

THE EFFECT OF ORGANIZATIONAL CULTURE, ORGANIZATIONAL JUSTICE, AND ORGANIZATIONAL COMMITMENTS ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR AT SMK YAYASAN PGRI JAKARTA TIMUR TEACHERS

Dlya Amelia¹, Marsofiyati², Susan Febriantina³

¹ Universitas Negeri Jakarta, Indonesia

² Universitas Negeri Jakarta, Indonesia

³ Universitas Negeri Jakarta, Indonesia

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Abstract

This research aims to determine the effect of organizational culture, organizational justice, and organizational commitment on organizational citizenship behavior (OCB). This research was conducted for seven months from February 2021 to September 2021. The population is 100 respondents, and the samples in this study is 80 respondents from Teachers at East Jakarta PGRI Foundation Vocational School. The sampling was done using proportional random sampling technic. The data was collected from a questionnaire via google forms using a Likert scale. To test the hypothesis proposed in this study, the technical analysis of the fit of the model used is Structural Equation Modeling (SEM) which is operated using the SmartPLS 3.0 program. The results showed that organizational culture, organizational justice, and organizational commitment had an effect on organizational citizenship behavior.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh budaya organisasi, keadilan organisasi, dan komitmen organisasional terhadap organizational citizenship behavior (OCB). Penelitian ini dilaksanakan selama tujuh bulan terhitung dari bulan Februari 2021 sampai dengan September 2021. Populasi dalam penelitian ini adalah 100 responden, dan sampel dalam penelitian ini adalah 80 responden Guru SMK Yayasan PGRI Jakarta Timur. Pengambilan sampel dilakukan dengan teknik proporsional random sampling. Data dikumpulkan dari kuesioner melalui google form menggunakan skala Likert. Untuk menguji hipotesis yang diajukan dalam penelitian ini, teknik analisis kecocokan model yang digunakan adalah Structural Equation Modeling (SEM) yang dioperasikan menggunakan program SmartPLS 3.0. Hasil penelitian menunjukkan bahwa budaya organisasi, keadilan organisasi, dan komitmen organisasi berpengaruh terhadap organizational citizenship behavior (OCB).

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* Corresponding Author.
Dlyaamelia9e@gmail.com Dlya Amelia

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INTRODUCTION

Teachers are part of human resources who have an important role in determining educational output. This role is related to the task of the teacher as a teacher in charge of transferring knowledge to students. The role is divided into two, namely internal and external roles. The internal role is related to the teacher's role as a designer and facilitator in the learning process that requires high creativity (Lubis, 2020). The external roles include fostering extracurricular activities, attending meetings, upgrading themselves through teacher training, and assisting school leaders in achieving school goals through school accreditation (Febriantina et al., 2020).

Teachers in realizing school organizational goals are determined by many factors, one of which is how much the teacher tends to show extra-role behavior or commonly called Organizational Citizenship Behavior (OCB). Teachers in schools with high Organizational Citizenship Behavior (OCB) can carry out their duties innovatively and actively to help achieve the goals of the organization. Organizational Citizenship Behavior (OCB) in schools is also described with teachers emphasizing school-related activities rather than personal activities. Teachers try so that all parties involved in the school can benefit.

Based on the results of pre-research conducted by researchers on 30 teachers at SMK Yayasan PGRI Jakarta Timur, some teachers did not show OCB attitudes as mentioned above but showed indications of low OCB behavior. It was found that behavior that showed low aspects of organizational citizenship behavior from the results of the pre-research 76.7% of teachers stated that they were not willing to carry out extra-role activities such as (1) Filling the class if co-workers did not come in, (2) Helping the principal/colleagues/students if needed outside of school hours, (3) Complete the assignments of co-workers who are neglected (for example: fill in grades, make lesson plans and learning media, etc.), (4) Willing to be present to replace the picket schedule of co-workers.

