal.stie-aas.ac.id/index.php/IJEBAR

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*(2), 191–215. https://doi.org/10.1037/0033-295X.84.2.191

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, *97*(2), 117–134. https://doi.org/10.1016/j.obhdp.2005.03.002

Cheng, J., Zhang, L., Lin, Y., Guo, H., & Zhang, S. (2022). Enhancing employee well-being by ethical leadership in the construction industry: The role of perceived organizational support. *Frontiers in Public Health*, *10*. https://doi.org/10.3389/fpubh.2022.935557

Darmawan, A., Bagis, F., & Nugraha, D. (2025). Enhancing Organizational Citizenship Behavior through Transformational Leadership: The Role of Multiple Mediating Determinants. *International Journal of Applied Economics, Finance and Accounting*, *21*(2), 227–240. https://doi.org/10.33094/ijaefa.v21i2.2234

Dewangan, R. L., & Goswami, T. (2025). Organizational role stress, quality of work life, organizational citizenship behavior, and psychological well-being among university faculty members. *BMC Psychology*, *13*(1), 538. https://doi.org/10.1186/s40359-025-02883-x

Eluwole, K. K., Karatepe, O. M., & Avci, T. (2022). Ethical leadership, trust in organization and their impacts on critical hotel employee outcomes. *International Journal of Hospitality Management*, *102*, 103153. https://doi.org/10.1016/j.ijhm.2022.103153

Guo, K. (2022). The Relationship Between Ethical Leadership and Employee Job Satisfaction: The Mediating Role of Media Richness and Perceived Organizational Transparency. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.885515

Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Evaluation of Formative Measurement Models* (pp. 91–113). https://doi.org/10.1007/978-3-030-80519-7_5

Hidayat, R., & Patras, Y. E. (2022). The Effect of Organizational Trust and Job Satisfaction on Teachers' Organizational Citizenship Behavior (OCB) in Private Senior High Schools. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, *6*(4), 1049–1063. https://doi.org/10.33650/al-tanzim.v6i4.3488

Hills, P., & Argyle, M. (2001). *The Oxford Happiness Questionnaire: a compact scale for the measurement of psychological well-being*. www.elsevier.com/locate/paid

Huang, N., Qiu, S., Yang, S., & Deng, R. (2021). Ethical Leadership and Organizational Citizenship Behavior: Mediation of Trust and Psychological Well-Being. *Psychology Research and Behavior Management*, *Volume 14*, 655–664. https://doi.org/10.2147/PRBM.S311856

Hyusein, A., & Eyupoglu, S. Z. (2022). Ethical leadership, organisational citizenship behaviours and social loafing: The mediating effect of perceived organisational politics. *South African Journal of Business Management*, *53*(1). https://doi.org/10.4102/sajbm.v53i1.2842

Jia, K., Zhu, T., Zhang, W., Rasool, S. F., Asghar, A., & Chin, T. (2022). The Linkage between Ethical Leadership, Well-Being, Work Engagement, and Innovative Work Behavior: The Empirical Evidence from the Higher Education Sector of China. *International Journal of Environmental Research and Public Health*, *19*(9), 5414. https://doi.org/10.3390/ijerph19095414

Khaerunisah, S. M., Widiana, H. S., & Sari, E. Y. D. (2021). Sebuah Studi Perilaku Kewarganegaraan Organisasi (OCB) dan Dimensinya: Tinjauan Literatur. *Jurnal Diversita*, *7*(2), 133–140. https://doi.org/10.31289/diversita.v7i2.4493

Lee, H., An, S., Lim, G. Y., & Sohn, Y. W. (2021). Ethical Leadership and Followers' Emotional Exhaustion: Exploring the Roles of Three Types of Emotional Labor toward

Leaders in South Korea. *International Journal of Environmental Research and Public Health*, *18*(20), 10862. https://doi.org/10.3390/ijerph182010862

McAllister, D. J. (1995). Affect- and Cognition-Based Trust as Foundations for Interpersonal Cooperation in Organizations. *Academy of Management Journal*, *38*(1), 24–59. https://doi.org/10.5465/256727

Noerchoidah, Ariprabowo, T., & Nurdina. (2022). Efikasi Diri dan Perilaku Inovatif: Peran Dukungan Organisasi. *Jurnal Ilmu Manajemen*, *10*(4), 1026–1036. https://doi.org/https://doi.org/10.26740/jim.v10n4.p1026-1036

Özdemir, G., & Büyükyılmaz, O. (2025). Organizational Trust and Its Impact on Employees' Voluntary Contributions: A Study on Organizational Citizenship Behavior. *Journal of Economy Business and Management*, *9*(1), 86–130. https://doi.org/10.7596/jebm.1714289

Podsakoff, P. M., Mackenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). *Organizational Citizenship Behaviors: A Critical Review of the Theoretical and Empirical Literature and Suggestions for Future Research*.

Pradana, D. A. B. F., Bagis, F., Astuti, H. J., Endratno, H., Muhammadiyah, U., & Corresponding, P. (2025). Inclusive Leadership and Proactive Personality in Fostering Innovative Work Behaviors: The Mediating Role of Creative Self-Efficacy among Employees in the Hotel and Tourism Sector. *Jurnal Manajemen Bisnis*, *4*(1), 101–120. https://doi.org/10.55927/jambak.v4i1.156

Prasetyo, Y., Farhanindya, H. H., & Mawaddah, N. A. (2025). Organizational Citizenship Behavior pada Karyawan: Peranan Quality of Work Life dan Komitmen Organisasi. *Jurnal Psikologi Perseptual*, *10*(1), 106–119. https://doi.org/10.24176/perseptual.v10i1.14244

Rantika, S. D., & Yustina, A. I. (2021). Effects of Ethical Leadership on Employee Well-Being: The Mediating Role of Psychological Empowerment. *Journal of Indonesian Economy and Business*, *32*(2), 121–137.

Setiawan, H., Sulistyowati, L. N., & Sari, S. D. (2022). Organizational Citizenship Behavior Toward Organization Effectiveness. *Jurnal Ilmiah Bisnis Dan Ekonomi Asia*, *16*(2), 345–355. https://doi.org/10.32815/jibeka.v16i2.1076

Shalma, U., N., H. I., & Abrilia, H. (2024). Peran Orientasi Pembelajaran Dan Kepribadian Proaktif Terhadap Perilaku Kerja Inovatif Dengan Creative SelfEfficacy Variabel Mediasi. *Jurnal Perspektif*, *22*(1).

Tangkawarow, G. E., & Tanoto, S. R. (2023). The Influence of Ethical Leadership on Employee Performance through Organizational Citizenship Behavior and Intrinsic Motivation. *Petra International Journal of Business Studies*, *6*(2), 122–132. https://doi.org/10.9744/petraijbs.6.2.122-132