



## Analysis of Organizational Citizenship Behavior in School

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**Abstract:** The purpose of this research is to investigate the influence of trust and job satisfaction on teachers' Organizational Citizenship Behavior in Junior High School of Private Districts Tangerang. The research used survey method applied in testing hypothesis. Technique of data collecting used questionnaire. There were 273 teachers used as samples and selected by simple random sampling. For data analysis *Structural Equation Model (SEM)* was used to get more detailed results related to trust, job satisfaction and Organizational Citizenship Behavior variables. The result of the research indicated that 1) there was a direct positive effect of trust to teachers' Organizational Citizenship Behavior; 2) there was a direct positive effect of job satisfaction to teachers' Organizational Citizenship Behavior; and 3) there was a direct positive effect of trust to job satisfaction.

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## Introduction

The quality of education becomes a benchmark of human resources in a country. The quality of education can be seen from the learning included in the curriculum, syllabus, lesson plans and learning activities in the classroom (Ridwan, R. 2016). the quality of learning in Indonesia is still low (Belawati, T., & Zuhairi, A, 2007), therefore it must be followed up seriously to catch up with other countries (PISA Results in Focus, 2015). The effort to catch up is to improve the quality of education. Educational institutions carry out their duties to educate students as expected by parents and the nation. An educational institution is an organization that manages education that has certain goals, to be able to achieve its objectives, therefore this organization needs to be managed properly and correctly.

Is an obstacle if there is a bad relationship between educational managers, both among fellow teachers, between school principals and teachers or between administrators and principals and teachers, therefore educational institutions need harmony so that all tasks can be carried out perfectly. this shows the importance of the presence of Organizational Citizenship Behavior (OCB) (Syafa'at Ariful Huda, 2019). OCB is seen as very important in educational institutions (Iqbal, H. K., Aziz, U., & Tasawar, A, 2012). to create good and pleasant services to the public or consumers to achieve the success of an educational institution (Sjahrudin, H, 2013b). The main task of a teacher and lecturer, article 1 paragraph 1 namely teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education formal education pathways, basic education, and secondary education (UU RI No 14 Tahun 2005). The presence of teachers in learning activities is an important role that is not normally negotiable because humans are creatures who often change



their minds, emotions and faith, therefore humans who can become teachers (can be quipped and imitated) should have OCB.

Teacher behaviour that plays truant without a clear reason (a.g. Kosrudin, 2017; a.h. Hafizh, F, 2017). does not want to help fellow teachers who are struggling, lazy to make lesson plans independently, even copy-paste or download from the internet. more than 50% of school principals in Tangerang district say that the behaviour of teachers that hinders school development does not prioritize the interests of schools, sometimes competes unfairly with peer teachers and there are still teachers who have not mastered technology. The behaviour mentioned above is a behaviour that reflects the absence of OCB in the teacher. Simply put if the teachers have not been able to fulfil the main tasks and functions how can OCB behave. In this case, OCB can be raised if in the learning process, institutions and leaders do good treatment and meet teacher expectations, positive treatment and mutual trust (trust), and pay attention to job satisfaction of teachers (Lambert, Eric, and Hogan, N, 2008; Ngodo, O. E, 2008).

The more teachers who have OCB behaviour, the more effective organizational effectiveness (Arifudin, 2014; Organ, D, 1988). and their positive effects can accelerate the achievement of targets and quality of education effectively and efficiently which ultimately benefits can be achieved by schools. hence improving OCB in the learning process in educational institutions is something that cannot be underestimated.

Based on this description, it can be concluded that teachers who present OCB bring far more benefits compared to teachers who only carry out their main tasks. Too bad not all teachers want to behave in OCB. many occur in various educational institutions teachers only carry out their duties as teachers without wanting to show the behaviour of OCB. can be seen with evidence that many teachers do not stay long in school, so the teacher after carrying out the task immediately go home.

