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Reflection on Teacher Organizational Citizenship Behavior: Antecedents of Perceived Organizational Support, Organizational Commitment and Job Satisfaction

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ABSTRAK

Perilaku kewargaan organisasi baru-baru ini mendapat banyak perhatian di antara para peneliti, mengingat kepentingan praktis dan implikasinya bagi organisasi. Pentingnya perilaku kewargaan organisasi pada guru karena untuk mencapai visi dan misi sekolah diperlukan perilaku kewargaan organisasi untuk mewujudkannya. Tujuan utama dari penelitian ini adalah untuk menganalisis kontribusi dukungan organisasi yang dirasakan, komitmen organisasi dan kepuasan kerja terhadap perilaku kewargaan organisasi. Penelitian ini menggunakan desain penelitian berorientasi pendekatan kuantitatif. Untuk perolehan data penelitian menggunakan instrumen dokumentasi dan penyebaran kuesioner online. Sampel yang digunakan dalam penelitian ini sebanyak 110 responden. Dasar penentuan sampel berorientasi pada pendekatan non-probability sampling dengan menggunakan rumus purposive sampling. Penelitian ini menyimpulkan bahwa persepsi dukungan organisasi dan kepuasan kerja berpengaruh signifikan terhadap perilaku kewargaan organisasi. Selanjutnya, hasil penelitian ini juga menegaskan bahwa komitmen organisasional tidak berpengaruh signifikan terhadap perilaku kewargaan organisasional. Selain itu, dukungan organisasi yang dirasakan merupakan prediktor pengaruh yang paling kuat terhadap perilaku kewargaan organisasi berdasarkan hasil uji regresi dan paling signifikan berdasarkan hasil uji parsial.

ABSTRACT

Organizational citizenship behavior has recently received much attention among researchers, given its practical importance and implications for organizations. The importance of organizational citizenship behavior in teachers is because to achieve the school's vision and mission, organizational citizenship behavior is needed to make it happen. The primary purpose of this study was to analyze the contribution of perceived organizational support, organizational commitment and job satisfaction to organizational citizenship behavior. This research used a quantitative approach-oriented research design. For the acquisition of research data using documentation instruments and online questionnaire distribution. The sample used in the study were 110 respondents. The basis for determining the sample is oriented to the non-probability sampling approach by using the purposive sampling formula. This study concludes that perceived organizational support and job satisfaction have a significant effect on organizational citizenship behavior. Furthermore, the results of this study also confirm that organizational commitment has no significant effect on organizational citizenship behavior. In addition, perceived organizational support is the strongest predictor of influence on organizational citizenship behavior based on the results of the regression test and the most significant based on the results of the partial test.

1. INTRODUCTION

School success depends on teachers being willing to exceed the expectations of their volunteer roles (Dipaola & Tschannen-Moran, 2001; Ocampo et al., 2018). Behavior in schools is different from that found in non-educational settings. Schools are service organizations managed by teachers who are generally committed to doing and providing the best for their organization (Dipaola & Tschannen-Moran, 2001; Ocampo et al., 2018). Organizational citizenship behavior is characterized by individuals voluntarily contributing an extra role to the organization above and beyond their job duties (Newman et al., 2017). Various researchers have recognized the significant influence of organizational citizenship behavior on the success of an organization (Chen et al., 1998; Runhaar et al., 2013). Thus, researchers and organizational leaders are interested in understanding the factors associated with an individual's willingness to demonstrate organizational citizenship behavior (Tharikh et al., 2016). In realizing this, of course, support

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from various aspects is needed, one of which is perceived organizational support, commitment, and job satisfaction.

Perceived organizational support is interpreted as an individual's belief in an organization that pays attention to their level of well-being and in return is the contribution they make to the organization (Kanwal et al., 2019). Perceived organizational support is based on social exchange according to something each party has to offer that is considered valuable by the other party and each party must view the exchange as fair enough (Li et al., 2019). Each individual seeks to develop exchange relationships with leaders and organizations in the form of leader-member exchanges involving organizational support (Eisenberger et al., 1986; Majeed et al., 2017). It is argued that the perceived organizational role of support is very important to influence the behavior of followers in the organization and can complement the characteristics of leadership (Thao & Kang, 2018). Several summaries of previous studies that examined the relationship and influence between perceived organizational support and organizational citizenship behavior obtained inconsistent results. Study from previous researcher obtained a conclusion that states a significant effect exists between perceived organizational support and organizational citizenship behavior (Adib et al., 2019; Andriyanti & Supartha, 2021). While the other research results, concluded that perceived organizational support has no significant effect on organizational citizenship behavior (Sari & Muhammad, 2019). In addition to aspects of perceived organizational support, organizational commitment is also considered important to strengthen organizational citizenship behavior. Every management of an organization is required to promote better growth and progress from time to time which is oriented towards organizational commitment (Dewi & Riana, 2019). In service organizations such as schools need teachers committed to achieving the school's vision and mission. Commitment plays an important role in schools, because committed teachers are a supporting factor in carrying out sustainable organizational commitment (Zeinabadia, 2010). Individuals who have high organizational commitment are more stable and more productive so that they are also more profitable for the organization (Griffin et al., 2016).

