

THE RELATIONSHIP BETWEEN ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) AND THE PERFORMANCE OF XYZ VOCATIONAL SCHOOL TEACHERS IN BOGOR DISTRICT

Dadang Suhermawan¹, Kusumastuti Dyah Pratiwi² & Rastia Rahmasya'bani³

email : suhermawan02@gmail.com¹, rahmasyahbanirastia@gmail.com², kpratiwi2020@yahoo.com³

faculty of Psychology

Professional Psychology Masters Study Program

Persada Indonesia University Y.A.I. Jalan Jakarta INDONESIA

ABSTRACT

Organizations want the human resources within them to support the success of the organization through their performance. Employee performance as human resources is an important element in realizing the vision, mission and goals of a company. Employee performance is influenced by many factors, one of which is Organizational Citizenship Behavior (OCB), which is voluntary behavior carried out by employees that goes beyond the demands of their formal role and makes a positive contribution to the organization. The research method used is quantitative using the task interdependence scale and the OCB scale. The research sample consisted of 50 teachers selected using purposive sampling technique. The results of data analysis show that there is a positive and significant relationship between OCB and teacher performance ($r = 0.45$; $p < 0.01$). This means that the higher the OCB felt by the employee, the higher the performance shown by the employee. Implications and suggestions for further research are also discussed in this study.

Keywords: Teacher Performance, Organizational Citizenship Behavior.

INTRODUCTION

Bernardin & Russell (1998) say that HR assets can be a source of sustainable competitive advantage for organizations. Human resources with their knowledge and expertise can use other resources owned by the organization to achieve organizational goals. HR can be an innovator in the organization and bring the organization to the peak of success in the business it is involved in. Human resources who have a high work ethic can form a good organizational work culture. These HR assets have knowledge and social complexity that are difficult for competitors to imitate (Tarumingkeng, 2004).

Especially in the field of education, a teacher as an educator will provide benefits for creating good human resources in the future as a nation. One of the efforts to improve the quality of education is by improving teacher performance, the role of teachers which is very influential on their students (Azeem and Omar, 2018). According to Busro (2018), performance is work performance, namely the comparison between work results and established standards, so a teacher can be said to be a quality resource if his performance can meet the standards set by the school. According to Isjoni (2004) that "the measure of a teacher's performance can be seen from the sense of responsibility in carrying out the mandate, the profession he holds, the sense of moral responsibility on his shoulders. All of this will be seen in his obedience and loyalty in carrying out his teaching duties inside and outside the classroom.

As explained in Republic of Indonesia Government Regulation Number 17 of 2010 article 76, vocational secondary education functions: 1. To improve, appreciate and practice the values of faith, noble morals and noble personality; 2. Increase, appreciate and practice national values and love of the country; 3. Equip students with scientific and technological abilities as well as professional honesty skills in accordance with community needs; 4. Increase sensitivity and ability to appreciate and express beauty, subtlety and harmony; 5. Channeling talents and abilities in the field of sports, both for health and physical fitness and achievement; and 6. Increase physical and mental readiness to live independently in society and/or continue education to a higher education level.

To realize the goals of vocational schools contained in government regulations (PP), teachers are needed who have performance that is in line with these goals. Teacher performance can be seen in several attitudes, including absenteeism, the attitude of organizational members, and absence without explanation. Attendance is an important part in every educational institution, where attendance is the main support that can support every activity. The discipline possessed by a teacher will influence the teacher's performance. The results regarding the influence of discipline on performance are also in accordance with previous research. Catio states that there is a relationship between discipline and performance (Catio & Sunarsi, 2020).

Human resources as added value for a company's competitive advantage can also be identified through their behavioral patterns at work. Katz and Kahn (1966) have identified patterns of individual behavior that are necessary for organizations to function effectively, namely: (1) individuals must be in the system, low levels of absenteeism and turnover, (2) individuals carry out the required tasks or roles in accordance with the job description, by meeting the quality and quantity standards applied, and (3) the individual must demonstrate innovative and spontaneous behavior outside the given role description to achieve the goals, including being willing to work together with co-workers, protect organizational resources, and provide constructive suggestions to improve department or organizational performance.

Work behavior that exceeds formal or extra duties outside the job description that appears according to Smith, Organ and Near (1983) is called Organizational Citizenship Behavior (OCB). Citizenship behavior is defined as individual behavior that is carried out voluntarily, not directly or explicitly, and is recognized by ethics. reward and support the effectiveness of functions within the organization. OCB is carried out as behavior that can support the completion of work, which sometimes contributes more to the performance of colleagues or superiors.