Trust, Every person who works requires trust because trust is very important to humans (Huda, S.A.,Suhardi, M., Nurimani, N., & Yuni, Y.,2020). trust is the desire to rely on an institution based on positive expectations in the form of actions and attention (Vosselman, E., & Meer-kooistra, J. Van Der, 2009). Trust as a positive hope that the other party will not go through words, actions or decisions, take the opportunity to hurt the other party. However, in reality, there are still many teachers who carry out their tasks with positive expectations, meaning that trust in private schools is still low (Vittorio, G., Barbaranelli, C., Steca, P., & Malone, P. S, 2006). To support the living needs of members of the organization, it requires trust. Thus the impact of trust can increase job satisfaction (Access, O., Usikalu, O., Ogunleye, A. J., & Effiong, J, 2015; Carrier, U. S. A., Kelly, T., & Lercel, D, 2011). that is good and can give birth to work behaviour outside the task and exceed its obligation limits (OCB), further from there the teacher tries to be a good teacher by trying to carry out activities that bring benefits to the progress of the school and contribute as much as possible to the school outside of its main duty.

Job satisfaction is very important and needs to be considered by every teacher (Suhardi, M., Huda, S. A., Mulyadi, D., & Nazopah, N, 2020). This is inseparable from his role of giving considerable interest and attention to the field of work he does and is directly related to his students. With great interest and responsibility, of course, an educator or teacher will work optimally and wholeheartedly so that the expected results of his work will provide satisfaction not for himself, but also for students, schools where they work and the surrounding community.



Seeing the information above, that it turns out that OCB is very important, this study examines how much the relationship between the variable indicators of trust and job satisfaction can influence the birth of OCB to teachers. The unit of analysis in this study is the teacher at a Private Junior High School in the Regency of Tangerang, Banten. It is hoped that the results of this research can help school leadership stakeholders to be able to develop the OCB of teachers, then starting from the birth of OCB, the success and success of the school are easily achieved immediately.

## Research Method

This research is method using survey method. The sample size of 273 respondents, from a population of 864, was obtained using the Slovin formula (Ainissyifa, 2012; Morris et al., 2005). To collect the samples of 273 respondents, the writer used the proportional random sampling technique (Creswell, 2014) or random, a method for non-systematic, random collection by paying attention to the proportion of population quantity in each school. The steps in collecting the samples were: determining the study population, namely all 864 teachers in Tangerang Regency, creating the number and sampling frameworks for the 864 teachers by adding number 1 to 864 and by randomly selecting 273 out of 864 teachers as research samples.

The data used in this research was collected through questionnaires based on a study concept of each variable. Each questionnaire comprises of four variables with variables of OCB comprises of 30 questions, organizational justice comprises of 35 questions, trust comprises of 35 questions, and job satisfaction comprises of 30 questions. After testing the questionnaires with validity and reliability results 0.05  $r_{table}$  significant level in which the question's criteria is valid when  $r_{calculation} >$  from  $r_{table}$  and is reliable when  $r_{calculation}$  approaches 1.  $r_{calculation}$  is the result of testing acquired from the spss using the Pearson product moment formula.  $r_{tabel}$  is the table of relation coefficient (r) of product moment. This test is conducted by comparing the value of r in the table and the value of r as the result of statistical calculation, which resulted to the data in which the valid questions for each variable were 27 questions for OCB, 30 questions for organizational justice, 30 questions for trust, and 28 questions for job satisfaction. The valid and reliable questionnaires were used to collect data and they were distributed to 273 respondents.

There were three parts to the instrument for each variable: conceptual definition, operational definition, and instrument clues. In the conceptual definition, each variable was synthesized from several concepts developed by experts. In the operational definition, each variable was synthesized from the concepts of experts, along with a subject and indicator (Creswell, 2014) to measure to what extent each variable influenced the other variables. In the instrument clues, questions were based on indicators of each variable. Furthermore, the data were taken from an instrument whose validity and reliability had been tested because this was the requirement to validate the data collected using this instrument. All variables were measured using a Likert scale. Organizational citizenship behavior (OCB) was measured as an optional individual behavior, which was indirect in nature, not clearly recognized by formal appraisal systems, and thoroughly increased the effective function of an organization. The result of the reliability measurement ( $r = 0.95$ ). Organizational justice is an assessment of to what extent an employee was treated fairly by their organizations. The result of the reliability measurement ( $r = 0.91$ ). Trust was measured as a positive expectation that other parties will not, through words, actions, or opportunities to make a decision, harm



another party. The result of the reliability measurement ( $r = 0.86$ ). Job satisfaction is a pleasant emotional condition from the appreciation of work or work experiences. The result of the reliability measurement ( $r = 0.95$ ).