To solve the OCB problems that exist in these schools, a pre-research was conducted on 30 respondents who were teachers of SMK Yayasan PGRI Jakarta Timur to find out what factors most influenced OCB on SMK Yayasan PGRI Jakarta Timur Teachers. Based on pre-research data, the highest percentage is organizational culture with a percentage of 32%. Furthermore, the second high percentage is organizational justice with a percentage of 28%, and organizational commitment with an answering percentage of 25%. In addition, the factor with the lowest percentage or which is considered less influential on organizational citizenship behavior (OCB) is work motivation with a percentage of 10% and perceptions of organizational support with a percentage of 5%.

Several previous studies stated that organizational culture, organizational justice, and organizational commitment affect organizational citizenship behavior (OCB), which means that if organizational culture, organizational justice, and organizational commitment go well or increase, the OCB will also be good or increase and vice versa. (Winarsih et al., 2020). This is also supported by research from (Masyarah et al., 2015) which states the same thing.

Organizational citizenship behavior (OCB) is a behavior that can encourage someone to do their job beyond the requirements set by the organization to improve organizational efficiency (Taroreh et al., 2020). According to Febriantina (2020) which states that the definition of school organizational culture is the overall values, norms, beliefs, and opinions that are held and upheld by school principals, teachers, administrative officers, and students. (Donglong et al., 2020) defines organizational justice as a concept that shows teachers' perceptions of the extent to which they are treated fairly in their workplace. Susita et al. (2020) stated "Organization commitment is the degree to which an individual feels

connected to the organization and wishes to remain involved in it".

It is appropriate for schools to understand and pay attention to the condition of teachers so that teachers can apply extra-role behavior (OCB) where this will help schools achieve their goals. Therefore, researchers are interested in conducting research on “Effect of Organizational Culture, Organizational Justice, and Organizational Commitment on Organizational Citizenship Behavior at SMK Yayasan PGRI Jakarta Timur Teachers”.

METHODE

Participants

This study uses a type of quantitative research. The data collection method used is a survey method. The method is carried out with an approach to the type of descriptive and explanatory research so that the more complete method used is a descriptive survey. In this study, the population was the teachers of SMK Yayasan PGRI Jakarta Timur. The accessible population is 100 teachers and the sample is 80 teachers at 3 private schools from SMK Yayasan PGRI Jakarta Timur. The Sampling was done using proportional random sampling technique. This study uses the Slovin formula to determine the number of samples. This study used a survey method that used a questionnaire as the main instrument to collect data from google form. The demographic distribution of respondents is shown in Table 1.

Table1.
Demographic Distribution of Respondents

Characteristic	Categories	Frequencies	Percentages
Gender	Woman	54	67.5%
	Man	26	32.5%
Working Period	<1 Year	26	32.5%
	1-5 Years	33	41.3%
	>5 Years	21	26.2%
Education	Diploma	2	2.5%
	Bachelor	74	93.7%
	Master	3	3.8%%
Teacher's Employment Status	Permanent Teacher Foundation (GTY)	43	53.8%
	Non-Permanent Teacher (GTT)	0	0%
	Honorary teacher	37	46.3%
	Help Teacher	0	0%

Measures

The measurement of the research instrument uses a five-point Likert scale from strongly disagree (1) to strongly agree (5). Organizational citizenship behavior was measured using a research instrument adopted from the research of Somech & Ohayon (2020), Vigoda-Gadot & Drory (2010), Mangadu (2015). One of the research instrument items is "I am willing to help

students outside of school hours to explain the material". Organizational culture is measured using research instruments adopted from Wallach (1983), Burhanuddin (2019), Aranki et al (2019). One of the research instrument items is "Schools have rules that are made with the aim of instilling discipline in all parties in the school". Organizational Justice is measured using research instruments adopted from Niehoff & Moorman (1993), Esmail Yaghoubi (2012), Addai et al (2018). One of the research instrument items is "I feel that job responsibilities are given fairly". Organizational Commitment is measured using research instruments adopted from Meyer & Allen (1991), Mehboob Ul Hassan (2016), Samancioglu et al (2019). One of his research instrument items was "It would be very difficult for me to leave my current school, even if I wanted to".

