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The Importance of Quality of Work-Life on Teacher Organizational Citizenship Behavior: Consequences of Leader-Member Exchange and Organizational Commitment

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Abstract: The Importance of Quality of Work-Life on Teacher Organizational Citizenship Behavior: Consequences of Leader-Member Exchange and Organizational Commitment.

Objective: The study's major goal was to look at the quality of work life, leader member exchange, and organizational commitment to organizational citizenship behavior of private high school instructors in Pematangsiantar City. **Methods:** This study employs a quantitative research strategy. Multiple regression testing, hypothesis testing using simultaneous and partial approaches, and correlation testing with the coefficient of determination are all used in data analysis. **Findings:** The results of this research explain that quality of work life, leader member exchange, and organizational commitment have a positive and significant effect on organizational citizenship behavior. **Conclusion:** The findings of this study confirm the quality of work life and leader member exchange for schools is to attract and maintain the work spirit of teachers. Furthermore, there is a strong organizational commitment within the individual, causing teacher OCB to run optimally.

Keywords: quality of work-life, leader-member exchange, organizational commitment.

Abstrak: Pentingnya Quality of Work-Life terhadap Organizational Citizenship Behaviour Guru: Konsekuensi Leader-Member Exchange dan Komitmen Organisasi. **Objective:** Tujuan utama penelitian ini adalah untuk menganalisis quality of work life, leader member exchange, dan organizational commitment terhadap organizational citizenship behaviour guru SMA Swasta di Kota Pematangsiantar. **Methods:** Riset ini menggunakan rancang penelitian dengan pendekatan kuantitatif. Analisis data menggunakan uji regresi berganda, pengujian hipotesis dengan metode simultan dan parsial serta uji korelasi dengan koefisien determinasi. **Findings:** Hasil dari riset ini menjelaskan quality of work life, leader member exchange, dan organizational commitment berpengaruh positif dan signifikan terhadap organizational citizenship behaviour. **Conclusion:** Temuan penelitian ini mengkonfirmasi quality of work life dan leader member exchange bagi sekolah adalah untuk menarik dan mempertahankan semangat kerja para guru. Lebih lanjut, adanya komitmen organisasi yang kuat dalam diri individu, menyebabkan OCB guru dapat berjalan dengan maksimal.

Kata kunci: quality of work-life, leader-member exchange, komitmen organisasi.

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■ INTRODUCTION

Human resources are valuable assets in a company since they are the source of control, as well as the source of maintaining and developing the organization in the face of changing demands. Therefore, human resources must be considered, maintained, and developed (Lie, Dharma, & Sudirman, 2021). Likewise, educational institutions must pay attention to, maintain, and develop their human resources, especially lecturers. Human resources need to be developed continuously to obtain quality human resources in the true sense (Lie, Sherly, Dharma, & Sudirman, 2019). So from quality in the real sense interpreted as work carried out will produce something desired (Silalahi, Simatupang, Romy, Candra, & Sudirman, 2021). Schools as one of the educational institutions expected to produce quality resources need to be supported by highly dedicated teachers, creative and innovative, so that all activities can run well following the prevailing system and norms (Sherly, Lie, Candra, Siallagan, & Sudirman, 2021). Availability of qualified teachers, will bring the institution/campus to achieve the goals that have been set (Mayasari, 2019).

In organizational behavior, problems that educational institutions and teachers generally face are related to one of the three important behaviors of an employee in an organization, namely extra-role behavior or good behavior of organizational members who are popularly called organizational citizenship behavior (OCB) (Butarbutar, Efendi, Gheta, Agustina, & Sudirman, 2022). Teachers who display OCB behavior are called good teachers. At the current level of tight competition for educational services, in order to continue attracting student interest and loyalty in using educational services at certain educational institutions, it is necessary to have extra-role behavior from all educators and education staff, especially those involved in

educational services (Efendi, Butarbutar, Wakhayuni, Romy, & Sudirman, 2022). Suppose the organization has people who have high OCB. In that situation, the organization should be able to deal with the problems posed by both internal and external changes in the environment (Sudirman, Candra, Dharma, & Lie, 2021). Quality of work-life, leader-member interchange, and organizational commitment are some of the main characteristics that might shape organizational citizenship behavior (Hastuti I & Wibowo, 2021); (Maslyn & Bien, 2001); (Lizote, Verdinelli, & Nascimento, 2017).