## **Finding and Discussion**

### **Influence of Confidence on Organizational Citizenship Behavior**

From the results of testing the one hypothesis, it is concluded that there is a positive direct effect of trust on organizational citizenship behaviour with a variable coefficient of 0.207 and a calculated  $t$  value of 4.227 greater than the specified critical limit of  $\pm 1.96$ . This gives the meaning of trust will directly influence organizational citizenship behaviour.

This is consistent with the opinion of Colquitt, Lepine, and Wesson who said: "Trust also influences citizenship behaviour and counterproductive behaviour" (Colquitt, J. A., Conlon, D. E., Wesson, M. J., & Porter, C. O. L. H., 2001; Grabner-kr, S, 2003; Zeinabadi, H., & Salehi, K, 2011). It can be interpreted that trust can influence the level of organizational citizenship behaviour. While Podsakoff and McAllister said: "Some studies indicated a direct effect of organizational trust on OCB" (Podsakoff, P. M., & McAllister, L, 2014). This is almost the same as what Colquitt said research shows that trust affects OCB.

Based on the description of some of the opinions mentioned above, it can be assumed that Trust has a direct positive effect on OCB. This can be understood because a teacher who has confidence will show persistence voluntarily at work that can be said by the teacher to do OCB, and likes work with personal responsibility, and high expectations for work and the desire to complete the task on time.

### **Effect of Job Satisfaction on Organizational Citizenship Behavior**

From the results of testing the second hypothesis, it can be concluded that there is a positive direct effect of job satisfaction on organizational citizenship behaviour with a path coefficient of 0.321 and a value of  $t$  arithmetic 5.333 greater than the specified critical limit of  $\pm 1.96$ . This gives the meaning of job satisfaction has a direct effect on organizational citizenship behaviour. This value shows a strong enough influence on job satisfaction with organizational citizenship behaviour. Related to the influence between job satisfaction and organizational citizenship behaviour the results of this study are in line with the opinion of several experts including A Edwin Locke said: "Job satisfaction directly has an impact on organizational citizenship behaviour" (Gary Yulk, 2010).

The information above explains that job satisfaction affects organizational citizenship behaviour. Next Andala Rama Putra and Fauzi Mihdar added that "job satisfaction directly impacts the improvement of organizational citizenship behaviour" (Rama, A., & Barusman, P, 2014). From the statement, it was concluded that if the increase in job satisfaction possessed by teachers, then organizational citizenship behaviour increases. Thus from the various opinions above, it can be concluded that there is an influence between job satisfaction with organizational citizenship behaviour. This can be understood because job satisfaction is a supporting factor in implementing teacher work. That way job satisfaction can encourage the emergence of organizational citizenship behaviour in organizations.

### **Effect of Trust on Job Satisfaction**

From the results of testing the third hypothesis, it is concluded that there is a positive direct effect of trust on job satisfaction with a path coefficient of 0.135 and a calculated  $t$  value of 2.747 greater than the specified critical limit of  $\pm 1.96$ . This gives the meaning of trust directly influences job satisfaction. This is following the opinion of Edwin A Locke who



said: "As individuals navigate their way through hierarchical relationships, trust job satisfaction regarding whether to cooperate with directives at the risk of exploitation" (Porkiyani, M., Kaveh, D., & Samadi, S, 2014). Can be interpreted that trust is an important factor in the process of job satisfaction in which individuals direct the view of working together at an institution that they believe is following their rights and obligations. Whereas Yurdagül Meral, Murat Ya lıo lu, and Fatih Semerciöz said: the trust of every individual in a new institution can affect job satisfaction (Meral, Y., Ya lıo lu, M., & Semerciöz, F, 2016). This is almost the same as what was said by Mohammad Farooq Hussain, Rizwan Ahmad, Rizwan Ahmed, Mariam Saleem and Salsabeel Munir and confirmed by Shockley-Zalabak, Ellis, and Winograd. Research shows that "trust has been linked to overall job satisfaction and perceived effectiveness. organization" (Porkiyani, M., Kaveh, D., & Samadi, S, 2014).