Data Analysis

Analysis of the data used in this study using Partial Least Square (PLS) with Structural Equation Modeling (SEM) model fit analysis techniques and operated using Smart PLS 3.0. In this research, the SEM analysis process is divided into several stages, namely: (1) Outer Model Analysis; convergent validity, discriminant validity, composite reliability, cronbach's alpha. (2) Inner Model Analysis; t-statistics, coefficient of determination (R^2), f-square (F^2), variance inflation factor (VIF). In testing this hypothesis, it can be seen by the value of t-statistics which can be known through the results of Path Coefficients. In the T-test, it can be seen from the value of T-statistics and p-value. The exogenous variable has a significant effect on the endogenous variable if T-statistics > T-table or p-value < 0.05. The amount of T-table with an error rate of 5% is 1.96.

RESULT AND DISCUSSION

Measurement model (Outer Model)

In PLS-SEM this stage is known as construct validity test. The construct validity test in PLS-SEM consists of convergent validity and discriminant validity. According to Hamid and Anwar (2019), a strong correlation between the construct and the question items and a weak relationship with other variables, is one way to test construct validity. The test of the validity of the indicator items uses the results of the standard loading factor, where each indicator item must have a standard loading factor value of > 0.7. Convergent validity can be done by evaluating four stages, namely by looking at the outer loadings, cronbach alpha, composite reliability, and average variance extracted. An indicator is declared valid to measure the construct if it has a loading factor value above 0.7 to the intended construct. The higher the value obtained, the higher the validity of the indicator.

Based on the calculation of Convergent Validity which shows that the value of the outer loading factor indicator of all variables is above 0.7, so it can be concluded that all indicators are declared valid. The researcher continued to assess Cronbach's Alpha of all variables which also amounted to above 0.6, which can be said that all constructs on the variables used in the study were declared valid.

Then to determine the value of the indicator reliability can be measured through the value of Average Variance Extracted (AVE) and Composite Reliability. The Average Variance Extracted (AVE) value of all variables fell above 0.5 and the Composite Reliability value of all variables was above 0.7, it can be concluded that all research variables were declared reliable. In the calculation of Discriminant Validity, it can be seen that the Cross Loading value of organizational culture (BO), organizational justice (KO), organizational commitment (KOMO), and organizational citizenship behavior (OCB) have a higher loading value than the loading values of other constructs. This larger value can explain the suitability of an indicator to explain its construct compared to explaining other constructs.

Structural model (Inner Model)

The inner model can be evaluated by looking at the r-square (reliability indicator) for the dependent construct and the t-statistical value of the path coefficient test. The path coefficient value shows the level of significance in hypothesis testing. Analysis of Variance (R^2) or Determination Test, which is to determine the influence of the independent variable on the dependent variable by looking at the r-square value. The higher the r-square value, the better the prediction model of the proposed research model.

Table 2.
The Result of R-Square

Variable	R Square
OCB	0.455

Source: PLS Output Result (2021)

The value of R-Square (R^2) is 0.455, which means moderate or moderate. So the relationship or influence of Organizational Culture (BO), Organizational Culture, Organizational Justice (KO), and Organizational Commitment (KOMOMO) on Organizational Citizenship Behavior (OCB) is 45.5% or moderate.

Followed by the results of the f-Square (f^2) measurement, it can be seen that the relationship or influence between the variable constructs of Organizational Culture (BO) and Organizational Citizenship Behavior (OCB) $0.219 > 0.15$, it can be interpreted that the relationship or influence of the two variables is moderate. Furthermore, the relationship or influence between the variable constructs of Organizational Justice and Organizational Citizenship Behavior (OCB) is $0.221 > 0.15$, or it can be interpreted that the relationship or influence between the two variables is moderate. The relationship or influence between the variable constructs of Organizational Commitment and Organizational Citizenship Behavior (OCB) is $0.202 > 0.15$, or it can be interpreted that the relationship or influence between the two variables is moderate.

