

IMPROVING ORGANIZATIONAL BEHAVIOR FOR TEACHERS AND EDUCATION RESOURCES

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ABSTRACT

Dalam menjalankan tugasnya, para guru dan tenaga pendidikan harus memiliki perilaku Organizational Citizenship Behavior (OCB). Dengan perilaku guru dan tenaga kependidikan OCB, mereka akan menampilkan perilaku yang melebihi tugas-tugas dasar yang ditugaskan kepada mereka. Artikel ini menggunakan metode studi pustaka. Analisis data menggunakan teknik deskriptif. Dari hasil penelitian diketahui bahwa perilaku OCB dari guru dan staf pendidikan akan membuat sekolah mewujudkan visinya dengan baik. Beberapa faktor yang mempengaruhi perilaku guru OCB adalah penghargaan, kepuasan kerja, motivasi, komitmen dan loyalitas. Karena itu kepala sekolah dan dinas pendidikan harus memperhatikan faktor-faktor ini agar perilaku OCB guru selalu dapat ditingkatkan.

Keywords: *OCB, Reward, Job Satisfaction, Motivation, Commitment and Loyalty*

INTRODUCTION

The challenges to advance education are increasingly heavy. Teachers and education personnel in carrying out tasks should have high performance. High performance can be seen when teachers and education personnel have high organizational Citizenship Behavior (OCB) behavior, and teachers and education personnel with high OCB will be able to realize their educational goals optimally.

Achieving national education goals will affect national education rankings. According to the PISA report in the ranking of the quality of the education system in 72 countries, in 2015 Indonesia was ranked 62. In 2013, Indonesia was ranked 71 (Sidharta, 2017). Even though the ranking has improved, by being ranked 62, of course the education system must continue to be improved. Improving the national education ranking requires the efforts of all parties. The government, teachers, the community, and students must have the same determination to advance education.

As great as any technology and the advancement of communication science the role of teachers and education staff cannot be replaced by anything. The teacher will remain a very important figure in the education system. The teacher is foremost to provide examples and examples for students in education. So is the case with education staff. President of the Republic of Indonesia, Ir. Joko Widodo at the peak of Teacher's Day on December 2, 2017 at Candotabagha Patriot Stadium stated that "if there is an opinion that sophisticated robots can replace teachers, I say no. Teachers can never be replaced" (Nurita, 2017).

Organizational Citizenship Behavior (OCB) according to Sinha (2008) is "organizational citizenship behavior means feeling responsible for one's organization and doing whatever one can do to help create a better organization". Organizational citizenship behavior means that someone feels responsible for the organization and does whatever can be done to help create a better organization. Teachers and education personnel who have high

OCB will always try to do anything to make their school better.

Teachers and education personnel who have high OCBs, will carry out work beyond their responsibilities. They will carry out work that exceeds their tasks and functions so that schools become more advanced. Teachers with high OCB will provide additional study time so that students become more familiar with the material provided. Likewise, education personnel who have high OCB will provide services that are more than their obligations.

Nowadays it seems that teachers and education staff are not optimally implementing OCB in themselves. There are still teachers who have not prepared the learning devices properly. There are still teachers who enter classes not on time. Library and academic services that are felt to be unsatisfactory and so on. The problem is of course the solution must be found so that the school's vision can be realized properly. The purpose of this study is to find out how the concept of OCB in educational institutions and the factors that affect OCB teachers and education personnel. It is hoped that this paper can contribute to teachers and education personnel to display OCB's behavior in carrying out their work.

METHODS

This research uses the literature study method. Data analysis uses descriptive analysis. Literature study is intended by looking at reading material from several sources of literature such as books and research results in relevant journals. Data collected from reading material are analyzed and described in order to answer the problem formulation that has been compiled.

DISCUSSION

Some experts expressed their opinions about organizational citizenship behavior or OCB. Schemerhorn, et al (2010) suggested "organizational citizenship behaviors are the extras people

do to go the extra mile in their work".

This opinion emphasizes that organizational citizenship behavior is an addition that people do to go the extra mile in their work. In line with this, Bauer and Erdogan (2012) suggested that "Organizational Citizenship Behaviors (OCB) are voluntary behaviors employees performing to help others and benefit the organization". Organizational citizenship behavior (OCB) is voluntary behavior by employees to help others and benefit the organization.

