



The Influence of Transformational Leadership, Perceived Affirmation Policy and Educational Process on the Pro-Organizational Behavior of the Indonesian Army Non-Commissioned Officers

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Abstract

This study aims to expose and analyze the role of transformational leadership, perceived affirmation policy, and the educational process in understanding, explaining, and predicting pro-organizational behavior of the Indonesian Army Non-Commissioned Officer (TNI AD NCOs). Furthermore, this study uses a survey method in collecting data with a purposive sampling technique. The number of TNI AD NCOs involved in this research are in total of 176 people serving in the Papua and West Papua regions. A questionnaire tool was used to collect data using a Likert Scale as a measurement scale. Data of this research is processed using multiple linear regression data analysis techniques with a stepwise procedure. Generally, the research shows that transformational leadership, perceived affirmation policy, and the educational process are able to explain and predict the pro-organizational behavior of TNI AD NCOs.

Keywords: *Survey; Multiple Linear Regression; Likert scale; Pro-Organizational Behavior*

Introduction

Non-commissioned officers (NCOs) are the backbone in every level of the unit in the Indonesian Army. They are the liaison between enlisted soldiers and commissioned officers. Even though commissioned officers have managerial skills in managing a unit, in terms of managing technical matters, the NCOs often have more control. In fact, in a combat unit, Training NCOs are asked to train the Platoon Commanders who are the new officers entering the unit. Likewise, in America and Australia, NCOs has also proficient in technical skills.

However, there are also various kinds of problems related to the behavior of the TNI AD NCOs which tend to be negative, such as the misuse of firearms, ammunition and explosives, drug abuse, desertion and insubordination, fights against people and Police, immoral violations, fraud, robbery and theft, gambling, backing illegal logging, mining, and fishing (Purnamasari, 2020). Table 1 shows data on violations of law, discipline and order (*pelanggaran hukum, disiplin, dan tata tertib/garkumplintatib*) committed by the TNI AD NCOs in 2019-2021.

Table 1, Summary of *Garkumplintatib* Committed by the TNI AD NCOs in 2019-2021.

No	Location	2019	2020	2021
1	2	3	4	5
1	Kodam I/BB	81	69	39
2	Kodam II/SWJ	48	37	48
3	Kodam III/SLW	36	25	25
4	Kodam IV/DIP	36	34	34
5	Kodam V/BRW	51	43	36
6	Kodam VI/MLW	31	14	27
7	Kodam IX/UDY	32	31	43
8	Kodam XII/TPR	44	17	23
9	Kodam XIII/MDK	45		22
1	2	3	4	5
10	Kodam XIV/HSN	23	35	13
11	Kodam XVI/PTM	28	21	13
12	Kodam XVII/CEN	74	42	30
13	Kodam XVIII/KSR	32	21	10
14	Kodam JAYA	26	31	23
15	Kodam IM	52	21	31

Sumber: Internal TNI AD

Based on Table 1, the number of violations committed by TNI AD NCOs are still quite high and fluctuating from 2019. Therefore, it is necessary to identify the reasons to this fact. Furthermore, this phenomenon is additionally emphasized by several negative opinions and impressions circulating in the community regarding the TNIAD NCOs who are in this case serve as the Village Superintendent (*Bintara Pembina Desa/Babinsa*). The number of violations committed by the Babinsa automatically caused unrest among civil society (Purnamasari, 2020). Moreover, the anxiety caused here is also related to side jobs which are sometimes carried out by the Babinsa so that the citizen feel uncomfortable in their lives regarding this matter (Moerti, 2016).

As stated by Santoso (2018) in his study, many TNI AD NCOs carry out side jobs, such as working as motorcycle taxi drivers, opening basic food stalls at home, and even engaging in illegal activities, for example being back-ups for petty gamblers. Furthermore, based on his research, eventually many people have a negative view of the presence of the TNI AD NCOs in their neighborhood.

Furthermore, in accordance with statement by Santoso (2018), Purnamasari (2020) in stated that a number of TNI AD NCOs had committed several violations, such as attacks and vandalism at the Ciracas Police Headquarters and a number of places in Ciracas and Pasar Rebo, East Jakarta, in Saturday (29/8/2020) early morning. This action is considered to have damaged the good name of the Indonesian Army organization which at the end became troubling and embarrassing to the organization (Purnamasari, 2020). The incident brought disappointment to many people, especially since it was carried out by a number of the TNI AD NCOs. Thus, the negative perceptions emerged from the surrounding community regarding the behavior of the TNI AD NCOs were always rude and arrogant.

