

THE EFFECT OF COMMITMENTS AND ORGANIZATION TRANSFORMATIONAL LEADERSHIP ON TEACHER ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

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(Accepted: 20-July-2016; Revised: 23-August-2016; Published: 06-September-2016)

Abstract. quantitative correlation study took 18 teachers sampling junior high school Thoriqotun Najah Singosari Malang. The data collection technique using a questionnaire that has been tested the validity and reliability test. Data analysis technique used is Analsia, multiple linear regression correlation the results obtained $F_{count} = 86.818$ is greater than the $F_{table}: 0,05; 2; 18$ by $dk v1 = 2$ and $v2 = 18$, the score of 3.554557 or with a significance level of 0.000 ($p < 0.05$), the regression model, namely variable transformational leadership and organizational commitment together can be used to predict the organizational citizenship behavior Master Junior Thoriqotun Najah Singosari Malang..

Keywords: Organizational Citizenship Behavior, Transformational Leadership, Organizational Commitment

Introduction

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, and evaluate students on Educational Institutions, both formal and non-formal. To carry out their duties professionally, a teacher must possess the competencies required. In harmony with development policies that put a human resource development as a national development priority, then the position and role of teachers more meaningful strategic in preparing qualified human resources in the face of the global era. Being a teacher is not easy, but must have a great affection to the child and a good personality, attractive, and energetic, he also had to master the science of education, psychology of child development, basic

concepts of the field of study, and a children's science learning. (SlametSuyanto, 2005).

Teachers have more responsibility because they serve is children's education is the foundation for the next level of education. teacher expertise in planning, implementing, and assessing programs in accordance with the development, the characteristics of the child, and cultural values that grow around children is a major challenge that must be addressed by educators in Indonesia. Limitations of educational background, limited access to self-improvement program, as well as limited financial support is the reason that the teachers felt today.

Education as an organization should be managed in such a way that the activity

of implementation of educational programs can be run effectively, efficiently and productively to achieve the desired objectives. This educational management must consider a variety of existing resources. Educational administration is the study of the arrangement, namely human resources, curriculum or learning resources and facilities to achieve optimal educational objectives and the creation of a good atmosphere for the man agreed. Educational administration basically media to achieve educational goals productively is effective and efficient (Engkoswara and Komariah, 2010).

To achieve the educational goals effectively and efficiently requires a process of educational administration. The limit the scope or Educational Administration cultivated fields one of which is human resources (Engkoswara, 2007). Human resources in order to contribute to the organization should be managed strategically and coherently. It is as stated by Armstrong (2006) that human resource management can be defined as a strategic approach and coherent to manage the most valuable assets belonging to the organization, people who work in the organization, both individually and collectively, and

contribute to achieving the objective organization.

Najahschool teachersThoriqotunSingosari Malang is also experiencing the same reality, that their job demands and high duty while still limitations the reward of such demands. This situation demands Master Junior ThoriqotunNajahSingosari Malang to perform activities undertaken voluntarily in behaviors that exceed the requirements of formal employment. Some things that indicate not optimal Organizational Citizenship Behaviour of the teacher is the teacher has not been much involved in extra-curricular activities of the school, the teachers do not understand the ethics of learning, the teacher does not have the initiative and ideas to develop their potential (still waiting for orders principals), teachers are less devoted to protégé, there are teachers who often permits, the teacher did not use the time effectively, and teachers do not prepare plans for teaching well. Other factors that can increase the Organizational Citizenship Behaviour teacher is Organizational Commitment. Smith, et. Al (1983); and Allen and Meyer (1991) in his research report that: The commitment can be interpreted dedication and in a broad sense be interpreted as a strong trust of employees to accept the goals and values of the

organization, the desire to advance for the sake of the organization, and have a strong desire to stay in the organization.

Based on the elaboration of the above problems and is based on research that has been done before and have still limited research on Organizational Citizenship Behaviour teacher in Indonesia, the researcher is interested and need to know more about the Influence of Transformational Leadership and Organizational Commitment Teachers on Organizational Citizenship Behavior Master Junior ThoriqotunNajahSingosari Malang.

