

The Role of Job Satisfaction and Organizational Citizenship Behavior on Performance: Evidence from Indonesian Teachers

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Abstract

Abstract - This study aimed to measure the effect of job satisfaction and organizational citizenship behavior on the teacher performance of private school teachers in Tangerang. The data collection was done by simple random sampling via electronic to the private school teacher population in Tangerang. The returned and valid questionnaire results were 113 samples. Data processing was used SEM method with SmartPLS 3.0 software. The results of this study concluded that job satisfaction and organizational citizenship behavior have a positive and significant effect on teacher performance. Besides, job satisfaction has a positive and significant effect on organizational citizenship behavior. This new research proposed a model for building the teacher performance among the private school teachers in Tangerang through enhancing job satisfaction and organizational citizenship behavior. This research could pave the way to improve teacher readiness in facing the era of education 4.0.

Keywords: Job satisfaction, organizational citizenship behavior, performance.

I. INTRODUCTION

In the middle of the era of education 4.0, knowledge is inevitably the key to every door for organizational change and improvement (Asbary, 2015). Therefore, the carriages of change are undoubtedly hoisted by educational organizations, including schools. Changes and adjustments to educational institutions are a necessity in the current era of knowledge. Meanwhile, the performance of educational institutions is inseparable from the performance of the core competencies of school education institutions, namely teachers (Asbary, 2019). Several factors that have an impact on the stability of teacher work are often highlighted by schools and researchers. One of them is the achievement of job satisfaction, which is an emotional condition that supports or does not in employees related to teacher assessments of work or work experience. (Asbary, Hyun, et al., 2020; Asbary, Pramono, et al., 2020; Novitasari & Asbary, 2020; Purwanto, Pramono, et al., 2020). Teachers who feel comfortable, valued, have the opportunity to develop themselves, will automatically focus their attention and show good work performance towards the work done. Besides, to what extent schools can realize their hopes and demands, work will be satisfying for teachers (Fayzhall, Asbary, Purwanto, Basuki, et al., 2020; Fayzhall, Asbary, Purwanto, Goestjahjanti, et al., 2020; Goestjahjanti et al., 2020). Every individual in the school is sure to have their own needs and expectations, some of them are aware of this, while others are not aware of it. These needs and expectations stimulate teacher behavior in schools. So, job satisfaction is a representation of teachers' attitudes and assessments of work and fulfillment of their expectations (Asbary, Chi Hyun, et al., 2020; Hutagalung et al., 2020; Maesaroh et al., 2020; Purwanto, Asbary, et al., 2020; Sutardi et al., 2020).

The impact of job satisfaction does not only apply to teacher performance, the adequacy of teacher satisfaction with work can also contribute to Organizational Citizenship Behavior (OCB). OCB is defined as an individual contribution that exceeds the demands of a role in the workplace (Chidir et al., 2020). Teachers voluntarily show positive behaviors such as behavior helping others, volunteering for extra tasks, carrying out work in a sporting manner, controlling themselves in carrying out discipline, and several other things that are beneficial for the school. Laski & Moosavi (2016) explained that OCB can increase productivity cooperation between teachers and school principals, pressing management and organizational needs for resources, facilitating teacher coordination in teams, realizing stability of organizational performance, and beneficial for organizational adaptation to environmental changes. Teachers who feel their wishes and hopes are fulfilled by the school, in

other words, are satisfied with their work, then independently they will voluntarily do things that are beneficial for the school.(Asbari, Fayzhall, et al., 2020).

During the preliminary study, the researcher made observations of the teacher, by distributing the observation sheet which was used to find out how satisfied the teacher was with his job. The results of the observation obtained data that from the 10 observation sheets distributed to the teacher, 7 teachers answered that they were not satisfied with the salary they received and 9 teachers answered that they were not satisfied with the promotion system implemented by the school. This is supported by the statement of the deputy principal in the field of organization and finance which states that most teachers are not satisfied with the salary they receive, while for promotion, the school implements a very strict promotion system. Policy applied school for promotion of the first position is loyalty teacher to the school, experience teacher, honesty teacher, job responsibilities, work performance teacher. Andschoolonly holds promotions when there are vacant positions. Results of observations and interviews with the principal and teacher information and data obtained show that the performance shown so far has been good in terms of attendance teacher, performance teacher, and the target completion of the tasks assigned to the teacher. Teacher rated as a good performance if attendance teacher comes in in a special category with a value classification (> 95%).