OCB contributes to the functioning of organizations because this behavior involves spontaneous and innovative behavior which is an instrument of organizational effectiveness. OCB represents cooperative behavior that is not clearly formulated in the work role or formally compensated in the reward system. OCB emphasizes the concept of behavior that is not included in the formal reward and punishment system, including helping behavior, willingness to accept things that are less than ideal (sportsmanship). Carry out activities outside the organization that support the organization's image (civic virtue), prevent problems (courtesy), and work above the specified minimum requirements (conscientiousness).

Apart from that, strong social relationships with mutually adaptive coordination effects will create a sense of enjoyment for individuals at work. Even more so. This will result in satisfaction. Satisfaction and joy within the individual will influence perceptions which then influence the way the individual works, which can give rise to OCB.

Considering the importance of OCB in building organizational effectiveness and the magnitude of its role in improving group performance, researchers want to test the relationship between Organizational Citizenship Behavior (OCB) and teacher performance in one of the vocational schools in Bogor Regency.

Organizational citizenship behavior

Individuals will behave in organizations based on many factors. Starting from work motivation, job satisfaction and work commitment. Successful organizations are supported by individuals with high organizational commitment, from this commitment towards more advanced sustainability (Allen and Rush, 1998). An individual's sense of ownership of the organization supports the smooth implementation of programs implemented by the company, for example: if they are required to work overtime, help new colleagues, and be cooperative in every task. Work behavior is divided into behavior that is in accordance with the role (in-role) and behavior outside or exceeding the role (extra-role) (Katz and Kahn, 1966). In-role behavior is behavior that is based on the job description that has been prepared, in the form of carrying out the duties and responsibilities required by the role in the organization. This is different from extra-role behavior, namely individual behavior in the organization that is not explicitly mentioned in the job description but is very necessary and has quite a big influence on the effectiveness of the organization as a whole.

Dimensions of Organizational Citizenship Behavior

Organ (Podsakoff, Ahearn, and Mackenzie, 1997) identified dimensions of OCB, including altruism (helpful behavior), courtesy (preventing problems), cheerleading (maintaining a harmonious work environment), peace (keeping a calm work environment), sportsmanship (willingness to accept things that are less than ideal), civil citizenship (carrying out activities outside the organization that support the organization's image or reputation), and prudence (doing work above the specified minimum requirements). The dimensions of OCB are as follows:

A. Sportsmanship

Attitudes or behavior that look more at the organization in a positive direction than in a negative direction, for example: employees' willingness to tolerate less than ideal situations without protesting, not taking the situation lightly or causing problems.

B. Civic Virtue

Behavior that shows employees are responsible and participate in organizational activities, as well as paying attention to the life of the Company. This behavior can take the form of involvement and collaboration with the team as well as actively providing suggestions and constructive criticism for the survival of the organization.

C. Prudence

Behaviors that meet or exceed the minimum requirements of the role desired by the organization, for example: arriving on time or early, using time effectively, and working conscientiously.

D. Help

The behavior of helping other people in the context of work problems in the organization, for example helping new colleagues to start their work correctly.

E. Politeness

Behavior aimed at preventing work problems with coworkers or the organization. This includes providing advice and information that they know in solving problems so that other people can use them.

The OCB dimensions used in this research are based on research by Podsakoff, Ahearn, and Mackenzie (1997), namely sportsmanship, civic virtue, prudence, helpfulness, and courtesy.

These dimensions are dimensions that are widely used in OCB research because they are supported by a long history and have been empirically proven that grouping into behavioral dimensions is useful in describing the concept of OCB in various situations and organizations.

Teacher Performance

Teacher performance is an important role in carrying out their duties as an educator. With educational success, teachers are expected to be able to play the role of a good and ideal teacher. One way to improve it is to improve teacher performance. According to Satriadi (2016), teacher performance is the result of work that has been achieved by someone in an organization to achieve goals based on standardization or size and time adapted to the type of work and in accordance with established norms and ethics. According to Yusrizal et al (2015), teacher performance is a skill that will foster self-confidence to perform and be recognized by other parties. The abilities obtained include cognitive, affective and psychomotor aspects which must be utilized in solving problems that occur in everyday life. Teacher performance abilities can be assessed from the way they think, act and understand a problem.

Teacher performance is the work ability of each teacher in carrying out the tasks and responsibilities given, especially in the teaching and learning process, which includes 3 aspects, namely learning planning activities, learning implementation and interpersonal relationships:

- a. Learning planning, including determining learning materials and formulating objectives, planning the organization of teaching materials, planning learning scenarios, designing classroom management, planning assessment of student learning outcomes.
- b. In implementing learning, teachers can manage space, time and learning facilities, carry out learning activities in class, and demonstrate mastery of subjects, carry out evaluations of learning outcomes.
- c. Interpersonal relationships, namely developing students' positive traits and being open to students. Basically, teacher performance can be seen and measured based on competency specifications/criteria that every teacher must have.