1. Literature

1.1 Transformational Leadership

Luthans(2006) defines leadership as a group process, personality, fulfillment, certain behaviors, persuasion, authority, achieving goals, interactions, different roles, initiation of structure, and the combination of two or more of these things. Robbins and Judge (2008), transformational leaders are leaders who inspire followers to put aside their personal interests for the good of the organization and they can have a tremendous influence on the self-followers. They pay attention to the needs of self-development of his followers, changing the consciousness of the followers of the issues that exist in ways that help others to look at an old problem in a new way, as well as capable

of pleasing and inspiring his followers to work hard in order to achieve common goals ,

Antonakis et al. (2003) defines transformational leadership as a proactive behavior, raise awareness of common interest to the followers, and helping followers achieve goals at the highest level. Khuntia and Beacon (2004) states that all theories of leadership focuses on three main ideas that are built either jointly or separately, namely: (1) rationality, behavior, and personality of the leader; (2) rationality, behavior, and personality followers; and (3) factors related to the implementation of tasks, organizational climate, and culture.

According Rival and Mulyadi (2012), leadership is basically: involving others, involve unequal distribution of power between the leader and the group members, moving the ability to use different forms of power to influence the behavior of subordinates, and concerns the value. Four common properties that have an influence on the success of the organization's leadership, namely: (1) intelligence, (2) maturity, (3) self-motivation and encouragement of achievement, and (4) the attitude of human relationships.

According to Robbins and Judge (2008: 91) and Cavazotte (2012), there are four components of transformational leadership, namely:

- a. *idealized Influence* (Influence Ideal) is the behavior of leaders who provide vision and

mission, bring a sense of pride, as well as the respect and trust of subordinates. Idealized influence is also known as a charismatic leader, where followers have profound faith in its leaders, felt proud to be working with a leader, and to trust the capacity of its leaders to overcome any problems.

- b. *Inspirational Motivation* (Motivation Inspiration) is a leader who can communicate the behavior of high expectations, delivering a shared vision is interesting by using symbols to focus efforts subordinates, and inspire subordinates to achieve goals that resulted in important progress for the organization.
- c. *Intellectual Stimulation* (Intellectual Stimulation) is a leader behaviors that can improve intelligence subordinate to enhance their creativity and innovation, improve the rationality and careful problem solving.
- d. *Individualized Consideration* (Individual Consideration) is a leader behaviors that give personal attention, treats each subordinate individually as an individual with needs, abilities, and different aspirations, and to train and advise. *Individualized consideration* of transformational leadership treats each individual subordinate as well as accompanying them, to monitor and foster opportunities.

1.2 Organizational Commitment

Organizational commitment is an understanding of typical to a psychological bond the individual with the organization that gave birth to a unification between the values and goals of the organization with the aim of individuals who form a sense of loyalty, have, a sense of security, loyalty, trust, a sense of fulfillment of the purpose and meaning of life and positive self-image. A strong commitment to the organization provides many advantages, such as the growth of extra-role behavior, namely innovative and spontaneous behavior that is positive for the organization, outside of normal behavior is only based on an impulse to obtain rewards (Scholl, 2002). Mowday, et al (1982) defines organizational commitment as the *relative strength of an individual's identification with and Involved in an organization*. So, in other words, organizational commitment is a strong relationship and a person identification and involvement in the organization. This involvement may be reflected in a person's desire to perform tasks on top of the standard of work required. Organizational commitment evident when employees are strongly identified himself with the organization, agrees with objectivity and value systems that apply, and give the extra effort that is based on his own desires.

Mowdy et al, (in Prabowo, 2001) argues that organizational commitment is a condition

when the individual is very interested in the goals, values and objectives of the organization. Organizational commitment is *the degree of psychological identification with or attachment to the organization for the which we work*, in other words, organizational commitment is the level of psychological identification with or interest in the organization where the person works. Organizational commitment according to Gibson, et al (1988) is a sense of identification, engagement and loyalty that is displayed on the workers' organization or organizational unit. Organizational commitment shown by the attitude of acceptance, a strong conviction to the values and goals of the organization, and their strong urge to maintain membership in the organization for the achievement of organizational goals.

Minner (1988) defines organizational commitment is directed to the concept of attitudinal commitment, ie the commitment is viewed from the standpoint of attitude. Commitment to the organization is the relative strength of the identification and involvement of individuals against organizations which conceptually is characterized by three things: a strong urge to become a member of the organization (aspect engagement) and the trust and acceptance of the values and goals of the organization (identification aspects).