Furthermore, the calculation of the Variance Inflation Factor (VIF) shows that the VIF value based on table IV.15 can be seen for the indicators of each variable Organizational Culture (BO), Organizational Culture, Organizational Justice (KO), and Organizational Commitment (KOMOMO) to Organizational Citizenship. Behavior (OCB) < 5.00 , it can be concluded that the variables used by this researcher do not have multicollinearity problems.

Hypothesis Testing

Hypothesis testing is by using statistical values, so for alpha 5% the t-statistic value is 1.96. So that the criteria for acceptance/rejection of the hypothesis are that H_a is accepted and H_0 is rejected because the t-statistic is 1.96. According to Husein (2015) to reject or accept the hypothesis using probability then H_a is accepted if the p value < 0.05 .

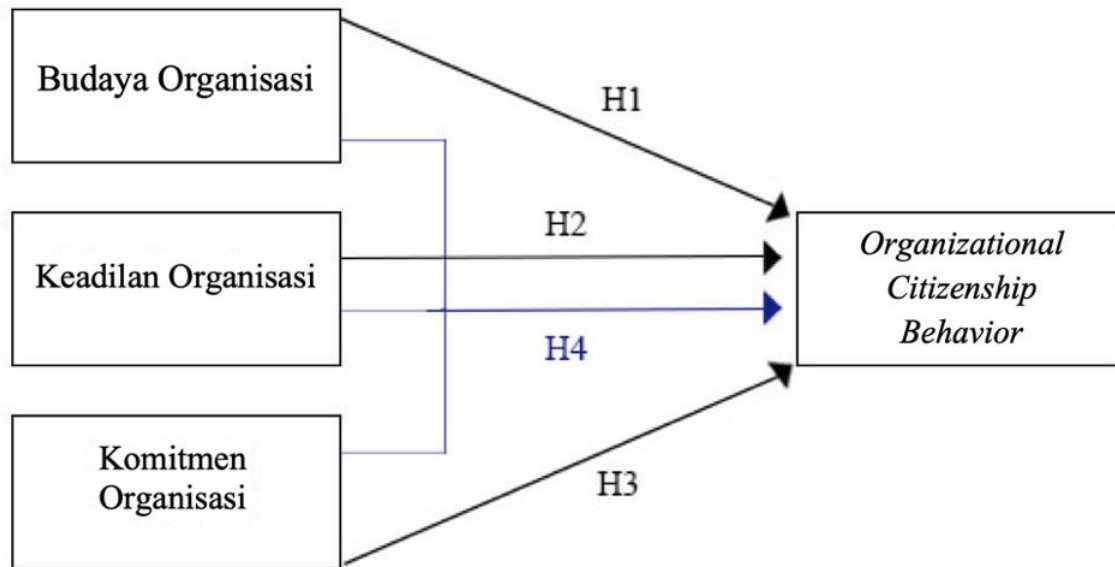


Figure 1. Research constellation

Table 3.
Path Coefficient

Associations	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Organizational Culture -> OCB	0.424	0.414	0.165	4.829	0.000
Organizational Justice -> OCB	0.467	0.440	0.213	4.697	0.002
Organizational Commitment -> OCB	0.346	0.426	0.172	3.288	0.000

Source: PLS Output Result (2021)

Based on the results of the calculation of the Path Coefficient of Organizational Culture on Organizational Citizenship Behavior (OCB) it can be seen that the Original Sample value is 0.424, T-Statistic is 4.829 > 1.96 and the P Values is 0.000 < 0.05 so it can be concluded that the Organizational Culture variable has a positive and significant effect on Organizational Citizenship Behavior (OCB). So H₁ in this study is accepted. The results of this study are also in accordance with previous research conducted by Soliman et al. (2020), Benngu et al. (2019), Kamila et al. (2020), Suwibawa et al. (2018), Dewanggana et al. (2016). The results of this study indicate that organizational culture has a positive and significant influence on Organizational Citizenship Behavior (OCB) at SMK Yayasan PGRI Jakarta Timur. This means that SMK Yayasan PGRI Jakarta Timur has a good culture where responsibility and authority are systematically organized, teachers can work creatively, and the environment supports each other which motivates teachers to perform extra high role behaviors so that school goals can be achieved.