Based on a series of observations and research conducted, in general, the community has a negative perception of the existence of the TNI AD NCOs in their neighborhood. This was confirmed by previous research conducted by Kelvin (2016). Suwandi (2016) also stated that even though a survey mentioned that the Indonesian Army was the most trusted state institution by the public, there were still many people who believed that the organization had entered, both the civilian and police domains in maintaining the state security. Indeed, this fact caused unrest among civilians (Suwandi, 2016).

Furthermore, Hermawan (2016) affirmed that there is an acknowledgment that being a soldier is a profession which does not promise material wealth. This is in accordance with a statement by Commander of Military Area Command (Pangdam) II/Sriwijaya, Major General Purwadi Mukson, S.I.P., at the Opening Ceremony of Indonesian Army First Enlistment Education Batch I Phase I Academic Year 2016 at Secata Ceremony Field, Rindam II/Sriwijaya (Hermawan, 2016). According to Hermawan (2016), this statement shows that becoming a soldier is not a profession with material wealth guaranteed. On the other hand, this profession is full of challenges, risks and sacrifices. The soul and body of a soldier are only dedicated to the interests of the nation and the state in order to maintain the safety of the nation and uphold the sovereignty of the Unitary State of the Republic of Indonesia (Herman, 2016).

There is an interesting phenomenon that even though there are so many negative perceptions from the public to the Indonesian Army's soldiers, the interest of civilians who want to become TNI AD NCOs is increasing. This phenomenon is vividly seen in the eastern part of Indonesia. For example, as mentioned by Talla (2021), the interest of Ambon City's young people in the registration of TNI AD NCOs Academic Year 2021 at Kodim 1504/Ambon is enormous compared to the previous year. Likewise, Antara (2021) declared that native youth Papuans are highly enthusiastic in registering to become TNI AD NCOs. In point, Village Superintendents (Babinsa) visited the villages to encourage the interest of the young people (Antara, 2021). Thus, this fact further shows that becoming the TNI AD NCOs is still considered an interesting profession.

Based on this phenomenon, it turns out that there are also other interesting facts. Since 2019, according to Hanafi and Mariono (2019), in the process of enrolment of the TNI AD NCOs, the affirmation policy has been implemented which prioritizes native men and women to meet the need for Babinsa. Furthermore, according to an internal information from the Indonesian Army, the affirmation policy was mostly implemented in the eastern part of Indonesia.

This policy, of course, will increase the interest and enthusiasm of young people to become a soldiers, especially TNI AD NCOs. This becomes an interesting phenomenon, that is, even though the public's perception to the Indonesian Army's soldiers is negative, there are still many people who wish to become a TNI AD NCOs. Furthermore, it is a contradictory when the affirmative policy applied in the selection for recruiting the TNI AD NCOs causes more and more civilian to register. However, when they become TNI AD NCOs, they tend to commit crimes and damaging the Indonesian Army's image.

Related to this phenomenon, there are four important concepts considered to be able to understanding, explaining, and predicting this phenomenon. The first concept is the affirmative action. Schuck (2002) stated that affirmation policy is an action taken by a group of individuals and the ability to access certain groups which they think require special treatment. Furthermore, Holzer and Neumark (2000) emphasized that affirmation policy can be distinguished from other anti-discrimination measures by requiring proactive steps to erase differences between women and men, as well as minorities and non-minorities.

The implementation of a policy of affirmative action should cause organizational members to have good organizational citizenship behavior in order to achieve organizational goals (Tierney, 1997). With regard to the affirmation policy, sorts of violations by TNI AD NCOs which have occurred and have been described previously show that the affirmation policy in the selection for TNI AD NCOs can

actually lead to counterproductive consequences in the behavior of Non-Commissioned Officers in the Indonesian Army.

In fact, the affirmation policy in the military environment are actually efforts made to overcome the issue of the need for equality between the majority and minority groups (Butler, 1992). Furthermore, according to Butler (1992), the affirmation policy aimed at soldier members really needs to be carried out in the right way, in which case, even if it is carried out, the affirmation policy must not exclude the absolute requirements of passing grade and promotion must be based on the established performance criteria so that the affirmation policy objectives can be achieved. Thus, apart from the various pros and cons regarding the affirmation policy in recruiting the TNI AD NCOs, in general, especially in the eastern part of Indonesia, civilian have a positive perception and attitude towards the existence of this policy. This is shown by the continued increase in the interest of civilian in registering to become a TNI AD NCOs.