Therefore, to measure teacher performance, the teacher performance scale instrument is used which refers to the basic competencies that teachers must have, especially those related to the teaching and learning process determined by the National Education Department. Teacher performance is measured using aspects and indicators according to Article 21 of the Joint Regulation of the Minister of National Education and the Head of the State Civil Service Agency Number 14 of 2010 concerning Instructions for the Implementation of Functional Teacher Positions and Credit Scores which consist of aspects of learning, implementation of learning, relationships between students and teachers, and other relevant task aspects attached to the implementation of the main tasks.

Factors that can improve teacher performance

Indrafachrudi (2000) divides the factors that influence performance into two categories, namely, internal factors and external factors. Internal factors are factors that originate from within a person that can influence a person's performance in carrying out their work, including; motivation and interests, talents, character, traits, age, gender, education and experience, while external factors are factors that come from outside a person that can influence his performance, including; physical environment, facilities and infrastructure, rewards, atmosphere, policies and administrative systems.

In theory, the concept of individual behavior in organizations is exchange theory, with a mutually beneficial relationship. Blau (Aryee and Chay. 2001) differentiates between social

exchange and economic exchange. Both forms of exchange tend to generate future expectations based on contributions, but not natural rewards. Economic exchange is contractual, contributions can be determined. In contrast to social exchange which is not detailed, the assumption is that each person is trusted to carry out their duties according to their wishes. Both types of exchange cover the issue of carrying out obligations implemented within the scope of the psychological contract.

Teachers who have OCB are influenced by several motives, namely: A. Prosocial values are the desire to help and build positive relationships with other people B. Organizational Concern, namely the desire to participate well in the organization, this is to show individual pride and commitment towards the organization C. Impression Management, namely the desire to appear good in behavior in front of colleagues and superiors to get praise. From the description above, it can be concluded that the OCB shown by teachers is an internal organizational factor that can support the teacher performance expected by the school organization.

DATA ANALYSIS METHOD

The data analysis method used in this research is data analysis using quantitative methods which are carried out using statistical methods. The hypothesis proposed in this research is that there is a positive relationship between Organizational Citizenship Behavior (OCB) and teacher performance as proven by the product-moment correlation technique.

PREPARATION, IMPLEMENTATION, RESEARCH RESULTS AND DISCUSSION

A. Research Preparation

This research was conducted on teachers at a vocational school in Bogor Regency. To run school operations, teachers who have good performance are needed. Research permits begin with an application for a permit and approval from the target school agency. The preparation of the measuring instrument was carried out by compiling two scales, namely: the Organizational Citizenship Behavior (OCB) scale (consisting of 67 items) and the perception of performance scale (consisting of 45 items). The measuring tools and dimensions used in this research use tools and dimensions that have been used previously by modifying them both in terms of language and content, adjusted to the cultural characteristics and research subjects. This is done so that the measuring instrument can measure precisely what you want to measure in this research. Meanwhile, the teacher performance scale is prepared based on aspects of teacher performance according to Article 21 of the Joint Regulation of the Minister of National Education and the Head of the State Civil Service Agency Number 14 of 2010 concerning Instructions for Implementing Teacher Functional Positions and Credit Scores, namely: 1) learning, including aspects of planning and implementing learning, evaluation and assessment, analysis of assessment results, and implementation of follow-up to assessment results; and 2) mentoring, including aspects of planning and implementation of mentoring, evaluation and assessment of mentoring results, analysis of mentoring results, and implementation of follow-up to mentoring results.

B. Assumption Test Results

The method used to analyze data and test hypotheses as explained in chapter 3 is product moment analysis from Pearson. The assumption tests that accompany this method include normality tests and linearity tests. The normality test is carried out to determine whether the distribution of research data follows a normal curve or not. After that, a linearity test was carried out between the OCB variables and Teacher Performance. Test these assumptions using analysis techniques in the SPSS for Windows 22.0 program menu. After testing the

assumptions and obtaining normal and linear data, the data is then processed using the product moment correlation technique to test the hypothesis.

C. Discussion

The results of quantitative research show that there is a significant positive relationship between OCB and Teacher Performance. This positive relationship is indicated by the correlation coefficient value r , 0.730, $p < 0.000$ ($p = 0.01$), thus the hypothesis tested in this research is increasingly accepted. The higher the OCB, the higher the teacher's performance at school. Conversely, the lower the OCB, the lower the teacher's performance.

The tendency for moderate to high levels of OCB can be associated with the description of research subjects based on length of service, which shows that all subjects have worked at the company for more than 1 year. Working period can influence OCB. Research by Sommers Bae, & Luthans (1996) states that the longer an individual works in an organization, the higher the perception that the individual has an investment in it, giving rise to citizenship behavior. Individuals who have occupied a job position for a long period of time will have high work involvement and increasingly understand the tasks that must be carried out based on the demands of their position (Diefendorf, Brown Allen, and Lord. 2002). Based on research, the length of time in a certain position plays a role in the emergence of OCB (Smith, Organ and Near, 1983).