More Minner (1988) states that

individuals who have the commitment to the organization can be seen from:

- a. A strong desire to remain a member of the
- b. organization's willingness to strive in the best interest of the organization's
- c. belief in the strong acceptance of the values and goals of the organization.

Therefore, compared with attachments, commitments include active relationships between members with leaders in which the members are willing to give something of their own accord in order to support the achievement of organizational goals. Steers (1985) which states the organization's commitment has three main aspects, namely: identification, engagement and employee loyalty towards the organization or organizations.

1.3 Organizational Citizenship Behavior

Huang (2012) suggests three categories of worker behavior, namely: (1) participate, tied and being in an organization; (2) have a job and act in accordance with the principles set forth by the organization; and (3) conduct innovative and spontaneous activity exceeded his role in the perception of the organization. The latter category are often referred to as organizational citizenship behavior (OCB) or the extra-role behavior (Huang, 2012). Robbins and Judge (2008) defines Organizational Citizenship Behaviour as behavioral options that do not become part of

the formal work duties of an employee, but to support the functioning of the organization effectively. Shweta and Srirang (2009) states that the Organizational Citizenship Behaviour marked by efforts in the form of anything done by the wisdom of employees who provide benefits to organizations without expecting any reward.

Kumar et al. (2009) defines Organizational Citizenship Behaviour as the behavior of individuals who contribute to the creation of organizational effectiveness and are not directly related to the reward system of the organization. Kumar et al. (2009) stated that the Organizational Citizenship Behaviour is: 1) Conduct labor free is neither expected nor necessary, therefore organizations can not give awards for the emergence of such conduct or provide penalties for the absence of such behavior, 2) The behavior of individuals that benefit organizations but do not directly or explicitly recognized in the reward system of formal organization, 3) the behavior that depends on each individual to raise or eliminate these behaviors in the work environment, 4) conduct that impact on the creation of the effectiveness and efficiency of teamwork and organization, thus contributing the productivity of the entire organization.

Organ et al. (2006) described *Organizational Citizenship Behaviour* as individual behavior that is discretionary (*discretionary*), which do not

directly and explicitly received an award from the formal reward system, and the overall (aggregate) improve the efficiency and effectiveness of organizational functions. Is free and voluntary, as such behavior is not required by the terms of role or position description that clearly required under the contract with the organization, but as a personal choice.

Williams and Anderson (1991) grouping Organizational Citizenship Behaviour in two different categories, namely: OCBI - behavior that leads to an individual in the organization, consisting of altruism and courtesy; and OCBO - behaviors that lead to increased organizational effectiveness, comprised of conscientiousness, sportsmanship and civic virtue. In this study, Organizational Citizenship Behaviour component used is the component that proposed by Konovsky and Organ (1996); Jahangir et al. (2004); Organ et al. (2006: 22); DiPaola and Neves (2009); Ahmed et al. (2012), Chiang and Hsieh (2012), namely: a) *Altruism*, b) *Courtesy*, c) *sportsmanship*, d) *Conscientiousness*, and e) *Civic Virtue*.

2. Methods

2.1 Subjects Research

One important step in the research is to determine the subject of research by determining in advance the population that will be used in research. Population is the subject of research (Arikunto, 2006). Subjects

studied could be a group of residents in a village, school, or who occupies a particular area (Latipun, 2006).

The population in this study is the Master Junior Thoriqotun Najah Singosari Malang. Based on data obtained from the field, then dala population of this study was 18 teachers. In taking a sample if the subject to be examined is less than 100, better taken all. If the subject of more than 100, it can be 10% - 15% or 20% -25% Therefore this study was population research by taking the entire subject of study in a population of as many as 18 teachers in junior Thoriqotun Najah Singosari Malang.

2.2 Data Collection

research activity will not be separated from the existence of the data is the raw material information to provide specific features of the object of study. Data are empirical facts gathered by investigators for the sake of solving the problem or answer the research question. The data in this study includes data interval, the measurement data can be sorted on the basis of certain criteria and show all the properties owned by ordinal data.

2.3 Data Analysis

In this research to process and analyze the data using SPSS for Windows version 17 by using test techniques Multiple Linear Regression Analysis. This test is used for estimating the coefficients resulting from the

linear equation, involving two independent variables(*independentvariable*),is used as a tool to predict the value of the dependent variable(*dependentvariable*).