The second concept is the theory of leadership. Definitions of leadership vary widely. In a broad definition, leadership is the process of influencing in determining organizational goals, motivating the behavior of followers to achieve goals, influencing to improve the group and its culture (Bass & Riggio, 2006). In addition, it also influences the interpretation of events for its followers, the organization of activities to achieve these goals, maintaining cooperative relationships and group work, obtaining support and cooperation from people outside the group or organization (Yukl, 2013).

The behavior of the TNI AD NCOs is also influenced by the behavior of their leaders. Overall, leadership style is highly influential on organizational citizenship behavior (Yukl, 1989, 2008). Organ (1990) and Podsakoff, et.al. (2000) stated that organizational citizenship behavior consists of being serious, helpful, and responsible subordinate behavior; perform work beyond the expectations of superiors; get involved in organizational arrangements; and improving aspects of the job even though the job innovation is not really needed. In the military context, leadership is considered as the ability to increasing positive group behavior and at the same time influencing the success of a mission (Department of the United States Airforce Academy, 2012).

The third concept is pro-organizational behavior. Organizations must believe that to achieve excellence, it is necessary to strive for the highest individual performance. Basically, individual performance can affect team performance and ultimately affect overall organizational performance (Graham, 1991). The behavior demanded by the organization is not only in-role behavior, but also extra-role behavior. Extra-role behavior is highly essential because it provides better benefits to support the sustainability of the organization (Graham, 1991). Extra-role behavior within the organization is known as Organizational Citizenship Behavior (Smith, et.al., 1983). According to Organ (1997), Organizational Citizenship Behavior (OCB) is an individual behavior which is not regulated by the organization, and is not taken into account in the formal reward system, but this behavior will encourage the effectiveness and efficiency of the overall organizational function.

Those behaviors will include learning new tasks, volunteering to do something for the benefit of the group, and being more oriented towards new employees (Organ, 1997). The facts show that organizations which have employees with good Organizational Citizenship Behavior will have better performance than other organizations (Robbins & Judge, 2013).

Moreover, the antecedents of the behavior of companies' members, organizations or institutions are often associated with the educational or training process which they undergo (for example, Truitt, 2011; Elnaga & Imran, 2013; Cannon-Bowers, et.al., 1995). Truitt (2011), Elnaga and Imran (2013), and Cannon-Bowers, et.al. (1995) stated that education can be interpreted as a learning process for individuals to achieve higher knowledge and understanding of certain and specific objects.

This knowledge is obtained formally which causes individuals to have patterns of thought and behavior in accordance with the education they have received (Truitt, 2011; Elnaga & Imran, 2013; Cannon-Bowers, et.al., 1995). Furthermore, according to Truitt (2011), Elnaga and Imran (2013), and Cannon-Bowers, et.al. (1995), the educational factors undertaken by individuals in an organization greatly determine positive organizational citizenship behavior. Eventually this will have a positive influence on increasing motivation and goals which can further improve the performance.

Research Problem Formulation

The formulation of the problem which will be revealed, analyzed, and discussed in this research is regarding the theory of transformational leadership, the concept of perceived affirmation policy, and the educational process in understanding, explaining, and predicting organizational citizenship behavior. Regarding transformational leadership, Avolio, et.al. (1999) and Bycio, et.al. (1995) stated that the four dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individual considerations) still generate debate in relation to organizational citizenship behavior. Based on this fact, Bono and Judge (2004) stated that it is necessary to disclose and further analyze the discriminant validity and predictive validity of transformational leadership constructs in explaining and predicting organizational citizenship behavior.

Regarding the educational process, Alliger, et.al. (1997) and Arthur, et.al. (2003) affirmed that it is necessary to disclose the effectiveness of the educations/training which has various criteria selected according to the situation and conditions of the trainees. Furthermore, they stated that it was highly fascinating to reveal the influence on organizational citizenship behavior. This is in accordance with the statement from Tannenbaum and Yukl (1992) that training participants must demonstrate the results of training through behavior change. According to them, behavior is a measure of actual performance at work and can be used to identify the effect of training on actual work performance.