CLOSING

A. Conclusion

Based on the research results and the results of the data analysis that has been carried out, it can be concluded that there is a significant positive relationship at the 0.01 level between Organizational Anxiety Behavior (OCB) and teacher performance of 0.725, thus the results of this research have answered the assumptions expressed in the background of the problem and proves the research hypothesis, namely, OCB is positively related to teacher performance. The effective contribution of OCB to teacher performance is 54.2%, while the remaining 46.8% is the role of other variables.

B. Suggestion

Based on the results of the research and discussion, the following suggestions can be given:

1. For Organizations

The research results show that there is a positive relationship between Organizational Citizenship Behavior (OCB) and teacher performance with the subject's tendency towards these two variables showing a moderate to high level. For this reason, it is very important to maintain an understanding of OCB, because work behavior that shows high OCB is related to teacher performance so that the teaching and learning process is achieved so that it has a positive impact on students and schools who can achieve.

2. For Further Researchers

Future researchers can take into account personal factors that can influence teacher performance in school organizations, such as personality, individual job satisfaction, or individual motives, namely, prosocial values (Konovsky, 1994), concern for the organization, and motives to provide a good image. both at work, in examining internal organizational factors in each individual which can have a positive relationship to teacher performance.

REFERENCES

- Azeem, N & Omar, M K. 2018. Exploring Teacher Performance: A Review of Concepts and Approaches. *GRADUATE RESEARCH IN EDUCATION SEMINAR (GREduc) 2018 Revolutionising Research Practices in Education and Human Resource Development*.
- Aryee, S. and Chay, Y.W. (2001) Workplace Justice, Citizenship Behavior, and Turnover Intentions in a Union Context: Examining the Mediating Role of Perceived Union Support and Union Instrumentality. *Journal of Applied Psychology*, 86, 154-160.
- Benardin, HJ. & Russell A EJ 1998. *Human Resources Management an Experimental Approach*. 2 Edition New York Irwin McGraw-Hill, Inc.
- Busro, Muhammad. 2018. *Teori-Teori Manajemen Sumber Daya Manusia*. Jakarta: Prenadameidia Group.
- Catio, M., & Sunarsi, D. 2020. Analisa Pengaruh Kompetensi Disiplin Kerja dan Motivasi Terhadap Kinerja Guru (SMK Sasmita Jaya 1 Omulung Kota Tangerang Selatan). *Equilibrium: Jurnal Pelatihan Pendidikan dan Ekonomi*, 17 (02). 16-26.
- Diefendorf, James M., Brown, Douglas, J Brown, Kamin, Allen M., & Lord Roben G 2002. *Examining the Roles of Job Involvement and Work Centrality Predicting Organizational Citizenship Behaviors and Job Performance*. *Journal of Applied Psychology*, 68, 653-66
- Indrafachrudi. 2000. *Metode Penilaian Kinerja Serta Faktor yang Mempengaruhinya*. Bandung: Galia Indah
- Katz, D & Kahn, R. L. 1970. *The Social Psychology of Organizations*. New York John Willey & Sons, Inc.
- Konovsky, M. A., and Pugh, S. D. (1994). Citizenship behavior and social exchange. *Academy of Management Journal*, 37(3), 656-696.
- Indrafachrudi. 2000. *Metode Penilaian Kinerja Serta Faktor yang Mempengaruhinya*. Bandung: Galia Indah.
- Isjoni. 2010. *Pembelajaran Kooperatif: Meningkatkan Kecerdasan Komunikasi Antar Peserta Didik*. Yogyakarta: Pustaka Belajar.
- Podsakoff, P. M., Ahearne, M. & MacKenzie, S. B. 1997. *Organizational Citizenship Behavior and the Quantity and Quality of Work Group Performance*. *Journal of Applied Psychology*, 10, 262-270.
- Peraturan Pemerintah (PP) NO. 17, LN. 2010 No. 23, TLN No. 5105, LL SETNEG : 167 HLM. Peraturan Pemerintah (PP) tentang Pengelolaan Dan Penyelenggaraan Pendidikan
- Sommers, S. M., Bae, S. H. & Luthans, F. 1996. *Organizational Commitment Across Cultures: The Impact of Antecedents on Korean Employees*. *Human Relations*, Vol. 49, 977-993.
- Smith, C. A., Organ, D. W., & Near, J. P. 1983. *Organizational Citizenship Behavior: Its Nature and Antecedents*. *Journal of Applied Psychology*, 68, 653-663.
- Tarumingkeng, R. C. 2004. *The Strategic Role of Human Resource Management*. http://tumoutou.net/STRAT_PSDM.htm. Access May 9, 2006.