Based on the description of some of the opinions mentioned above, it can be concluded that trust has a direct positive effect on job satisfaction. This can be understood because a teacher who has confidence can show persistence to get something from the workplace that can be said to get job satisfaction, and likes work with personal responsibility, and high expectations of the job and the desire to complete the task on time.

**Table 1. Direct and indirect Effect on OCB**

Variable	Coefficients Path Anlysis	Total Influence	Direct and indirect Effect		Total
			Trust	Job Satisfaction	
<b>Trust</b>	0.207	0.040		0.019	0.059
<b>Job Satisfaction</b>	0.321	0.103	0.019		0.122
Total Effect together					0.181

The dominant indicator of the confidence variable is a consistency of 23.71%. the variable of job satisfaction that contributes dominantly is respecting colleagues by 30.98% while the OCB variable that contributes dominantly is an indicator of prioritizing the public interest of 48.41%. Job Satisfaction directly affects the Organizational Citizenship Behavior of teachers, which can be interpreted as good job satisfaction will increase Organizational Citizenship Behavior. Organizational justice has a direct effect on teacher job satisfaction, meaning that improvement in organizational justice will have a direct impact on job satisfaction. Trust has a direct effect on job satisfaction. It can be interpreted that improvement in the trust will have a direct impact on teacher job satisfaction.

To increase teacher confidence in schools and school principals should apply interactional justice to improve work and psychological relationships between teachers, structural leaders, and foundations. School stakeholders, especially teachers and principals always develop competencies, because competence is a necessity for quality educational institutions. There is consistency, loyalty, and openness in the management of education in the form of infrastructure, finance, educators and education staff at the school, district education offices, provincial education offices, and central education offices.

Furthermore, the school conducts training to develop the competencies of the teacher. The training is very useful for teachers so that the tasks given by the principal can be completed properly. In the training will be given how to work with teamwork and can support all activities in school. That way the teacher will understand, enjoy and enjoy all the tasks



given. in the process of learning, school management becomes very important because it determines whether educational institutions become quality developed and developed, therefore school management implements reward and punishment to motivate teacher performance. The good reward and punishment are done without informing the teachers in advance so that in this case the teacher is performing properly. Hold a meeting at the beginning of the year that aims to explain all the main tasks and functions as a teacher. So that teachers and other stakeholders already understand and understand in carrying out the task. That way the programs and objectives of the school can be achieved effectively and efficiently.

### **Conclusion**

Based on the results of this research the conclusions obtained include; 1) there is a direct positive effect of trust to teacher's Organizational Citizenship Behavior; 2) there is a direct positive effect of job satisfaction to teacher's Organizational Citizenship Behavior; and 3) there is a direct positive effect of trust to job satisfaction.

### **Suggestion**

Based on the results of this research, there are some suggestion delivered between the other: For teachers, Carrying out learning activities takes precedence over the interests of the school rather than personal interests. Helping each other and collaborating among fellow teachers so that the learning process is effective and efficient. The implementation should involve the main tasks and functions of teachers being honest and not copy and paste in preparing learning tools. In interacting with other teachers, they put forward good manners and good morals.

For Principals, Supervise and provide direction to all school stakeholders, especially teachers to plan, work on, evaluate and report on the work that has been carried out. Before making a decision, observing the problems that occur, classifying the problems according to the components of school education, choosing the best solution to solve the problem, applying the solution, evaluating the implementation of the solution, conducting supervision. In terms of decision making, all the representatives of the coordinator in charge of the components are included in the meeting. Establish good relations and communication with the education office so that mistakes do not occur in implementing educational programs.

For researchers, to be able to explore further about this research, the scope of research can be expanded into one Province. There are still many other factors that can improve the organizational citizenship behaviour of teachers in educational institutions, especially in Tangerang Regency. so hopefully in the future, the schools in Tangerang Regency are qualified and able to compete with other schools.

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