Attendance assessment looks at aspects of the number of attendance entered in teaching. Whereas in performance appraisal, teachers are assessed as having good performance when the performance shown by the teacher is in a special category with a value classification (> 95%). The performance assessed includes job descriptions, ability to work independently, teamwork, communication between fellow teachers, and ideas and suggestions. For the target of the teacher's work, it is considered good in the assessment, it is in a special category with a value classification (> 95%) with the aspects of the assessment being the accuracy, thoroughness, and regularity of work, the speed of handling problems in the classroom. However, the fact is that in the teacher's performance appraisal, the average value obtained by the teacher is only in the very good category with a classification value (90% -95), while the good category value is the classification value (80% - 90%) and the category value is sufficient with the classification value (70% -80%). Based on the background of the problems that occur in schools, research gaps and phenomena are found. This is important to find out how much influence job satisfaction and OCB have on teacher performance.

II. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Teacher performance

According to Robbins (2001) performance can be defined as the amount of effort made by the teacher to complete his job. While Bernardin & Russel (1993) defines performance as a written document resulting from the completion of a task or work performed by the teacher within a certain period. In the context of this research, teacher performance evaluation uses two-dimensional work targets and work behavior. Job targets deal with the annual work plan targeted to be completed by one teacher. Job targets consist of a quantity of work, quality, duration, and cost. Work behavior is related to the teacher's attitude when completing the task. This behavior consists of variables such as service orientation, integrity, commitment, discipline, teamwork, and leadership (Asbari et al., 2019; Putra et al., 2020).

Organizational Citizenship Behavior (OCB)

Luthans (2005) defines Organizational Citizenship Behavior (OCB) as the behavior of individuals who are free to choose, not governed directly or explicitly by a formal reward system, and gradually promotes effective organizational functioning. The personality basis for Organizational Citizenship Behavior (OCB) reflects the predisposing traits of teachers who are cooperative, helpful, caring, and sincere. Basic attitude indicates that teachers are involved in Organizational Citizenship Behavior (OCB) to reciprocate organizational actions. However, what is more, important for Organizational Citizenship Behavior (OCB) is that teachers must feel that they are treated fairly, that procedures and outcomes are fair. (Chidir et al., 2020; Hutagalung et al., 2020; Kusumaningsih et al., 2020; Maesaroh et al., 2020).

Job satisfaction

Colquitt et al. (2014) define job satisfaction as "a pleasant emotional state that results from appraising someone's job and what you think about your job". Job satisfaction as a collection of feelings and beliefs that people have about their current job "(Stephen P Robbins & Judge, 2019). Kreitner & Kinicki (2014) explain that job satisfaction is an affective or emotional response to various aspects of a person's job. In Luthans (2002) definition, job satisfaction is the result of teachers' perceptions of their current job well. provide things that are deemed important ". According to Gibson, et al., (2008), job satisfaction is the attitude that workers have about their job, which results from their perception of the job ". Luthans (2002), states that there are five dimensions of work that represent the most important job characteristics where people have an effective response, namely the job itself, wages, promotion opportunities, supervision, co-workers. The five dimensions can be explained as follows: 1) the work itself. The extent to which work provides individuals with interesting tasks, opportunities to learn, and changes to accept responsibility; 2). Pay. The amount of financial remuneration received and the extent to which this is viewed on par with others in the organization; 3). Promotion opportunities. Opportunities for advancement in the organization; 4) Supervision. The ability of monitors to provide technical assistance and behavioral support; 5). Co-workers.

The relationship between job satisfaction and the OCB variable

Previous studies from (Farooq et al., 2020) confirm the effect of job satisfaction on organizational citizenship behavior (OCB). This study shows that job satisfaction is positively related to organizational citizenship behavior (OCB). Similar findings come from research by (Saxena et al., 2019; Sugito & Harjatno, 2020), where job satisfaction positively affects OCB. The hypothesis is:

H1: Job satisfaction affects organizational citizenship behavior (OCB) at a private school in Tangerang

The relationship between job satisfaction and teacher performance variables

Research (Asbari, Bernarto, et al., 2020) trying to analyze the effect of work-family conflict and job satisfaction on the performance of female teachers in Indonesia, with a sample of 1045 respondents. The results show that job satisfaction has a positive and significant effect on performance. Similar research was conducted by (Bernarto et al., 2020) who found that job satisfaction has a positive effect on life satisfaction. Based on the literature review above, the researcher determined the following hypothesis:

H2: Job satisfaction affects teacher performance in private schools in Tangerang

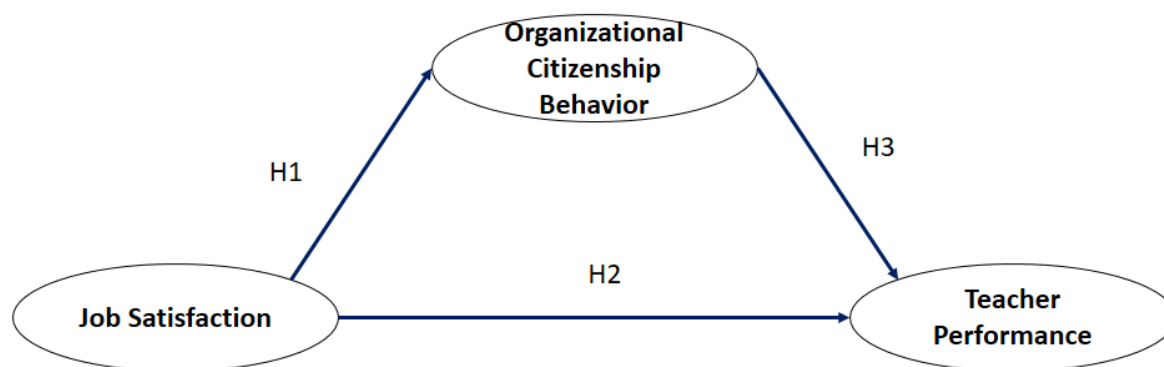
The relationship between OCB and teacher performance variables

Research conducted by (Huang et al., 2017) found that respondents with high and low performance were both influenced by OCB. This research is in line with the research results (Basu et al., 2017; Callea et al., 2016; Laski & Moosavi, 2016). Thus, the hypothesis is:

H3: Organizational Citizenship Behavior (OCB) has a significant effect on teacher performance in private schools in Tangerang

Research Conceptual Framework

To prove the hypothesis and analyze the data from this study, a conceptual framework for this study was prepared as in Figure 1.



Picture 1. Research Model

III. RESEARCH METHODS

Operational Definition of Variables and Indicators

the method used in this research is the quantitative method. Data collection was carried out by distributing questionnaires to all teachers of school educational institutions. The instruments used for job satisfaction are adapted from (Tsui et al., 1991) by using 6 items (JS1-JS6). Organizational Citizenship Behavior (OCB) is measured from an instrument adapted from (Organ et al., 2005) by using 5 items (OCB1-OCB5). Teacher performance adapted from (Bernardin & Russel, 1993) by using 6 items (TP1-TP6). The questionnaire is designed closed except for questions/statements regarding the identity of the respondent in the form of a semi-open questionnaire. Each closed question/statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, neutral (N) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. The method for processing data is by using PLS and using SmartPLS version 3.0 software as a tool.

Population and Sample

The population in this study were school teachers in West Java whose numbers had not been identified with certainty. The questionnaire was distributed electronically using a simple random sampling technique. The results of questionnaires that were returned and valid were 113 samples.

IV. RESEARCH RESULTS AND DISCUSSION

Sample Description

Table 1. Sample descriptive information

Criteria		total	%
Age (as of November 2019)	<30 years	21	19%
	30 - 40 years	86	76%
	> 40 years	6	5%
The tenure as a teacher	<5 years	80	71%
	5-10 years	21	19%
	> 10 years	11	10%
Highest diploma	≤ S1	85	75%
	> S1	28	25%

Test Results of the Validity and Reliability of Research Indicators

The measurement model testing stage includes testing for convergent validity, discriminant validity. Meanwhile, to test the construct reliability, Cronbach's alpha and composite reliability were used. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity, and reliability testing.

Convergent Validity Testing

A convergent validity test is done by looking at the loading factor value of each indicator against the construct. In most references, a factor weight of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Ghazali, 2014; Hair et al., 2010). In this study, the minimum acceptable loading factor is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014).

Based on the results of SmartPLS 3.0 processing, all indicators have a loading factor value above 0.5 and an AVE value above 0.5, except for items TP4 and TP6, so the two items are excluded from the model. So thus, the convergent validity of this research model has met the requirements. The value of loadings, Cronbach's alpha, composite reliability, and AVE for each complete construct can be seen in Table 2 below:

Table 2. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
<i>Job satisfaction (JS)</i>	JS1	0.894	0.924	0.940	0.724
	JS2	0.836			
	JS3	0.883			
	JS4	0.824			
	JS5	0.882			
	JS6	0.781			
<i>Organizational Citizenship Behavior (OCB)</i>	OCB1	0.891	0.924	0.943	0.766
	OCB2	0.855			
	OCB3	0.816			
	OCB4	0.877			
	OCB5	0.897			
Teacher Performance (TP)	TP1	0.941	0.846	0.896	0.689
	TP2	0.936			
	TP3	0.777			
	TP5	0.627			