Associated in educational institutions, the citizenship behavior of teachers and education personnel according to the two opinions above emphasizes how teachers and education personnel provide additional time for the main work they do. For example the teacher voluntarily guides students in completing their assignments. Librarians who give extra time when there are students who really need extra time to look for books in the library and so on.

The opinion was further stated by Sinha (2008) namely "organizational citizenship behavior means feeling responsible for one's organization and doing whatever one can do to help create a better organization". Sinha argues that organizational citizenship behavior means feeling responsible for one's organization and doing whatever can be done to help create a better organization. This opinion is supported by the opinion of McShane and Glinow (2010) which states "OCB is various forms of cooperation and helpfulness to others that support the organization's social and psychological context". This opinion explains that OCB is various forms of cooperation and helping others who support the social and psychological context of the organization.

Sinha's opinion emphasizes that teachers and education personnel who have high OCB will be responsible for anything so that the school becomes better. Teachers and education personnel with high OCB will not be willing if the school experiences difficulties in realizing their vision. They

will voluntarily make maximum contributions so that the vision of the school can be achieved optimally. While McShane and Glinow emphasized that teachers and education personnel with high OCB always collaborate to realize the vision of the school. Schools as an organization certainly need good cooperation from all school members in realizing the vision of the school. Eyupoglu research results (2016) states that OCB behavior gives a good influence for educational institutions. Educational institutions that want to survive must display OCB.

Teachers and education personnel who present OCB will be able to improve their performance. Putri and Utami's research results (2017) state that there is a direct influence between variables from OCB (Altruism, Conscientiousness, Sportmanship, Courtesy, Civic Virtue) on employee performance simultaneously. While partially Courtesy does not significantly influence employee performance. Subsequent research by Ticoalu (2013) stated that employees who have OCB will be able to improve their performance. OCB and commitment jointly and partially affect performance. Two results of this study explain that OCB behavior can improve one's performance. Therefore, it is important that OCB behavior is owned by teachers and education personnel.

Based on the opinions above it is known that the concept of OCB for teachers and education personnel is their voluntary efforts in carrying out various efforts that exceed the obligations or main tasks and functions. The form of action that is more than the main task can be in the form of spending more time providing services for students. Another form is willing to share skills and knowledge with fellow school community members.

Many factors affect a person's OCB behavior. In this paper we will discuss several factors which are believed to be very closely related to the task of teachers and education personnel. Given these

factors, it is hoped that teachers and education staff will be able to display their OCB behavior. In addition, principals and related agencies are also expected to be able to trigger teachers and education personnel to display OCB behavior in themselves.

a. Appreciation

A simple award is a reward for the effort that has been done. Someone obtaining an award in accordance with their business will have the desire to do the same business. Teachers and education personnel who get awards will certainly be more enthusiastic in working.

The most common form of reward is money in the form of salary or other incentives. In addition, awards can also be in the form of praise or other objects. Teachers and education personnel who get awards according to their expectations will certainly display better work behavior.

Appreciation will influence someone's OCB behavior. McShane and Glinow (2010) suggested "money influence an individual's ethical conduct, organizational citizenship, and many other behaviors and attitudes". This opinion is supported by Organ and Lee (2008) who stated "salary and reward recommendations are reliably correlated with assessments of OCB". The two opinions above emphasize that money (appreciation) is an important factor shaping OCB behavior.

b. Job Satisfaction

Job satisfaction is a feeling of satisfaction with the work done. Teachers and education personnel who are satisfied with the work will display behaviors that match their tasks. This feeling of satisfaction can be a trigger to do a better job. When the teacher displays the work better (more than the main task), then the OCB behavior will appear by itself.

The duties of the teacher based on Permendikbud Number 15 of 2018 are to educate, teach,

guide, direct, train, assess and evaluate students. While the main duties of the education staff are adjusted to their fields such as librarians who take care of libraries, laboratory assistants who take care of laboratories and so on.

Gibson, et al (2012) suggested “although job satisfaction does not affect the quantity and quality of performance, it does influence citizenship behaviors, turnover, absenteeism, and preferences and opinions about unions”. This opinion is reinforced by the opinion of George and Jones (2006) which states “more people are satisfied with their jobs, the greater the good citizenship contributions they tend to make”. The two opinions above emphasize that job satisfaction affects one’s OCB.