With regard to the affirmation policy, many researchers said that the effect of affirmation policy on organizational citizenship behavior must be disclosed on an ongoing basis. Hitt and Keats (1984) have stated that affirmation policy programs have an essential role in shaping the attitudes of individuals who are affected by it. In accordance with Hitt and Keats (1984), Crosby (1994) also gave strong support that affirmative policies greatly determine the formation of attitudes and behavior of organizational citizenship.

Based on this above description, here the author aims to reveal and analyze the role of transformational leadership, perceived affirmation policy, and educational processes in understanding, explaining, and predicting organizational citizenship behavior. According to the background of this study, the author expects to reveal and analyze the role of transformational leadership, perception affirmation policy, and the educational process in understanding, explaining, and predicting pro-organizational behavior in the TNI AD NCOs who serve in Kodam XVII/Cenderawasih and in Kodam XVIII/Kasuari.

Discussion

Transformational Leadership

Transformational leadership is a leader's style of behavior which moves followers beyond self-interest through ideal influence (charisma), inspiration, intellectual stimulation, or individual consideration (Yammarino, et.al., 1993; Bass & Avolio, 1995). This leadership style will increase the maturity of subordinates/followers and ideals as well as concern for achievement, self-actualization, and the welfare of other people, organizations and society (Conger, et.al., 2000; Judge & Bono, 2000).

Related to transformational leadership styles, idealized influence and inspiring leadership will be seen when the leader has the desired future/organizational vision, and articulates the process for achieving it, sets an example to follow, sets high performance standards, and shows determination and self-confidence (Pounder, 2001; Avolio, et.al., 1999). Furthermore, subordinates/followers wish to identify themselves with such leadership (Sosik, et.al., 1998; Bass, et.al., 1987).

Intellectual stimulation will be seen when leaders help subordinates/followers become more innovative and creative (Pounder, 2001; Avolio, et.al., 1999). Additionally, individual consideration will be seen when leaders pay attention to the needs for the development of followers and support as well as train the development of their subordinates/followers (Pounder, 2001; Avolio, et.al., 1999).

H1: Transformational Leadership Influences the Pro-organizational Behavior

Perceived Affirmation Policy

From the perspective of an organizational theory, affirmation policy can be seen as environmental irritants which require organizations to develop strategies to respond to these environmental factors. Thus, affirmation policy has important consequences on several dimensions of organizational behavior. Intra-organizationally, the impact of affirmation policy centers on the organization's process of adapting its structure to respond to the changing demands of it. For example, when those who are considered a minority group are employed, issues emerged are issues, such as the distribution of human resources among the functional areas of the organization, as well as the impact of organizational effectiveness processes as a long-term consequence.

Affirmative action appears differently around the world and depends on the situation in the country. However, despite mounting evidence, it is often opposed and criticized by those at a disadvantage or by those who believe that affirmative action violates the principle of meritocratic justice (Gu, et.al., 2014; Adam, 2000). Such perceptions often have far-reaching effects on people's attitudes toward organizations, individuals, their own performance, job satisfaction or group dynamics.

H2: Perceived Affirmation Policy Influences the Pro-organizational Behavior

Educational Process

Education is a process of teaching and learning activities which also plays a role in determining the success of students. Furthermore, from the educational process, there will be a reciprocal activity between the instructor and students towards a better goal. The educational process is a process in which there are interaction activities between instructor-students and reciprocal communication which takes place in educative situations to achieve learning goals (Acedo, 2011). In the learning process, instructors and students are two components which cannot be separated (Barakat, et.al., 2013). Between these two components, mutually supportive interactions must be established so that student learning outcomes can be achieved optimally (Ahonen, 2014).

In the opinion of Asuga and Eacott (2012), education can be interpreted as all efforts or teaching and learning processes in the context of creating an effective and efficient teaching and learning process. In line with that, Acedo (2012) also argues that education can be defined as a process in which an activity originates or changes through the reaction of a situation encountered and the characteristics of the change in activity which cannot be explained based on the tendencies of the original reaction, maturity or temporary changes. Therefore, education is a continuous and never-ending process, so that it can produce sustainable quality, which is aimed at the realization of a future human figure, and is rooted in the nation's cultural values and Pancasila (Gunawan, 2012).

H3: Educational Process Influences the Pro-organizational Behavior

Based in the literature review and the development of hypotheses, the reasearch model can be seen as described in Figure 1.