The results of analysis of regression testing can be seen as follows.

Table 1
Results of hypothesis testing simultaneously

R	²	F	P
0.959	0.920	86.818	0.000

Correlation coefficient for 0959 shows that the range of influence between Transformational Leadership And Organizational Commitment To Organizational Citizenship Behaviour classified as very strong ($r_{xy} > 0.50$) or it can be said that the correlation values are included in the very high category. It can be known from the value of determination coefficient of 0.920, which means that the transformational leadership and organizational commitment capable of contributing influence on *organizational citizenship behavior* by 92%.

Value $F = 86.818$, $p = 0.000$ ($p < 0.05$), indicating that jointly transformational leadership and organizational commitment capable of contributing influence on *organizational citizenship behavior* in junior high school teacher Najah Thoriqotun Singosari Malang.

Furthermore, the partial results of

hypothesis testing can be seen as follows.

Table 2
Results of hypothesis testing partial

Model	unstandardized Coefficients	Standardized Coefficients	T	Sig.
1 (Constant)	5021		.718	.484
Transformational Leadership	.244	.084	.269	.011
Organizational Commitment	.088	.770	8,343	.000

From the table it can be obtained by

value $t = 0.2,916$, with a probability of 0.000 ($p < 0.05$), then H_0 is rejected, which means H_a accepted. This means that there is significant relationship between Transformational Leadership on Organizational Citizenship Behaviour. Based on the price of the correlation coefficient can be concluded that the higher the Transformational Leadership followed by high Organizational Citizenship Behaviour.

From the table it can be obtained $t = 8.343$ with probability 0.000 ($p < 0.05$), then H_0 is rejected, which means H_a accepted. This means that there is significant influence between Organizational Commitment on Organizational Citizenship Behaviour. Based on the price of the correlation coefficient can be concluded that the higher the Organizational Commitment followed by high Organizational Citizenship Behaviour.

3. Results

After analyzing the data by using Multiple Linear Regression Analysis with SPSS 17 for Windows, it is known that the influence of the relationship Transformational Leadership and Organizational Commitment with Organizational Citizenship Behaviour has a value of R tables for 0.959 , with significance $0.000 > 0.05$. this shows that there is significant influence between Transformational Leadership and Organizational Commitment on Organizational Citizenship Behaviour.

Analysis of data for variable

Transformational Leadership with Organizational Citizenship Behaviour by using the technique of obtaining the correlation coefficient R value of 0.743 with the significance $0.000 > 0.05$. This shows that there is significant influence between Transformational Leadership on Organizational Citizenship Behaviour. Then for variables with Organizational Commitment Organizational Citizenship Behaviour by using the technique of obtaining correlation coefficient value $R = 0.936$ with a significance of $0.000 > 0.05$. This shows that there is significant influence between the Organizational Commitment Organizational Citizenship Behaviour.

Based on $F_{hitung} = 86.818$ magnitude higher than the $F_{tabel} = 0.05; 2; 18$ by $dk = v_1 = 2$ and $v_2 = 18$, the score of 3.554557 or with a significance level of 0.000, which is much lower than alpha of 0.05, then H_0 is rejected and H_a accepted in error to reject H_0 close to 0%, therefore it can be concluded that this regression model, namely variable Transformational Leadership and Organizational Commitment together can be used to influence Organizational Citizenship Behaviour (OCB).

4. Discussion

From the analysis of the above data it can be concluded that H_0 is rejected and H_a accepted, in other words, a significant difference between Transformational

Leadership and Organizational Commitment on Organizational Citizenship Behaviour First Secondary School Teachers Thoriqotun Najah Singosari Malang. Means it is in accordance with the theory of Organ et al. (2006), which presents a comprehensive overview of a framework to present the factors that influence OCB among the dominant factor Transformational Leadership and Organizational Commitment able to influence the emergence of Organizational Citizenship Behavior (OCB).