Quality of work-life (QWL) is a management concept that encourages employee appreciation, changes business culture, and enhances employees' physical and emotional health (Arief, Purwana, & Saptono, 2021). This can be accomplished if the organization's leadership conditions it by making physical and non-physical facilities available to all members of the group (Pio & Lengkong, 2020). Quality of work-life will be accomplished if the principal is devoted to elevating each member's dignity by adopting and implementing relevant principles that allow each member of the organization to grow and develop in their tasks and work in order to provide the highest quality of work (Marhamah, 2017). Obtaining the highest level of quality necessitates the use of resources that aid in the achievement of objectives (Hamzah, Hubeis, & Hendri, 2020). As a result, it is vital to adapt and improve the work environment so that effective human connections, technology, and organizations make the work experience more exciting and the end result as envisioned (Pio & Lengkong, 2020). Employee compensation, capacity to engage in the organization, work safety, job design, and the quality of inter-organizational contact all contribute to the quality of work-life, according to (Mayasari, 2019). Research result by (Hastuti I & Wibowo, 2021) and (Moestain, Hamidah, &

Kadir, 2020) revealed a relationship between the quality of work-life with OCB.

Leadership member exchange (LMX) theory focuses on the specific relationship between leaders and members/subordinates within the organization (Kim, O'Neill, & Cho, 2010). This theory explains that the leader's attitude and behavior towards each team member is not consistent or the same (Puspitasari & Darwin, 2021). The relationship between superiors and subordinates is unique and different from others. Leadership member exchange emphasizes the differences in the relationships leaders develop with different subordinates in work groups (Heriyadi, Tjahjono, & Rahayu, 2020). A negative pattern of leader-member exchange, on the other hand, can have a negative impact on performance within the organization. Negative forms of leader-member exchange, including relationships with superiors too close can trigger employees to belittle their work (Volmer, Spurk, & Niessen, 2011). Thus, it is necessary to control the leader-member exchange quality between superiors and subordinates. Leader-member exchange plays a role in leadership approaches such as exchanging leaders with members who can lift the hearts and involve the workers' souls. This condition becomes flawlessly logical, so it is a way forward to trigger innovative work behavior (Li, Xue, Li, Chen, & Wang, 2020). Study conducted by (Hardianto & Sari, 2021) and (Chen, Wang, Chang, & Hu, 2008) revealed a relationship between the quality of work-life with OCB.

Organizational commitment is one of the work attitudes. Because it reflects a person's feelings (likes or dislikes) towards the organization where he works (Devece, Palacios-Marqués, & Pilar Alguacil, 2016). Organizational commitment is an individual orientation towards the organization, including loyalty, identification, and

involvement (Greenberg, 2011). So organizational commitment is an active relationship orientation between individuals and their organizations (winarsih* & Riyanto, 2020). The orientation of the relationship results in individuals of their own volition being willing to give something and what is given illustrates their support for achieving organizational goals (Sambung & Iring, 2014). Members will feel more linked to the organization as a consequence of this, which will motivate them to do things outside of their work obligations out of love for the organization. According to Naimah et al. (2017), having devoted staff is a plus for the firm since it helps the company convey its quality to its productivity. Organizational commitment influences OCB behavior because if members in the organization have a high commitment both affectively, normatively or continuously, a positive relationship will be formed between members of the organization where they live (Ardi & Sudarma, 2015) and (Dewi & Riana, 2019). The urgency of this study is to analyze the effect of quality of work-life, leader-member exchange, and organizational commitment on organizational citizenship behavior.

METHODS

This study used an associative research strategy to acquire quantitative data. This study took place in Pematangsiantar City, North Sumatra, at six private high schools. From June to August 2021, this study was conducted for three months. This time was utilized to collect data, including both instrument trial data and research data. All permanent teachers with the status of private teachers in all private high schools in Pematangsiantar City were included in this study, with a total of 110 instructors chosen by researchers to distribute questionnaires. The research sample was determined using the purposive sampling technique. For question items

as outlined in the online questionnaire. Then, a multiple regression test was carried out. Hypothesis testing with simultaneous and partial methods and correlation test with the coefficient of determination. The measurement of the dependent variable, namely organizational citizenship behavior refers to (Smith, Organ, & Near, 1983) and (Haerani, Sumardi, Hakim, Hartini, & Putra, 2020) which consists of 5 indicators. Furthermore, the first independent variable, namely the quality of work-life, refers to previous research (Pio & Lengkong, 2020) and (Moestain et al., 2020), which consists of 5 indicators. Then the second independent variable,

namely leader-member exchange, refers to previous research (Graen & Scandura, 1987) and (Li et al., 2020) which consists of 4 indicators. for the third independent variable, namely organizational commitment refers to previous research (N. Allen & J. Meyer, 1990) and (Greenberg, 2011) which consists of 3 indicators. Information about the indicators used in each variable is explained in the variable operational definition (see Figure 1). Overall the use of research variables can be seen in the framework of thought (see Figure 2) and the development of hypotheses in this study can be explained as follows:

Variabel	Code	Indikator	Referensi
Quality of Work Life	QW1	Opportunities to Develop	(Pio & Lengkong, 2020); (Moestain et al., 2020)
	QW2	Participation of Decision-Making	
	QW3	Pride Of Work	
	QW4	Working Environment	
	QW5	Social Integration	
	QW6	Fair and Appropriate Compensation	
Leader Member Exchange	LM1	Emotion	(Graen & Scandura, 1987); (Li et al., 2020)
	LM2	Contribution	
	LM3	Loyalty	
	LM4	Professional Respect	
Organizational Commitment	OC1	Affective Commitment	(N. Allen & J. Meyer, 1990); (Greenberg, 2011)
	OC2	Continuance Commitment	
	OC3	Normative Commitment	
Organizational Citizenship Behaviour	OCB1	Altruism	(Smith et al., 1983); (Haerani et al., 2020)
	OCB2	Conscientiousness	
	OCB3	Sportmanship	
	OCB4	Courtesy	
	OCB5	Civic Virtue	

Figure 1. Variable operational definition

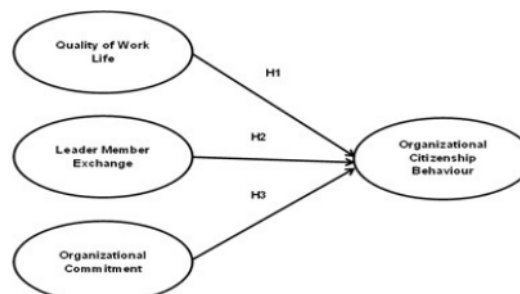


Figure 2. Research framework

Based on Figure 1 above which is the framework in this research, several research hypotheses can be formulated, including:

- H1: Quality of work-life affects organizational citizenship behavior
- H2: Leader-member exchange affects organizational citizenship behavior
- H3: Organizational Commitment affects organizational citizenship behavior

■ RESULTS AND DISCUSSION

Data was obtained online via an online questionnaire and distributed to 6 private high schools in Pematangsiantar City through Google Form Media. Based on the recapitulation results of respondents' replies, there were as many as 110 legitimate data respondents. The general characteristics of respondents in this study will clearly be described in table 1 below:

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
Length of work (years)	< 1	25	22.73
	1 – 5	35	31.82
	5 – 10	30	27.27
	> 10	20	18.18

Following the explanation in table 1, it is known that the number of respondents who are male as many as 47 people (42.73%) and female sex as many as 63 people (57.27%). Furthermore, the average age of respondents aged between 20-29 years were 36 people (32.73%), 30-39 years were 50 people (45.45%) and those aged 40-49 were 24 people (21.82%). Then for the period of service of respondents under 1 year totaling 25 people (22.73%), working period between 1 to 5 years amounting to 35 people (31.82%), working

period between 5 to 10 years totaling 30 people (27.27%), and working period of above 10 years amounted to 20 people (18.18%).

Instrument Test

The validity test is carried out to determine the extent of the accuracy or accuracy of a measurement instrument in carrying out its size function, namely so that the data obtained can be relevant to the purpose of the measurement. The results of the validity test can be seen in table 1 below:

Table 1. Validity test results

Variable	Code	Corrected item- Total correlation	Results
	QW1	0.522	Valid
	QW2	0.602	Valid
	QW3	0.512	Valid

Quality of Work Life	QW4	0.487	Valid
	QW5	0.554	Valid
	QW6	0.621	Valid
Leader-Member Exchange	LM1	0.542	Valid
	LM2	0.535	Valid
	LM3	0.591	Valid
	LM4	0.614	Valid
Organizational Commitment	OC1	0.608	Valid
	OC2	0.622	Valid
	OC3	0.619	Valid
Organizational Citizenship Behavior	OCB1	0.534	Valid
	OCB2	0.571	Valid
	OCB3	0.584	Valid
	OCB4	0.492	Valid
	OCB5	0.575	Valid