Organizational commitment means more than just passive loyalty, but involves an active relationship and an team member's desire to make a meaningful contribution to the organization (Runhaar et al., 2013; Steers, 1977). By committing, every teacher tends to work harder in achieving company goals and shows better performance with a high orientation of organizational citizenship behavior (Sahyoni & Supartha, 2020). Several summaries of previous studies that examined the relationship and influence between organizational commitment and organizational citizenship behavior obtained inconsistent results. Previous study obtained a conclusion that states a significant effect exists between organizational commitment and organizational citizenship behavior (Apriyanti et al., 2012; Wahyuni & Supartha, 2019). While the other research results, concluded that organizational commitment has no significant effect on organizational citizenship behavior (Takdir & Ali, 2020). In addition to organizational support factors and organizational commitment, job satisfaction is one of the strategic factors in the development of education in schools (Rhoades & Eisenberger, 2002; Dewi & Riana, 2019). Job satisfaction is something that school organizations want to achieve for their teachers (Lie et al., 2021). The school wants every teacher to be satisfied with the aspects of the existing work and be able to make a maximum contribution to his work (Sherly et al., 2021). Someone can obtain job satisfaction if the work done is as desired (Indajang et al., 2021). Each individual will have a different level of satisfaction according to the prevailing value system (Swaminathan & Jawahar, 2013). Reflection of job satisfaction is closely related to a person's attitude towards his work, the greater (Sudirman et al., 2021). The level of job satisfaction will encourage a person's attitude towards a better direction in carrying out his work (Sofyan et al., 2020). With this maximum contribution, every teacher will try to improve their organizational citizenship behavior.

Several summaries of previous studies that analyze the relationship and influence between job satisfaction and organizational citizenship behavior obtained inconsistent results. Previous study obtained a conclusion that states a significant effect exists between job satisfaction and organizational citizenship behavior (Darmawati & Indartono, 2015; Saepudin & Djati, 2019). Beside of that, the other research results concluded that job satisfaction has no significant effect on organizational citizenship behavior (Ningsih & Arsanti, 2014). Research on social exchange relationships does not consider another vital component of organizational life: the sense of belonging and involvement in organizational support. Several studies show that organizational support is positively related to organizational citizenship behavior (Demir, 2015; Kanwal et al., 2019). Some researchers have suggested that organizational support may also play an important role in the process of social exchange (Li et al., 2019). The results of research on organizational citizenship behavior outside of educational organizations have been widely carried out. Some research on organizational citizenship behavior clearly shows that job satisfaction and organizational commitment positively influence organizational citizenship behavior (Saepudin & Djati, 2019).

However, very few studies use perceived organizational support as a predictor of teacher organizational citizenship behavior. Organizational behavior in schools is different from the organizations

found in non-educational environments. So the work attitude factors that affect teachers' organizational citizenship behavior may be different from those obtained in other organizations (Griffin et al., 2016). This study tries to place perceived organizational support, organizational commitment and job satisfaction as antecedents to organizational citizenship behavior. We believe that organizational support is one of the important stimulants in improving the organizational citizenship behavior of teachers. Therefore, this research is to analyze the effect of perceived organizational support, organizational commitment and job satisfaction on teachers' organizational citizenship behavior.

2. METHODS

The data collected in this research is quantitative data which is oriented towards associative research design. This research was conducted at a private high school in Pematangsiantar City, North Sumatra. This research was carried out for 3 months, starting from January to March 2021. This time was used for data collection, both instrument trial data and research data. The population in this study are all permanent teachers with the status of private teachers in all private high schools in Pematangsiantar City and have been identified by researchers to distribute questionnaires with 110 teachers. The research sample was determined by using purposive sampling technique. Testing the questionnaire data using a validity test, where if r-count 0.3 with 95% significance it is declared valid (Sugiyono, 2012) and the reliability test, where a variable is said to be reliable, if it has a Cronbach alpha value > 0.60 (Taber, 2018). Furthermore, multiple regression tests were carried out, hypothesis testing with simultaneous and partial methods and correlation tests with the coefficient of determination. The question items as outlined in the online questionnaire are oriented to previous studies relevant to the research topic.