Then we can see that the Path Coefficient of Organizational Justice on Organizational Citizenship Behavior (OCB) has an Original Sample value of 0.467, a T-Statistic of 4.697 > 1.96

and a P Value of $0.002 < 0.05$ so it can be concluded that the variable of Organizational Justice has a positive and significant effect on Organizational Citizenship Behavior (OCB). So H_2 in this study is accepted. The results of this study are also in accordance with previous research conducted by Odor et al. (2020), Al-Quraan et al. (2017), Sujono et al. (2020), and Mizanul Aziz et al. (2020). The results of this study indicate that organizational justice has a positive and significant influence on Organizational Citizenship Behavior (OCB) at SMK Yayasan PGRI Jakarta Timur. This can be interpreted that when teachers get fair treatment in their place of work starting from awards and recognition from both the principal and colleagues between teachers, the teacher will provide positive feedback by being willing to carry out extra-role activities with the aim of helping the school achieve its goals.

Organizational Justice and Organizational Commitment have a simultaneous effect on Organizational Citizenship Behavior (OCB). So H_4 in this study is accepted. These results are in line with previous research from Winarsih et al. (2020), and Masyarah et al. (2015). The results of this study indicate that Organizational Culture, Organizational Justice, and Organizational Commitment have a positive and significant influence on Organizational Citizenship Behavior (OCB) at SMK Yayasan PGRI Jakarta Timur. As explained earlier, if the teacher feels that his workplace has a good culture where the teacher gets fair treatment from all parties that creates a strong emotional attachment to his place of work, the teacher will be willing to carry out extra role activities (OCB) to help achieve the goals of the school itself

CONCLUSION

Based on the results of research and discussions that have been carried out by researchers regarding the influence of Organizational Culture, Organizational Justice, and Organizational Commitment on Organizational Citizenship Behavior (OCB), the following conclusions can be drawn:

1. There is a positive and significant influence between Organizational Culture and Organizational Citizenship Behavior (OCB). Based on the results of the Path Coefficient calculation in table IV.16, it can be seen that the Original Sample value is 0.424, the T-Statistic is $4.829 > 1.96$ and the P Values is $0.000 < 0.005$. The better the organizational culture of a school in terms of bureaucratic culture, innovative culture, and supportive culture, the higher the level of Organizational Citizenship Behavior (OCB). Thus it can be concluded that the variable of Organizational Culture has a positive and significant effect on Organizational Citizenship Behavior (OCB).
2. There is a positive and significant influence between Organizational Justice and Organizational Citizenship Behavior (OCB). Based on the results of the Path Coefficient calculation in table IV.16, it can be seen that the Original Sample value is 0.467, the T-Statistic is $4.697 > 1.96$ and the P Values is $0.002 < 0.05$. This means that the more fairly a teacher is treated, both in terms of awards and treatment from all parties in the school, the higher the level of OCB will also be. Thus it can be concluded that the variable of Organizational Justice has a positive and significant effect on Organizational Citizenship Behavior (OCB).
3. There is a positive and significant influence between Organizational Commitment and Organizational Citizenship Behavior (OCB). Based on the results of the Path Coefficient calculation in table IV.16, it can be seen that the Original Sample value is 0.347, the T-Statistic is $3.288 > 1.96$ and the P Values is $0.000 < 0.005$. This means that if the teacher has a high commitment to the school where he teaches, the higher the OCB level will be. Thus it can be concluded that the variable Organizational Commitment has a positive and significant effect on Organizational Citizenship Behavior (OCB).
4. There is a positive and significant influence between Organizational Culture,

Organizational Justice and Organizational Commitment and a positive and significant effect on Organizational Citizenship Behavior (OCB). The calculation results obtained through the F test are F Count of 6.613 > F Table 2.72 (which is obtained from the attached table). Thus, it can be concluded that organizational culture, organizational justice and organizational commitment that are running well or at a high level will have good or high OCB behavior.

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