Based on the validity test results above, it can be concluded that all indicators of the variables in this study are valid. Furthermore, the reliability test is used to measure the stability of the

indicators of a variable. A questionnaire is reliable if a person's answers to questions are consistent and stable from time to time. The results of the reliability test can be seen in table 2 below:

Table 2. Reliability test results

Variable	Cronbach's Alpha	Instrument Items	Results
Quality of Work Life	0.804	6	Reliable
Leader-Member Exchange	0.742	4	Reliable
Organizational Commitment	0.721	3	Reliable
Organizational Citizenship Behavior	0.756	5	Reliable

Based on the reliability test results in table 2 above, it shows that all indicators have a Cronbach's alpha value if the item deleted

> 0.70 so it can be concluded that all indicators of the variables in the study are reliable.

Normality test

Normality test is used to determine the formula used in hypothesis testing and whether the data is normally distributed. Normality test using Kolmogorov-

Smirnov test. The results of the normality test can be seen in the following table 3:

Based on the table of normality test results above, the value of Asymp Sig. (2-Tailed)

Table 3. Normality test results

Variable	N	KS Test	asymp. Sig. (2-Tailed)
Quality of Work Life	110	0.519	0.178
Leader-Member Exchange	110	0.702	0.514
Organizational Commitment	110	0.632	0.493
Organizational Citizenship Behavior	110	0.815	0.643

of each variable d above 0.05 so it can be concluded that each variable is normally distributed.

Hypothesis test

Hypothesis testing was conducted to analyze the effect of quality of work-life, leader-

member exchange, and organizational commitment on organizational citizenship behavior with the assumption that the results obtained were based on a significant relationship or not. The results of hypothesis testing can be seen in table 4 below:

Table 4. Hypothesis test

Model	t-count	Sig.
Constant	5.166	.000
Quality of Work Life	2.126	.036
Leader-Member Exchange	4.217	.000
Organizational Commitment	2.481	.015

a. Dependent Variable: Organizational Citizenship Behavior

Based on the results of the data analysis presented in table 4, it can be seen that the significant level of the quality of work-life variable is $0.036 < 0.05$, meaning that the quality of work-life has a positive and significant effect on organizational citizenship behavior. Then the significant level on the leader-member exchange variable is $0.000 < 0.05$, meaning that the leader-member exchange has a positive and significant effect on organizational citizenship behavior. The results of the third hypothesis also suggest a significant level of organizational commitment variable of $0.015 < 0.05$, meaning that

organizational commitment has a positive and significant effect on organizational citizenship behavior.

Correlation Coefficient and Determination Coefficient

Correlation coefficients were used to calculate the strength of the relationship between quality of work-life, leader-member exchange, and organizational commitment with organizational citizenship behavior. The results of the calculation of the correlation coefficient and the coefficient of determination can be seen in table 5 below:

Table 5. Analysis of correlation and coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.613a	.375	.356	1,213
a. Predictors: (Constant): Quality of Work Life, Leader-Member Exchange, Organizational Commitment				
b. Dependent Variable: Organizational Citizenship Behavior				

Based on the correlation coefficient analysis results, the correlation coefficient value (r) is 0.613, which means a strong and positive relationship between quality of work-life, leader-member exchange, and organizational commitment with organizational citizenship behavior. Furthermore, the coefficient of determination (R) of 0.375 means that the level of organizational citizenship behavior of 37.5% can be explained by quality of work-life, leader-member exchange, and organizational commitment, while the remaining 62.5% can be explained by other variables not discussed. This study includes organizational culture, organizational justice, organizational climate, work environment, job satisfaction, and other factors that influence organizational citizenship behavior.

Based on the hypothesis testing analysis results, the results obtained that explain the quality of work-life has a positive and significant effect on organizational citizenship behavior as evidenced by a significant level of $0.036 < 0.05$. The results of the study prove that a higher quality of work-life can encourage an increase in organizational citizenship behavior (Widiaspono & Priyono, 2022). The increase in OCB can be influenced by several factors, one of which is the quality of work-life which is assumed to be the perception of the physical and mental state of the employee's work (Widiyanti & Rizal, 2022) towards the organization, in order to realize the expected OCB, of course, a sense of dedication is needed, where this feeling is a form of employee participation in the organization (Fitrijayanti, Asmony, & Suprayetno, 2015).