The next opinion which states that job satisfaction affects someone’s OCB is Luthans (2011) which states that “the attitudinal foundation has an impact that employees engage in OCBs in order to reciprocate the actions of their organizations. Motivational dimensions, job satisfaction, and organizational commitment clearly relate to OCBs “. Robbins and Judge (2013) suggested “evidence suggests job satisfaction is moderately correlated with OCB; people who are more satisfied with their jobs are more likely to engage in citizenship behavior “. The two opinions above confirm that with job satisfaction someone can display their OCB behavior.

c. Motivation

Motivation is the urge from within someone to do something. Every work always starts with motivation. The higher the motivation, the more eager people work. Teachers and education staff who are highly motivated will display OCB’s behavior in carrying out their duties.

Motivation is a factor that influences a person’s OCB behavior. This is confirmed by Bauer and Erdogan (2012) which states that “what are the major predictors of citizenship behavior? ... For citizenship behaviors, the motivation-behavior

link is clearer “. Furthermore Colquit, et al (2011) states “motivation has a strong positive effect on job performance, people who experience higher levels of motivation tend to have higher levels of task performance. Those effects are the strongest for self efficacy / competence, followed by goal difficulty, the valence-instrumentality expectancy combination, and equity. Less is known about the effects of motivation on citizenship and counter-productive behavior, even though equity has a moderate negative effect on the letter ”.

The above opinion explains that motivation is an important factor in seeing someone’s OCB. Increasing the motivation of teachers and education personnel will certainly be able to be a trigger for them to display OCB behavior. This opinion is reinforced by Robbins and Judge (2013) which states “we would be likely to think that we should encourage employee motivation toward organizational citizenship behavior (OCB) and that helping others would be a benefit for their careers”.

d. Commitment

Commitment is a promise to yourself and / or others that can be seen from the action. People who have a high commitment will always work well. Committed people don’t give up easily in the face of work obstacles.

Teachers and education personnel should be committed to work. This commitment can be seen from working hard. Commitment will affect someone’s OCB behavior. Teachers and education personnel with high commitment always work full of dedication and always try to advance the school.

Kasemsap’s research results (2012) show that the dimensions of organizational justice, job satisfaction, and organizational commitment have moderated the positive effects on organizational citizenship behavior. Job satisfaction fully mediates the relationship between organizational justice and organizational citizenship behavior. Organizational commitment fully mediates the relationship between organizational justice and

organizational citizenship behavior. Furthermore, job satisfaction is positively related to organizational commitment. Satisfaction and commitment need to be increased to improve OCB.

The results of subsequent studies conducted by Khan, et al (2015) stated that the relationship between team commitment and OCB was positive and significant and human resource policies and OCB were also positive and significant. Team commitment and self-concept show a moderate relationship with OCB. The results for self-concept and OCB have a negative but significant relationship. Pearson Correlation Analysis shows that all research hypotheses are supported and accepted. Magdalena's research (2014) states that there is a relationship between OCB and commitment, especially affective commitment and ongoing commitment. There is a relationship between OCB and Locus of Control. OCB determines the success of an organization.

e. Loyalty

Loyalty is loyalty to a person, organization or company. People who have loyalty will carry out orders properly and responsibly. Teachers and education personnel must have loyalty to the principal and the school as an organization.

Loyalty that is owned will affect a person's OCB behavior. With the existence of loyalty in themselves will obey the rules that apply in the organization. High loyalty will make someone work beyond the main tasks they carry. Sharma's research (2017) states that loyalty is a major factor influencing OCB. OCB behavior will be able to determine the company's image. This study states that the image of schools / companies is very much determined by OCB. Therefore it is important for teachers and education personnel to have OCB behavior at work.

Islam and Afroz (2015) suggest that loyalty is an important factor influencing OCB. To increase OCB, it is necessary to increase one's loyalty. In line with this Mahdiun, et al (2010) also stated

that loyalty is the main predictor of OCB.

CONCLUSION

OCB in educational institutions is the behavior of teachers and education personnel who voluntarily work beyond their main duties and functions. OCB is very important to realize high performance and vision of the school. Five factors that influence OCB teachers and education personnel are appreciation, job satisfaction, motivation, commitment and loyalty. It is recommended to the education office, the foundation and the principal are expected to be able to remind appreciation, job satisfaction and motivation of teachers and education personnel so that their OCB is increased. It is recommended that teachers and education staff increase their commitment and loyalty at work.

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