TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) IMPROVES THE QUALITY OF SCHOOL ORGANIZATIONS

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ABSTRACT

This study aims to find factors that can increase the Organizational Citizenship Behavior (OCB) of DKI Jakarta teachers through research on the influence of transformational leadership, school culture and organizational commitment to OCB. This research method is descriptive correlation using a quantitative approach. The population in this study were vocational teachers based on data from the DKI Jakarta Education Office totaling 1846 people. The sampling technique used proportional random sampling with $\alpha = 5\%$ and the number of samples based on the Slovin formula was 328 people. The determination of the schools to be used as research locations was carried out by means of a lottery totaling 15 schools from 5 regions in DKI Jakarta. The data analysis technique used begins with descriptive analysis, to describe the characteristics of each research variable. Then using Structural Equation Modeling with Amos Software version 22. The findings of this study are: 1) There is a direct effect of transformational leadership (X1) on organizational commitment (X3) of 0.450. 2) There is a direct influence of school culture (X2) on organizational commitment (X3) of 0.279. 3) There is a direct effect of transformational leadership (X1) on Organizational Citizenship Behavior (OCB) (Y) of 0.485. 4) There is a direct influence of school culture (X2) on Organizational Citizenship Behavior (OCB) (Y) of 0.371. 5) There is a direct effect of organizational commitment (X3) on Organizational Citizenship Behavior (OCB) (Y) of 0.470. 6) There is a direct effect of transformational leadership (X1) on school culture (X2) of 0.130. 7) There is an indirect effect of transformational leadership on Organizational Citizenship Behavior (OCB) (Y) mediated by organizational commitment (X3) of 0.212. 8) There is an indirect effect of school culture (X2) on Organizational Citizenship Behavior (OCB) (Y) mediated by organizational commitment of 131.

Keywords: Transformational Leadership, Schoole Culture, Organizational Commitment, Organizational Citizenship Behavior (OCB)

INTRODUCTION

Organizational Citizenship (OCB) is an extra-role behavior possessed by a teacher that goes beyond the normal provisions in this case according to the job description without taking into account the additional rewards obtained. This behavior prioritizes things that are social rather than individual. So to create more behavior requires direct social contact.

The 4th industrial revolution which is loaded with the use of technology has encouraged the government to take concrete steps to improve the quality and competitiveness of Indonesia's human resources (HR) through the SMK Revitalization program as stated in the Presidential Instruction of the Republic of Indonesia Number 9 of 2016. The government's seriousness in improving quality Indonesian people's lives are also carried out through improving the quality of education and training as outlined in Nawa Cita number 5. The 4th industrial revolution era requires human resources (HR) who are able to compete both on a national and international scale. Facing challenges and obstacles in the 4th Industrial Revolution Era which brought positive and negative changes. The era of the industrial revolution is a sign of the start of the 21st

century, as a century of openness and globalization which has caused many fundamental changes that demand quality for all efforts and work results. Ali Yusuf said that in the 21st century, quality human resources are needed which are produced by institutions that are managed professionally and produce superior human beings.

The occurrence of the covit 19 outbreak has changed the order of social life from offline to online so that personal contact is very difficult to do because of restrictions on activities outside the home by the government. All activities are carried out from home by utilizing information technology and computers with the internet as a means of connecting. This condition has led to a lack of social activities in various lives.

Vocational education specifically aims to produce graduates who have competence according to the demands of the business and industrial world both nationally and globally and have an entrepreneurial spirit. Because of these demands, the teacher as the spearhead of education has a very strategic role. Another demand is that teachers must have extra-role behavior or what is known as Organizational Citizenship Behavior (OCB). In accordance with the results of research from Dian Nataly that Organizational Citizenship behavior (OCB) is voluntary behavior that exists in a person, in this case is a teacher who is carried out outside of his main duties in the organization to increase organizational effectiveness.

However, when the covit-19 pandemic occurred, researchers tried to do pre-research and found that teacher Organizational Citizenship Behavior (OCB) showed a low percentage, namely only 64% in the low category.