3. RESULT AND DISCUSSION

Results

The collection was carried out online using an online questionnaire with the help of dissemination through the google form media and distributed via whatsapp and telegram applications to private high school teachers in Pematangsiantar City. Based on the recapitulation of respondents' answers who filled out the online questionnaire, the data obtained were 115 respondents, but only 110 respondents filled out valid data. The general characteristics of respondents in this study will clearly be described in Table 1.

Table 1. Respondent General Profile

Category	Details	Amount	Percentage (%)
Gender	Men	47	42.73
	woman	63	57.27
Age (years)	20-29	36	32.73
	30-39	50	45.45
	40-49	24	21.82
	< 1	25	22.73
Length of work (years)	1 - 5	35	31.82
	5 - 10	30	27.27
	> 10	20	18.18

Based on the validity test of Table 1, it is concluded that all indicators in the study have a value above 0.30, the measurement items used in this study are valid. Furthermore, the reliability test is used to measure items in the item questionnaire that describes the variable indicators. The questionnaire is reliable if a person's response to a question does not change or is normal from time to time.

Validity and Reliability Test

Based on the validity experiment results shown in Table 2, it can be concluded that all indicators have a corrected item total value of > 0.05, indicating that all instruments used are valid. Based on the reliability experiment results shown in Table 3, it can be concluded that all indicators have a Cronbach alpha value of > 0.70, indicating that all instruments used are reliable.

Table 2. Validity Test Results

Variable	Corrected item- Total Correlation	N of Items	Test Results
Perceived Organizational Support	0.452	4	Valid
Organizational Commitment	0.327	3	Valid
Job Satisfaction	0.398	4	Valid
Organizational Citizenship Behavior	0.572	5	Valid

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	N of Items	Test Results
Perceived Organizational Support	0.852	4	Reliable
Organizational Commitment	0.735	3	Reliable
Job Satisfaction	0.827	4	Reliable
Organizational Citizenship Behavior	0.768	5	Reliable

Multiple Regression Test

Table 4. Multiple Regression Test Results

Model	Unstandardized Coefficients		t-count	Sig.
	B	Std. Error		
(Constant)	8.008	1,737	4,610	0.000
Perceived Organizational Support	0.426	0.077	5.553	0.000
Organizational Commitment	0.114	0.098	1,160	0.248
Job Satisfaction	0.229	0.073	3.118	0.002

Based on the results of the multiple linear regression in Table 4, obtained the equation model: $= 8.008 + 0.426X_1 + 0.114X_2 + 0.229X_3$, which means that perceived organizational support, organizational commitment and job satisfaction have a positive effect on organizational citizenship behavior. Furthermore, according to the results of data analysis in the form of the equation, it can be interpreted as follows: The constant value of 8.008 can be interpreted if perceived organizational support, organizational commitment and job satisfaction is considered zero, and then the value of organizational citizenship behavior will be in the range of 8,008 values. Beta coefficient value on variable perceived organizational support of 0.426, which means that every change in the variable perceived organizational support by one unit will result in a change in organizational citizenship behavior 0.426 units assuming the other variables are at constant values. Beta coefficient value on variable organizational commitment of 0.114, which means that every change in the variable organizational commitment by one unit will result in a change in organizational citizenship behavior of 0.114 units assuming the other variables are at a constant value. The value of the beta coefficient on the job satisfaction variable is 0.229, which means that every change in the job satisfaction variable by one unit will result in a change in the job satisfaction variable organizational citizenship behavior of 0.229 units assuming the other variables are at a constant value.

Simultaneous and Partial Hypothesis Testing

To examine the variable binding simultaneously, experiment F was used. Simultaneous hypothesis testing was tried to identify whether the perceived organizational support, organizational commitment and job satisfaction variables tried to influence organizational citizenship behavior simultaneously. Based on the results of the simultaneous test analysis, the F-count value is 20,119 > from F-table with (0.05; 4 vs 116) of 2.46 or with a significant $0.000 < 0.05$, it can be interpreted as the perceived organizational support, organizational commitment and job satisfaction that is tried to influence organizational citizenship behavior in a simultaneously acceptable way. Subsequently, a partial test was carried out to determine the relationship perceived organizational support, organizational commitment and job satisfaction which was tried to influence organizational citizenship behavior partially.

Based on the results of data analysis, the results of the t-test in this study are: (1) Perceived organizational support obtained a significant level of $0.000 < 0.05$, meaning that perceived organizational

support significantly affects organizational citizenship behavior; (2) Organizational commitment obtained a significant level of $0.248 > 0.05$, meaning that organizational commitment not significantly affects organizational citizenship behavior; (3) Job satisfaction obtained a significant level of $0.002 < 0.05$, meaning that job satisfaction significantly affects organizational citizenship behavior.