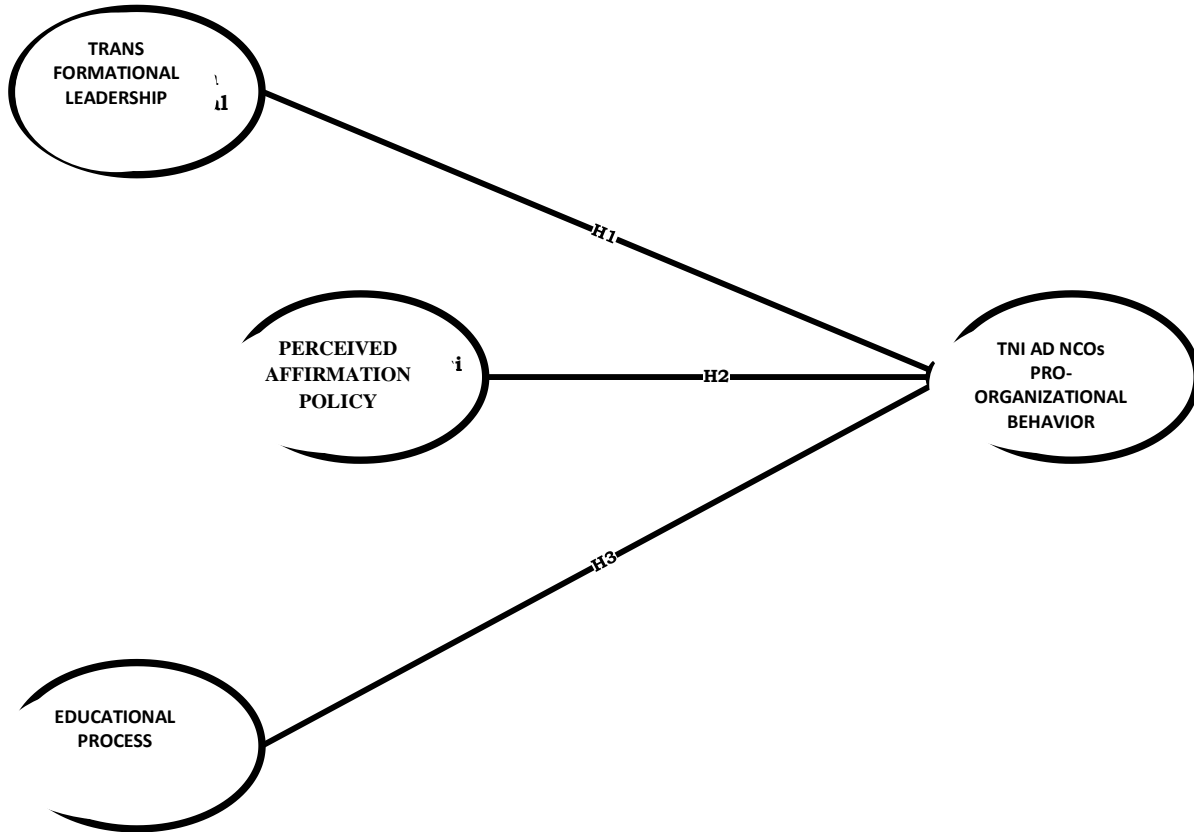


Fig. 1, Research Model

Research Method

The research consists of qualitative and quantitative stages. The qualitative stage will be carried out from August to October 2022. The purpose of this stage is to gather initial information about the transformational leadership, perceived affirmation policy, and the educational process which has been undertaken. This stage involved 30 respondents who were considered key informants, to be specific, the TNI AD NCOs who served at Kodam XVII/Cenderawasih and at Kodam XVIII/Kasuari. The initial interview was conducted online using a Google form. The results of this qualitative stage are used as the basis for compiling a questionnaire which will be used in the second stage, that is the quantitative stage. At least 10% of the main ideas which are considered the same and produced at the qualitative stage are used as the basis for compiling the questionnaire.