School organizations need people or teachers who have extra role abilities, namely extra individual behavior, which indirectly affects team or group performance which will ultimately affect overall organizational performance. This extra-role behavior is often called Organizational Citizenship Behavior (OCB). Organizational Citizenship Behavior (OCB) in an organization is very important because through Organizational Citizenship Behavior (OCB), teachers will carry out their duties more as social beings than individual beings who are often selfish. In this condition, teachers who have Organizational Citizenship Behavior (OCB) have high empathy for other people and their environment, are able to align their values in accordance with predetermined rules, have a high sense of responsibility, have sincerity in carrying out his duties as a professional teacher and ready to face the various changes that occur.

Teachers who have Organizational Citizenship Behavior (OCB) are not always driven by things that benefit themselves, such as wanting to help other people or organizations if there is a reward to be received. This behavior is more directed to a sense of satisfaction when it can help other people or organizations. Organizational Citizenship Behavior (OCB) is usually carried out outside of their obligations, therefore it does not require a job description and a formal reward system and is carried out voluntarily without feeling forced to carry out every order from the leadership regardless of the situation and conditions. Organizational Citizenship Behavior (OCB) has a positive impact on the teacher concerned by increasing positive ratings from superiors so that superiors do not hesitate to give assignments and even promotions.

According to several research results, there are things that can affect the increase in OCB, as Luthan's opinion states: transformational leadership does not have a direct effect on Organizational Citizenship Behavior (OCB). Rahmi B. Maftuhah entitled the influence of Transformational Leadership on Organizational Citizenship Behavior (OCB) and organizational commitment through the mediation of Job Satisfaction is a study of East Lombok State High School Permanent Teachers.

In addition to transformational leadership, aspects of school culture have an influence on OCB as revealed by Manaf & Omar (2018). School culture is a system of values, norms, beliefs or ideology, a way of thinking and having shared expectations in which the principal and school

members in it will continue to use the culture as long as the school is standing and become a feature of other schools. Valentine that "culture is an organization that involves a group of people where culture is based on the beliefs and self-esteem of the groups that exist in the organization, that belief will produce school excellence.

Organizational commitment according to Sesen et al in his research entitled Dark Side of Organizational Citizenship Behavior (OCB): Testing a Model between OCB, Social Loafing, and Organizational Commitment states that individuals who have social laziness will have a negative effect on organizational commitment and will automatically have an impact on Organizational Citizenship Behavior (OCB). In this it can be ascertained that organizational commitment has a very important role.

RESEARCH METHOD

The method used in this research is descriptive correlational by using a quantitative approach. This study describes the relationship between transformational leadership, school culture and organizational commitment to Organizational Citizenship Behavior (OCB).

RESULTS AND DISCUSSION
Data Test Results

The research instrument used by the authors in this study was a questionnaire or questionnaire. The author conducted a validity test to find out how much validity the measuring instrument used was using the validity analysis of the bivariate correlation product moment method with the help of the statistical program SPSS 22 for Windows.

The validity requirement is if r count > r table. In this study, with a total of 40 respondents, an r table of 0.320 was obtained

Following are the results of the validity test of the variable X1 (Transformational Leadership), Variable X2 (School Culture) and X3 (Organizational Commitment) to Variable Y (Organization Citizenship Behavior):

Tabel 4 . Daftar Hasil Uji Validitas Instrumen

Nama variabel	Jumlah Dimensi	Jumlah Indikator	Invalid	Valid
OCB	7	20	0	20
Kepemimpinan Transformational	7	20	0	20
Budaya Sekolah	7	20	0	20
Komitmen Organisasional	3	20	0	20

Reliability tests
The reliability requirement of an instrument is if Cronbach Alpha > 0.60

Tabel 5. Daftar Hasil Uji Reliabilitas

Nama Variabel	Cronbach's Alpha	r-Tabel	Hasil
OCB	0,952	0,600	Reliabel
Kepemimpinan Transformational	0,968	0,600	Reliabel
Budaya Sekolah	0,975	0,600	Reliabel
Komitmen Organisasional	0,973	0,600	Reliabel

Hypothesis testing

The hypothesis test is the basis for determining the significance value in the structural model test which can be seen from the t statistical value between the independent variable and the dependent variable in the path coefficient. The hypothesis test in this study used an alpha value of 5% with a t-table value of 1.96. Ho is rejected if t statistic > t-table (1.96).