Discriminant Validity Testing

Discriminant validity is done to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between that construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value are obtained as follows:

Table 3. Discriminant Validity

Variables	JS	OCB	TP
JS	0.851		
OCB	0.394	0.875	
TP	0.517	0.661	0.830

The results of the discriminant validity test in Table 3 above indicate that all constructs have a square root value of AVE above the correlation value with other latent constructs (through the Fornell-Larcker criteria) so that it can be concluded that the model has met discriminant validity.

Construct Reliability Testing

The construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and Cronbach's alpha values are more than 0.7 (Ghozali,

2014). The results of the reliability test in Table 2 above show that all constructs have composite reliability and Cronbach's alpha values greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability (Fornell & Larcker, 1981).

Hypothesis test

Hypothesis testing in PLS is also called the inner model test. This test includes a significance test for direct and indirect effects as well as measuring the magnitude of the influence of exogenous variables on endogenous variables. To determine the effect of religiosity, transformational leadership, and satisfaction with organizational citizenship behavior (OCB) and teacher performance, a direct effect test is needed. The direct effect test was carried out using the t-statistical test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and significance test values are obtained as shown in the table below:

Table 4. Value of R Square

	R Square	R Square Adjusted
OCB	0.472	0.465
TP	0.790	0.786

Table 5. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	JS -> OCB	0.273	0.049	5,627	0.000	Supported
H2	JS -> TP	0.203	0.075	5,717	0.000	Supported
H3	OCB -> TP	0.854	0.032	23,367	0.000	Supported

Based on Table 4 above, the R Square OCB value is 0.472, which means that the organizational citizenship behavior (OCB) variable can be explained by the job satisfaction variable (JS) of 47.2%, while the remaining 52.8% is explained by other variables not discussed in this study. The R Square TP value is 0.790 which means that the teacher performance variable (TP) can be explained by job satisfaction (JS) and organizational citizenship behavior (OCB) of 79.0%, while the remaining 21.0% is explained by other variables not discussed in this study. Meanwhile, Table 5 shows the T Statistics and P-Values which show the influence between the research variables that have been mentioned.

Discussion

Hypothesis 1: Job satisfaction influences organizational citizenship behavior (OCB) a teacher at a private school in Tangerang

The results of data analysis indicate that job satisfaction has a significant effect on teacher OCB. Evidenced by the t-statistics value of 5.627 is greater than 1.96 and the p-value of 0.000 is smaller than 0.05. This finding is following the conclusion of empirical and theoretical findings from previous research (Farooq et al., 2020; Saxena et al., 2019; Sugito & Harjatno, 2020) to confirm that job satisfaction significantly affects OCB.

Hypothesis 2: Job satisfaction influences teacher performance in private schools in Tangerang

The results of data analysis indicate that job satisfaction has a significant effect on teacher performance. Evidenced by the t-statistics value of 5.717 is greater than 1.96 and the p-value of 0.000 is smaller than 0.05. This finding is following the conclusion of empirical and theoretical findings from previous research from (Asbari, Bernarto, et al., 2020; Bernarto et al., 2020) confirm that job satisfaction significantly affects performance.

Hypothesis 3: Organizational Citizenship Behavior (OCB) has a significant effect on teacher performance at a private school in Tangerang

Data analysis shows that teacher OCB significantly affects performance in schools. Evidenced by the t-statistics value of 23,367 is greater than 1.96 and the p-value of 0.000 is smaller than 0.05. This means that the higher the OCB, the higher the teacher's performance. The main factor of performance is the willingness to work hard and take responsibility for their work. These findings support the research results (Basu et al., 2017; Callea et al., 2016; Laski & Moosavi, 2016) which confirms that organizations with high OCB usually have very high performance. According to (Prameswari et al., 2020), High OCB conditions indicate positive attitudes and behaviors towards their work and organization so that they also do positive work results. This means that teachers with OCB will take their organization to a higher level of performance.

V. CONCLUSION

Based on the analysis and discussion of previous data, the conclusions of this study are job satisfaction has a significant effect on the Organizational Citizenship Behaviors (OCB) of teachers. Job satisfaction has a significant effect on teacher performance. Organizational Citizenship Behaviors (OCB) have a significant effect on the performance of private teachers in Tangerang.

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