It can be said that a teacher has an important role and a great responsibility for the education of the nation, where teachers are required not only as educators to be able to transform the values of science, but also as moral guardians for students. But in fact there are many limitations, both limitations by teachers themselves and the limitations of what is expected to be obtained from the profession. Therefore it is necessary organizational citizenship behavior of teachers to overcome these problems. Organizational Citizenship Behaviour by Organ et al. (2006: 8) is an individual behavior that is discretionary (discretionary), which do not directly and explicitly received an award from the formal reward system, and the overall (aggregate) improve the efficiency and effectiveness of organizational functions. This behavior is characterized assist or help colleagues within the organization voluntarily, avoiding conflicts of the working relationship

between members of the organization, the individual's willingness to accept anything that is set by the organization even in circumstances that are not reasonable, devotion or dedication to the work and desire to exceeding the standards of achievement in every aspect, and has a responsibility to get involved, participate, participate, and care in various activities organized by the organization.

In theory Organ et al. (2006) Transformational Leadership factors described employees are most likely to engage in OCB is in a condition to show the manager transformational leadership behaviors such as having vision, being an example, invigorating intellectual subordinates, and communicate performance expectations were high. It was clear that the attention to the emergence of OCB employee depends on the effectiveness of leadership that runs within the organization.

Transformational leadership principals requires the ability to communicate, especially persuasive communication. Principal is able to communicate persuasively with the community will be a contributing factor in the process of transformation leadership. A principal who has the respect of transformational leadership have new ideas, new ways and methods, as well as new practices are carried out by teachers in the process of teaching and learning activities in schools.

Seeing the assignment of roles and demands of teachers in Junior will require a leader who can provide motivation to the teachers. Transformational leadership principals could motivate teachers and staff to carry out their tasks better than what they described previously. This leadership priority to provide opportunities, and or push all the elements that exist in the school to work on the basis of a value system that is sublime, so all the elements that exist in the schools will, without coercion, and participate.

Then to the organization's commitment contained in employee attitudes described that OCB employee depends on a positive attitude towards their work and to the organization, which includes: a) Organizational Commitment, in some cases the level of organizational commitment affect the incidence of OCB. The high level of organizational commitment is reflected in employee involvement in organizational problems outside assignments in general, b) Job Satisfaction, various studies have shown a positive relationship between job satisfaction and OCB.

In multiple regression analysis test showed a significant correlation between Transformational Leadership and Organizational Commitment on Organizational Citizenship Behaviour, Transformational Leadership on Organizational Citizenship Behaviour, so did the Organizational

Commitment on Organizational Citizenship Behaviour showed significant correlations. These results are also consistent with studies conducted by Sandra Devi (2010) which demonstrated an association between Transformational Leadership and Organizational Commitment on Organizational Citizenship Behaviour. Later research conducted by Veronika Agustini Srimulyani (2012) which shows the transformational leadership has a positive and significant influence on Organizational Citizenship Behaviour.

It is estimated that there are many more variables that can affect the variable Organizational Citizenship Behaviour. Among the research conducted by Ngadiman, Eliyana Anis Dwi Ratmawati (2013) could affect the Organizational Climate Organizational Citizenship Behaviour. Then on research conducted Agustini Srimulyani (2012) Satisfaction with the quality of life can also affect Organizational Citizenship Behaviour.

5. Conclusion

Based on the analysis of data obtained using multiple linear regression analysis, it can be concluded bahwaannya a significant difference between transformational leadership and organizational commitment on *organizational citizenship behavior* Secondary School Teachers First Thoriqotun Najah Singosari Malang.

From these results it can be seen that Ho

is rejected and Ha accepted, in other words, a significant difference between transformational leadership and organizational commitment on *organizational citizenship behavior* Secondary School Teachers First Thoriqotun Najah Singosari Malang

can be concluded that the regression model, namely variable Transformational Leadership able to bring *organizational citizenship* Masterbehavior, then the variable Organizational commitment able to bring *organizational citizenship* Masterbehavior, as well as jointly transformational leadership and commitment to the Organization can be used to display *organizational citizenship behavior* Secondary School Teachers First Thoriqotun Najah Singosari Malang.

6. Recommendations

Relating to the research and discussion that was raised, it is suggested as follows.

- a. For Teachers. Organizational commitment shown to have a significant influence on Organizational Citizenship Behaviour Master. Therefore, teachers should always try to maintain and increase its commitment to the organization that will continue to grow extra behavior effectively and efficiently for the betterment of the organization.
- b. For Principal. Principal should maintain and improve its leadership in motivating, appreciation and attention to the condition of its members to keep the extra work

exceeding the standards organization for the achievement of organizational goals.

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