OCB behavior indicates a sense of dedication of employees to their company regardless of the rewards obtained. A guaranteed quality of work-life, which will lead to OCB behavior as a form of dedication to the organization, will certainly improve the performance achieved (Hastuti1 & Wibowo, 2021). This is supported by the majority of teachers in this study who already have undergraduate education, this means that the higher a person's education, the better self-regulation will be. The results of this study are in line with research (Marhamah 2017; Widiyanti and Rizal 2022; Widiaspono and Priyono 2022) who succeeded in proving that the quality of work-life has a significant positive effect on organizational citizenship behavior.

Based on the hypothesis testing analysis results, the results obtained that explain the leader-member exchange has a positive and significant effect on organizational citizenship behavior as evidenced by the significant level of $0.000 < 0.05$. The superior-subordinate relationship has an important role in building close relationships between individuals in the organization (Mahmudi & Farida Elmi, 2020). The level of trust in superiors through delegating tasks to subordinates according to their responsibilities will raise morale among subordinates, both because of work factors and relationships with coworkers (Hardjo & Munisa, 2017). The support from superiors will increase teacher loyalty so that teachers feel happy with the work environment they have and do not want to leave. Implementation of leader-member exchange can increase employee performance

through OCB (Kim et al., 2010). Encourage teachers to innovate, create new ideas, promote and test the feasibility of their innovations. These activities can affect employees' work, both individuals and organizations (Silitonga, 2019). This is also confirmed by research (Mahmudi and Farida Elmi 2020; Heriyadi et al. 2020; Puspitasasri and Darwin 2021) which describes the leader-member exchange as one of the important factors to form an optimal OCB.

Based on the results of the hypothesis testing analysis, the results obtained that explain organizational commitment has a positive and significant effect on organizational citizenship behavior as evidenced by a significant level of $0.015 < 0.05$. This shows that the greater the teacher's organizational commitment, the greater the OCB attitude in the organization (Musringudin, Akbar, & Karnati, 2017). The level of commitment that each teacher has is determined by a range of factors, including the teacher's longevity in the organization and the diversity of wants and aspirations that each teacher has. Job qualities such as task identification and the ability to communicate with coworkers can foster empathy in teachers, allowing them to work freely and without fear of retaliation (Bayu Putra Mahardika & Wibawa, 2018). Work experience, such as previous organizational reliability and other instructors expressing and discussing their thoughts about the organization, are also necessary for each teacher to develop strong OCB. A teacher who is fully committed to his career will enjoy his work and be able to work with full responsibility. High commitment will motivate instructors to work as hard as they can in order to boost productivity and meet organizational goals. According to study (Purwaningsih and Liana 2015; Gunawan and Netra 2017; Permana and Sriathi 2017), organizational commitment is one of the most significant stimulants for each teacher to establish a strong OCB.

CONCLUSIONS

Based on the results of the discussion of this study, it states that quality of work life take effect positive and significant to OCB. The quality of work-life also fosters the teacher's desire to stay and remain in the organization. It can also be judged that the teacher shows his gratitude for the school's treatment of him. The importance of quality of work-life for schools and teachers is for schools to attract and maintain the work spirit of qualified teachers in carrying out their duties and responsibilities as educators. The results of the discussion of the next research state that leader-member exchange has a positive and significant effect on OCB. This confirms that a leader who treats his subordinates as co-workers or partners, provides support, trust, and important responsibilities, and shares decision-making roles, will have trustworthy and loyal followers. This of course will indirectly have a positive impact on teachers, namely it will make teachers have readiness for change or readiness to change. So that teachers will approve, implement and fully support any changes that occur in the school. The results of the last discussion also confirm that organizational commitment has a positive and significant effect on OCB. Organizational commitment is one of the important factors for an organization's progress. Without a strong organizational commitment within the individual, OCB cannot run optimally. In realizing school goals, a strong organizational commitment from teachers is needed. With a strong organizational commitment starting from work, the implications will be felt immediately for OCB teachers to be more effective, efficient and productive.

In this research, several limitations were found. First, the sample and population sizes should be enlarged to analyze the relationships better. Therefore, it would be better for further research to use more respondents and schools from different regions and expand the sample by

adding teachers in public schools. Because just a sample of private schools in the education sector was employed to gauge teacher performance, this study can only generalize to restricted outcomes. The second constraint is that, in order to improve the generalizability of the results, future research should evaluate the link between exogenous and endogenous factors using a more thorough statistical test method. Path analysis may be used in complicated situations to evaluate the pattern of interactions between variables to determine the direct or indirect effect, and structural equation modeling can be utilized for more exact data analysis (SEM).

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