

THE INFLUENCE OF THE PRINCIPAL'S ATTENTION ON THE EFFECTIVENESS OF THE SCHOOL, MEDIATED BY THE ORGANIZATIONAL CLIMATE AND TEACHER'S ORGANIZATIONAL CITIZENSHIP BEHAVIOR

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Abstract

The purpose of this study was to determine the influence of the principal's attention on school effectiveness, mediated by the organizational climate and organizational citizenship behavior of state vocational school teachers in Depok. The research method that the researchers used was a survey method with a descriptive approach, the population used was vocational high school teachers in Depok with a sample of 113 teachers. The model in this study uses a path analysis model. The analysis technique used in this study used an SEM (Structural Equation Modeling) model operated with the SmartPLS version 3.0 program for hypothesis testing.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh perhatian kepala sekolah terhadap efektivitas sekolah, dimediasi oleh iklim organisasi dan organizational citizenship behavior guru SMK Negeri di Depok. Metode penelitian yang peneliti gunakan adalah metode survei dengan pendekatan deskriptif, populasi yang digunakan adalah guru sekolah menengah kejuruan di Depok dengan sampel sebanyak 113 guru. Model dalam penelitian ini menggunakan model analisis jalur. Teknik analisis yang digunakan dalam penelitian ini menggunakan model SEM (Structural Equation Modeling) yang dioperasikan dengan program SmartPLS versi 3.0 untuk pengujian hipotesis.

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INTRODUCTION

The quality of every aspect of success in Indonesia is currently at an improvement point. Starting from the aspects of infrastructure, economy, tourism, to education. This improvement is carried out to achieve the standards of quality or quality that have been set, of course this creates new problems that are very diverse and require a large and serious effort. Basically, Indonesia is a developing country, and of course there are often policy changes to create an aspect that can be said to be effective.

Talking about aspects of a country's success, education is the root of creating a knowledgeable society. Through education, it can change the face of Indonesia in the eyes of the world, and is able to become a thinker who can change a view as well as a situation. The purpose of education is to give birth to new generations, and to give birth to new hopes. It is not as easy as flipping the palm of the hand, making changes to achieve school effectiveness is a struggle.

Quoted from the article on the kompas.com page, currently international tests such as PISA are the most important criteria for determining the effectiveness status and performance of schools in the world. PISA (Programme for International Student Assessment) is an International Student Assessment Programme. Assessment of the competence of 15-year-old students in the fields of mathematics, science, and reading. The results of the global measurements for the 15-year-old student showed that the average score of Indonesian students was 371 in reading, mathematics 379, and science 396. The score was below the average of 79 PISA participating countries.

Referring to the article, that the competency score of Indonesian students is far below the average, and Indonesia is ranked 71st out of 79 countries. How sad is the face of Indonesia?

in the eyes of the world in the field of education. This is certainly an evaluation material for all Indonesian citizens, especially educators, students, and parents. It is undeniable that this problem has not yet received a bright spot, various policies are always changed during each term of office of the Ministry of Education and Culture, with the hope that Indonesia will have an improvement in the field of education.

Making changes to the school is indeed not only the task of the principal, but the task of each element of the school. However, in this case, the principal bears a greater burden and the position is very easy to stress himself and interfere with good decision making. The principal also experienced some unpleasant feelings in response to these stressors, such as guilt, unfairness, loneliness, or disappointment (Mahfouz, 2018). Bouncing back and overcoming work is mandatory for the continuity of the principal's leadership.

In fact, assessing the effectiveness of schools is inseparable from educational problems that are still unresolved. The problem of education in Indonesia is very complex. The problem of education is inseparable from the influence of school effectiveness. The effectiveness of the school is influenced by many factors both internal and external to the school. The effectiveness of the school is a form of the school's efforts to improve the quality of the school both from the internal side of the school and externally. Effectiveness means the achievement of agreed goals, the degree of achievement of those goals indicates the degree of effectiveness.

Related to the problem of school effectiveness in this study which will be carried out at the State Vocational High School (SMKN) Depok based on graduates or their output.