The quantitative stage was carried out by distributing questionnaires which were considered to have good face validity and content validity. Before distributing the questionnaires to the actual respondents, a construct validity test was carried out by distributing the questionnaires to 100 respondents. The results of distributing the questionnaires were then processed using SPSS software using the Principal Component Factor Analysis method. The results of the construct validity test in this study

were good. This is indicated by good discriminant validity test results, to be specific if all measurement indicators for each construct are not united/separated from the measurement instruments of another construct and produce a factor loading value of > 0.5 , this indicates that the constructs measurement has good discriminant validity. Convergence validity shows that the values obtained from the questions that measure the same concept have a high correlation (Hair, et.al., 2010). Convergence validity testing is done by calculating based on the formula:

$$AVE = \frac{\sum_{i=1}^n (\lambda_i^2)}{n} \dots\dots\dots \text{(equality 1)}$$

n = total measurement indicators; λ_i = loading factor (Fornell dan Larcker, 1981; Hair, et.al., 2010)

If the calculation results in the AVE value exceed 0.5, it means that the construct has good convergence validity (Hair, et.al., 2010). The results of this study produce an AVE value of > 0.5 for each of the constructs measured.

This study uses a population who are members of the TNI AD NCOs serving at the Kodam XVII/Cenderawasih and at the Kodam XVIII/Kasuari. The sampling technique uses purposive sampling. As stated by Hair, et.al. (2014), when using multiple linear regression analysis techniques, the ideal sample size is 15-20 times the number of independent variables to guarantee the power of generalization of research results. Furthermore, when multiple linear regression with a stepwise procedure is used as the data analysis technique, according to Hair, et.al. (2014), the ideal sample size is 50 times the number of independent variables. Therefore, the required sample size in this study is 50 times of the three independent variables, that is 150 respondents. Thus, the author determines the required sample size is 200 respondents.

Data analysis technique will be using multiple linear regression. Regarding measurement indicators, this study adopts previous studies which are adapted to the background of this research.

In this study, there are four constructs which will be measured: transformational leadership, perceived affirmation policy, educational processes, and pro-organizational behavior, which have been carried out by previous researchers using the same research instrument, even though the context studied is different. These researchers are including Gorman and Thomas (1991), Griffith and Perry (1993), Griffith (2008), Mael and Ashforth (1992), Woodruff (2017), Yukl (2013), Northouse (2016), Beckman (2004), Button and Rienzo (2003), Moreno (2003), Technical Instructions for Implementing Education in the Indonesian Army (2012), Organ (1997), and Podsakoff, et.al. (2013). The measurement scale used is a Likert scale (1 to 5; Strongly Disagree – Strongly Agree).

Results and Discussion

In this study, there were 200 copies of questionnaires distributed. However, only 176 questionnaires were returned and deserved further analysis. Therefore, the response rate generated in this study was 88%. Thus, it is still considered feasible and good because it is above 80%. As stated by Aaker, et.al. (2013), the ideal response rate is at least 80% because it has a small possibility for research results to experience non-response bias.

Table 2, Respondents' Profiles and Characteristics

Profile	Number	Percentage
Gender		
Male	176	100
Female	0	0
Age (year)		
< 20	8	4,54
20 – 25	47	26,70
26 – 30	84	47,73
31 – 35	37	21,02
> 35	0	0
Marital Status		
Married	107	60,79
Have never been married	60	34,09
Levels of education		
SMA (high school)	130	73,86
D3 (associates degree)	32	18,18
S1 (bachelor's degree)	14	7,95
S2 (master's degree)	0	0
Length of Work experience (year)		
3	3	1,70
1 – 5	8	4,55
6 – 10	113	64,20
11 – 15	52	29,55
> 15		
Expenses		
0 – 1,000,000	44	25
1,000,001 – 2,500,000	77	43,75
2,500,001 – 5,000,000	55	31,25
5,000,001 – 10,000,000	0	0
More than 10,000,000	0	0

Therefore, it can be concluded that the majority of respondents in this study were men aged 26-30 years, married, and their education level was high school. In majority, they have a working period of 11-15 years with a monthly expenditure level of Rp1,000,001 – Rp. 2,500,000. 2.500.000.