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Coefficient of Determination Test

The coefficient of determination is done to measure how far the ability of a model to explain the variation of the dependent variable. The results of the determination test in this study can be explained that the coefficient of determination is 0.364, which means that the level of organizational citizenship behavior of 36.4% can be explained by perceived organizational support, organizational commitment and job satisfaction, while the remaining 63.6% can be explained by other factors not discussed in this study.

Discussion

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The Influence of Perceived Organizational Support on Organizational Citizenship Behavior

The results showed that perceived organizational support had a significant effect on organizational citizenship behavior. According to social exchange theory, there is something that employee's want from the organization, but employees also make certain contributions to the organization. Organizational support is one thing that employees expect from the organization where they work. If the organization provides support for employees, then employees will have a deep feeling with the organization, so that employees will integrate membership as members of the organization into their identity, which then develops a more positive relationship and perception of the organization (Rhoades & Eisenberger, 2002). High-quality social exchange relationships tend to motivate teachers to engage in behaviors that have beneficial consequences for the organization over time. Teachers tend to identify organizational well-being with themselves and feel a relational obligation to support the organization (Rhoades & Eisenberger, 2002; Runhaar et al., 2013). Organizational support also confirms subordinates' value and informal position and enhances the organization's perception of attractiveness. On the other hand, good communication between the principal and the teacher can make the relationship between the principal and teachers and fellow teachers better. Caring for every teacher will indirectly make teachers have an impact on good organizational behavior as well. The results of this study are in line with the results of other research which concludes that perceived organizational support can have a significant effect on organizational citizenship behavior (Demir, 2015).

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The Influence of Organizational Commitment on Organizational Citizenship Behavior

The results showed that organizational commitment had no significant effect on organizational citizenship behavior. This is because some teachers are less skilled in conveying their responsibilities, their educational materials and teaching materials, and their disciplinary materials (Zeinabadi & Salehi, 2011). To support the achievement of organizational citizenship behavior requires not only the obligations and responsibilities of teachers but also must commit. So, to commit, you must have competence, something that must be conveyed to students. A person's commitment to the organization is one of the guarantees for maintaining the organization's continuity (Nurjannah & Hamzah, 2018). Individuals who have low commitment to the organization are often just waiting for a good opportunity to quit their job. The heterogeneous nature of education personnel indicates that teachers will have different types of motivational profiles, which will result in variations in organizational citizenship behavior different (Richardson & Watt, 2010). Of course, this affects the organizational behavior of each individual to do positive things in support of organizational goals in the long term. Therefore, it is necessary to emphasize affective commitment, continuance commitment and normative commitment to improve good organizational behavior. The results of this study are in line with the results of research from (Darmawati & Indartono, 2015), which concludes that organizational commitment has no significant effect on organizational citizenship behavior.

The Influence of Job Satisfaction on Organizational Citizenship Behavior

The results showed that job satisfaction had a significant effect on organizational citizenship behavior. The satisfaction obtained by someone has an important role in an organization. Maximum achievement of organizational goals will be fulfilled if every teacher has a high level of job satisfaction (Sofyan et al., 2020). Representatives of good job satisfaction will be seen when a driving force that will encourage someone to want to work hard by giving all the abilities and skills to realize organizational goals (Iskandar & Juhana, 2014). When teachers enjoy their work, they don't want to leave school, are committed to their job and their profession, and are encouraged to do their job very well to achieve school goals (Koedel et al., 2017). On the other hand, if job satisfaction is good, then the implication will be to increase

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organizational citizenship behavior in the short and long term. These results indicate that job satisfaction is one of the fundamental factors to build strong organizational citizenship behavior for every teacher in the school (Zeinabadia, 2010). The findings of this study add more knowledge to current understanding of OCB predictors especially in educational settings. The results of this study are in line with the results of research which concludes that job satisfaction has a significant effect on organizational citizenship behavior (Dewi & Riana, 2019; Swaminathan & Jawahar, 2013).

4. CONCLUSION

Overall, perceived organizational support and job satisfaction variables strongly influence teachers' organizational citizenship behavior. The results of this study provide knowledge about perceived organizational support which shows the reciprocity given by the school to the contribution that has been given by each teacher. This reciprocity is in the form of a general obligation that must be fulfilled by schools with reference to the norm of reciprocity, so that each teacher feels that the contribution they have made gets an appreciation that is following what they have given for the progress of the school. On the other hand, to strengthen organizational citizenship behavior, every teacher needs the role of organizational commitment in the form of holistic competence. This is intended so that teachers can carry out education in this pandemic and new normal era through the application of strong organizational commitment. These holistic competencies include the teacher must have the ability to influence students in the cognitive domain of students (head), the skills needed in life (hand), have a good sense (heart), and the ability to live in society well (humanity). With perceived organizational support and strong organizational commitment, each teacher will feel optimal job satisfaction and ultimately increase their work productivity.

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