As a condition for accepting the hypothesis, if the t-value in the results of the structural equation model is greater than 1.96, then there is a significant influence between variables. Meanwhile, if the t-value is less than 1.96, then the effect between variables is not significant. The following is the result of data processing using Amos version 22:

Table 6. List of Analysis Test Results Using the Amos Application 22

Hipotes.:	Independent Variables	Free Variables	t-value	Standardize total effects	Interpretasion
1	Organizational Commitment	← Transformational leadership	7,061	0.450	Be accepted
2	Komitmen Organisasi	← School Culture	5,225	0.279	Be accepted
3	OCB	← Transformational leadership	8,186	0.485	Be accepted
4	OCB	← School Culture	7,711	0.371	Be accepted
5	OCB	← Organizational Commitment	7,799	0.470	Be accepted
6	School Culture	← Transformational leadership	5,166	0.130	Be accepted

Source: Processed by Researchers (2023)

Based on the table above, the hypothesis:

1. The Variable Transformational Leadership on Organizational Commitment to PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.450, so hypothesis 1 which states Transformational Leadership on Organizational Commitment has an effect of 45.0% and is acceptable.
2. The School Culture Variable on Organizational Commitment to PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.279, so hypothesis 2 which states School Culture has an effect of 27.9% and is acceptable.
3. The Variable Transformational Leadership on Organizational Citizenship Behavior (OCB) for PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.485, so the hypothesis stating that Transformational Leadership on Organizational Citizenship Behavior (OCB) has an effect of 48.5% and is acceptable.
4. School Culture Variable on Organizational Citizenship Behavior (OCB) for PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.371, so hypothesis 4 which states School Culture on Organizational Citizenship Behavior (OCB) has an effect of 37.1% and is acceptable .
5. The Variable Organizational Commitment to Organizational Citizenship Behavior (OCB) in PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total

effects value of 0.470, so hypothesis 5 which states Organizational Commitment to Organizational Citizenship Behavior (OCB) has an effect of 47.0% and can be accepted .

6. The variable Transformational Leadership on School Culture for PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.130, so hypothesis 6 which states Transformational Leadership on School Culture has an effect of 13.0% and is acceptable.

7. The Variable Transformational Leadership on Organizational Citizenship Behavior (OCB) through Organizational Commitment to PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.212, so the hypothesis stating that Transformational Leadership influences Organizational Citizenship Behavior (OCB) through Organizational Commitment has an effect of 21.2% and acceptable.

8. School Culture Variable on Organizational Citizenship Behavior (OCB) through Organizational Commitment to PNS teachers at State Vocational Schools in DKI Jakarta Province has a standardized total effects value of 0.131, so hypothesis 8 states that School Culture influences Organizational Citizenship Behavior (OCB) through Organizational Commitment 13.1% and acceptable

CONCLUSION

Based on the research findings above, it can be concluded that, The Variable Transformational Leadership has a positive and significant effect on teachers' Organizational Commitment. This proves that Transformational Leadership will result in increased Organizational Commitment. School Culture Variable has a positive and significant effect on teacher Organizational Commitment. This proves that School Culture increases teacher work Organizational Commitment. Variable Transformational Leadership has a positive and significant effect on the Organizational Citizenship Behavior (OCB) of teachers. This proves that if transformational leadership is felt by good teachers it will result in an increase in Organizational Citizenship Behavior (OCB). The School Culture Variable has a positive and significant effect on the teacher's Organizational Citizenship Behavior (OCB). This proves that it is School Culture that can make an increase in teacher Organizational Citizenship Behavior (OCB). Organizational Commitment variable has a positive and significant effect on Organizational Citizenship Behavior (OCB). This proves that when Organizational Commitment has been created, Organizational Citizenship Behavior (OCB) increases. Therefore, if Organizational Commitment increases, Organizational Citizenship Behavior (OCB) will also increase. The Variable Transformational Leadership has a positive and significant effect on the teacher's School Culture. This proves that Transformational Leadership will lead to an increase in School Culture. The Variable Transformational Leadership has a positive and significant effect on the Organizational Citizenship Behavior (OCB) of teachers through Organizational Commitment. This proves that the influence of Transformational Leadership felt by teachers will result in a greater increase in Organizational Citizenship Behavior (OCB) if through Organizational Commitment.

The School Culture Variable has a positive and significant effect on the teacher's Organizational Citizenship Behavior (OCB) through Organizational Commitment. This proves that School Culture can make a greater increase in Organizational Citizenship Behavior (OCB) through Organizational Commitment.

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