Validity and Reliability Tests

Table 3, The Results of Validity and Reliability Tests

Construct (Cronbach Alpha)	Item	Factor Loading	AVE (Average Variance Extracted)	Composite Reliability
Transformational Leadership (0.896)	TL1	.800	0.657	0.910
	TL2	.853		
	TL3	.706		
	TL4	.813		
	TL5	.870		
Perceived Affirmation Policy (0.858)	AP1	.582	0.717	0.922
	AP2	.692		
	AP3	.877		
	AP4	.888		
	AP5	.879		
	AP6	.914		
	AP7	.911		
	AP8	.901		
Educational Process (0.841)	EP1	.669	0.611	0.864
	EP2	.680		
	EP3	.720		
	EP4	.782		
	EP5	.733		
	EP6	.887		
	EP7	.861		
	EP8	.823		
	EP9	.849		
Pro-Organizational Behavior (0.833)	OCB1	.626	0.525	0.857
	OCB2	.683		
	OCB3	.795		
	OCB4	.719		
	OCB5	.786		

Table 3 shows the results of the validity and reliability tests of each construct in this study. The test results show that the construct validity in this study which includes discriminant validity and convergence validity is good. This is indicated by the factor loading value of each indicator in each construct which is above 0.5. AVE values which exceed 0.5 also indicate that each construct has good

convergence validity. The results of the reliability test are also the same. Each construct has a Cronbach Alpha and Composite Reliability value of more than 0.6.

Results of Multiple Linear Regression Test

Based on the multiple linear regression analysis technique with the stepwise procedure, the Adjusted R Square is 0.459 (45.9%). This shows that transformational leadership, perceived affirmation policy, and educational processes are able to explain and predict the variance of pro-organizational behavior. As affirmed by Cohen (1988), the effect size category R square are small (0.02), medium (0.13), and high (0.26). Thus, the effect size R square in this study is strong.

Table 4, Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
		B	Std. Error	Beta	t		Tolerance	VIF
1	(Constant)	15.997	1.094		14.621	.000		
	TL2	.563	.038	.624	14.902	.000	1.000	1.000
2	(Constant)	9.276	1.456		6.372	.000		
	TL2	.482	.038	.535	12.783	.000	.894	1.118
	AP2	2.870E-9	.000	.274	6.555	.000	.894	1.118
3	(Constant)	8.666	1.475		5.875	.000		
	TL2	.472	.038	.524	12.500	.000	.881	1.135
	EP2	2.755E-9	.000	.263	6.281	.000	.881	1.135
	AP2	.001	.000	.087	2.172	.031	.959	1.043

- Dependent Variable: OCB2

Table 4 shows the results of multiple linear regression tests with a stepwise procedure. The test results show that in this study, the three independent variables, to be specific transformational leadership (TL2), perceived affirmation policy (AP2), and educational process (EP2) have a positive and significant influence on pro-organizational behavior. This can be seen in the statistical test results, that is the p value <0.05 and the t statistic > 1.96. Thus, based on the test results, the four hypotheses proposed in this study are well supported.

Hypothesis one which states that transformational leadership has an effect on pro-organizational behavior of the TNI AD NCOs is well supported. The results of this study increasingly show the role of transformational leadership in shaping good organizational citizenship behavior.

According to Bass (1990, 1998), transformational leadership is considered effective in any situation or culture. This theory of leadership shows that under any circumstances, transformational leadership is constantly relevant or effective. In support of this assertion, a positive relationship between transformational leadership and effectiveness has been demonstrated for many leaders at various levels of authority, in various types of organizations, and in several countries (Bass, 1998). According to the background of this research, all TNI AD NCOs have good pro-organizational behavior which is significantly influenced by transformational leadership.

The second hypothesis which states that perceived affirmation policy influences pro-organizational behavior is well supported. Affirmative action is preferential treatment intended to be part

of the majority from a position for example in a workplace, organization or university, to underrepresented groups. This concept aims to specifically support groups based on characteristics, such as gender, ethnicity, skin color, social class or disability who have a history of injustice (Premdas, 2016; Gu, et.al., 2014; Jackson & Garcia, 2010). There are several reasons to the recommendation of affirmative action to be applied even though the principle of equal treatment is generally accepted in society. One of the reasons is that a system of equal treatment in theory is not achieved in practice, as the result, government regulations are applied as instruments to achieve greater formal equality (Gu, et.al., 2014).

Various theories about the psychological impact of affirmative action on individuals and how it has a positive or negative effect on organizations are found in various literature (Premdas, 2016; Duffett, 2010; Brundin, et.al., 2009). Furthermore, Premdas (2016), Duffett (2010), and Brundin, et.al. (2009) show that organizational members who feel that there is an affirmation policy will show the organizational citizenship behavior. This behavior can arise pros and cons depending on the interests of each member of the organization (Premdas, 2016; Duffett, 2010; Brundin, et.al., 2009). As the background of this research, the TNI AD NCOs served at the Kodam XVII/Cenderawasih and at the Kodam XVIII/Kasuari felt that there was an affirmation policy towards those who were native people of the region when they became members of the Indonesian Army. This causes them to have pro-organizational behavior in order to achieve both personal and organizational goals.

The third hypothesis which states that the educational process influences pro-organizational behavior in this study is also well supported. Military Basic education is education to form enlisted soldier to become non-commissioned officers or non-commissioned officers to become officers which is pursued through basic education for ranks (Technical Guidebook for the Implementation of Education in the Indonesian Army Domain, 2012). The Indonesian Army's Soldier Education serves to support the soldier development system which more broadly supports the national defence system in particular and the national life system in general (Technical Guidebook for the Implementation of Education in the Indonesian Army Domain, 2012). Meanwhile, the main function of the Indonesian Army's Soldier Education in the Indonesian Army's soldier development system is to increase the potential of the Indonesian soldiers so that they have a fighting spirit embedded with *Sapta Marga* and *Sumpah Prajurit*, knowledge, skills, and physical capabilities needed to carry out the Army's duties (Technical Manual Implementation of Education in the Indonesian Army Domain, 2012).

The development of the Indonesian Army's soldiers is an activity that aims to increase the quality and quantity of the Army's soldiers, so that the development of the Indonesian Army's soldiers must have a close relationship with the implementation of education because education is essentially a process of investing in human capabilities in order to achieve certain goals (Technical Manual of Implementation Education in the Indonesian Army Domain, 2012). Based on the Technical Guidebook for Organizing Education in the Indonesian Army (2012), in forming the soldiers who are professional, improving the quality of the Indonesian Army's soldiers now and in the future is a top priority which must be realized through fostering Army education. Consequently, every soldier in the Indonesian Army has few qualities as listed in the following. a) Good mental personality with high motivation and dedication in carrying out the duties of the national defence function, b) intellectuality, includes extensive knowledge and reliable skills in accordance with the tasks and duties, and c) good posture and physical ability in order to carry out the task. Thus, the existence of this achievement, the behavior of the TNI AD NCOs is a positive pro-organizational behavior which always maintains the good image of the Indonesian Army.

Conclusion

Research in general shows that transformational leadership, perceived affirmation policy, and the educational process are able to explain and predict the pro-organizational behavior of the TNI AD NCOs. The transformational leadership style felt by the TNI AD NCOs is able to form good pro-organizational behavior in relation to maintain the good image of the Army to all Indonesian people. As the concept of transformational leadership, leaders are able to encourage the TNI AD NCOs to behave in a proactive manner, increase attention to the common interests of subordinates, and help subordinates achieve goals at the highest level. A leader with a transformational style constantly tries to raise the enthusiasm of the TNI AD NCOs to develop and achieve performance which exceeds previous performance.

The affirmation policy implemented in the Indonesian Army forms a positive perception to the TNI AD NCOs, that this policy provides opportunities for native men and women to be able to join as the Indonesian Army soldiers. Thus, this will encourage the TNI AD NCOs to always show good pro-organizational behavior as a reflection of soldier's loyalty and responsibility for the organization.

The educational process which has been passed has shaped the mental and physical performance of the TNI AD NCOs so that the performance shown will be even better as a reflection of good pro-organizational behavior. The research results can be used as a basis for stakeholders in government and private organizations in designing the application of leadership styles, affirmation policy, as well as training and development programs which are considered capable of increasing the competence of organizational members.

Limitations

This present research has a number of limitations. First, this research only involved TNI AD NCOs who served at Kodam XVII/Cenderawasih and at Kodam XVIII/Kasuari. Henceforth, it is expected that the research carried out can involve all TNI AD NCOs serving at Military Area Command throughout Indonesia so that generalizations of research results can be carried out. Second, this research only involves one rank in the TNI AD i.e. Indonesian Army Non-Commissioned Officer (NCOs). The different characteristics of different ranks in TNI-AD will presumably lead to more varied findings in the research. Third, this research involves respondents from only one gender, that is male. Therefore, respondents' differences that are caused by gender difference will also limit the generalization of the findings to the female TNI AD NCOs members.

Future studies are expected to reveal and analyze the variables which are considered to mediate and moderate the relationship between the independent and dependent variables so that the ability of the predictor variables to explain and predict the dependent variable becomes better.

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