Picture School Effectiveness	SMKN 1	SMKN 2	SMKN 3	SMKN 4
Accreditation Value	A	A	A	A
National Exam Scores + Competencies	54,69	53,04	55,87	52,51

Based on the data above, it shows that the effectiveness of schools at SMKN Depok City has not been effective, judging from the output of the average results of national examinations which are relatively low. This is assumed to be a lack of motivation from the principal in realizing educational goals, the attention of the principal together with the school residents who have not been able to create a climate conducive to learning, and the level of teacher volunteerism in teaching is still fairly low.

Indicators of school effectiveness can be seen from inputs, processes, outputs, and outcomes. In this case, the factors that affect the effectiveness of schools are many, including the place where the school is established, the resources owned by the school, both the infrastructure owned by each school and human resources, the influence of stakeholders in support learning activities in schools, as well as management in each school. In terms of human resources, the factors that are quite influential on the effectiveness of the school are the attention factor of the principal, and the level of teacher volunteerism. In addition, the organizational climate in each school also affects the effectiveness of the school.

Based on the background of the problem, the researcher was interested in conducting a study on "The Influence of The Principal's Attention on School Effectiveness Mediated by Organizational Climate and Organizational Citizenship Behavior on State Vocational School Teachers in Depok".

METHOD

According to Brown and Olson (in Lyman, 2016) mindful school leadership is a resource for educational leaders who struggle to respond to complex environments like today's, where often they are it is expected that the principal will give an immediate response. This theory is reinforced by Wells (2016) who argues a principal will be aware of the situation, and if practicing mindful leadership, will be a compassionate person, a kind listener, and patient as a quality Professional. As well as improving the teaching skills of teachers. Wells also reinforced his opinion by stating that caring leadership for school leaders includes traits of compassion, empathy, and trust within the school and school district. It is these qualities that relate to the provision of leadership by responding with attendance by fully attending and responding to emerging concerns.

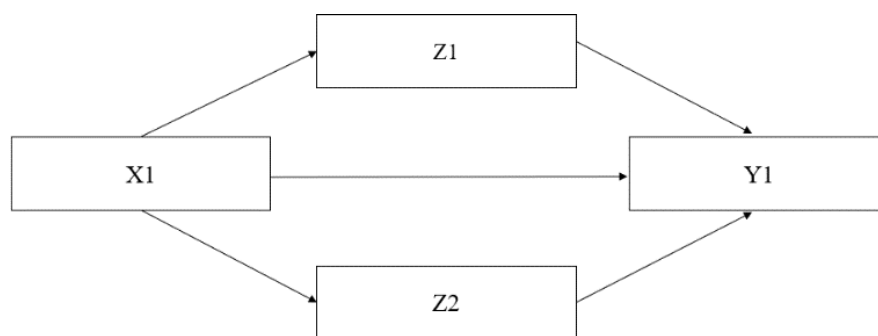
According to Hoy and Miskel (in Karabatak, 2018) that school effectiveness is not

a variable that can only be measured by one factor. As a result, the effectiveness of the school, which is defined as an open social system, is closely related to all components of the input-output process. Furthermore, according to Barton (in Behold & Akbar, 2019) effectiveness is broadly defined that schools need certain characteristics to perform well, and also have the ability to produce results that Desired. It is also explained in terms of academic achievement, behavior in the classroom, participation in the classroom, attitudes towards learning and thorough personal development.

The organizational climate as a set of measurable properties of the internal work environment, based on the collective perception of employees, which is the result of interaction between employees, it reflects the norms and values of employees and affects motivation and employee behavior according to Nieuwpoort (in Ghavifekr & Pillai, 2016). This is supported by Schneider's opinion; Smith; - Goldstein (in Jafri et al., 2016) that is, the organizational climate is a materialized or oriented aspect of behavior and culture, which is more based on values and norms.

According to Allen and colleagues (in Anjala & Sandamali, 2019) that, Organizational Citizenship Behavior (OCB) is a behavior that signifies a cooperative and constructive movement that is not delegated by official job roles or contractual rewards for a formal organizational reward system. Same is the case with the opinion according to Organ, Podsakoff, & MacKenzie (in Pradhan et al. 2016) which states that the OCB is an optional pro-social behavior of an individual that differs from the requirements of employment and official duties that are not part of the prescribed job description and that they benefit others as well as the organization.

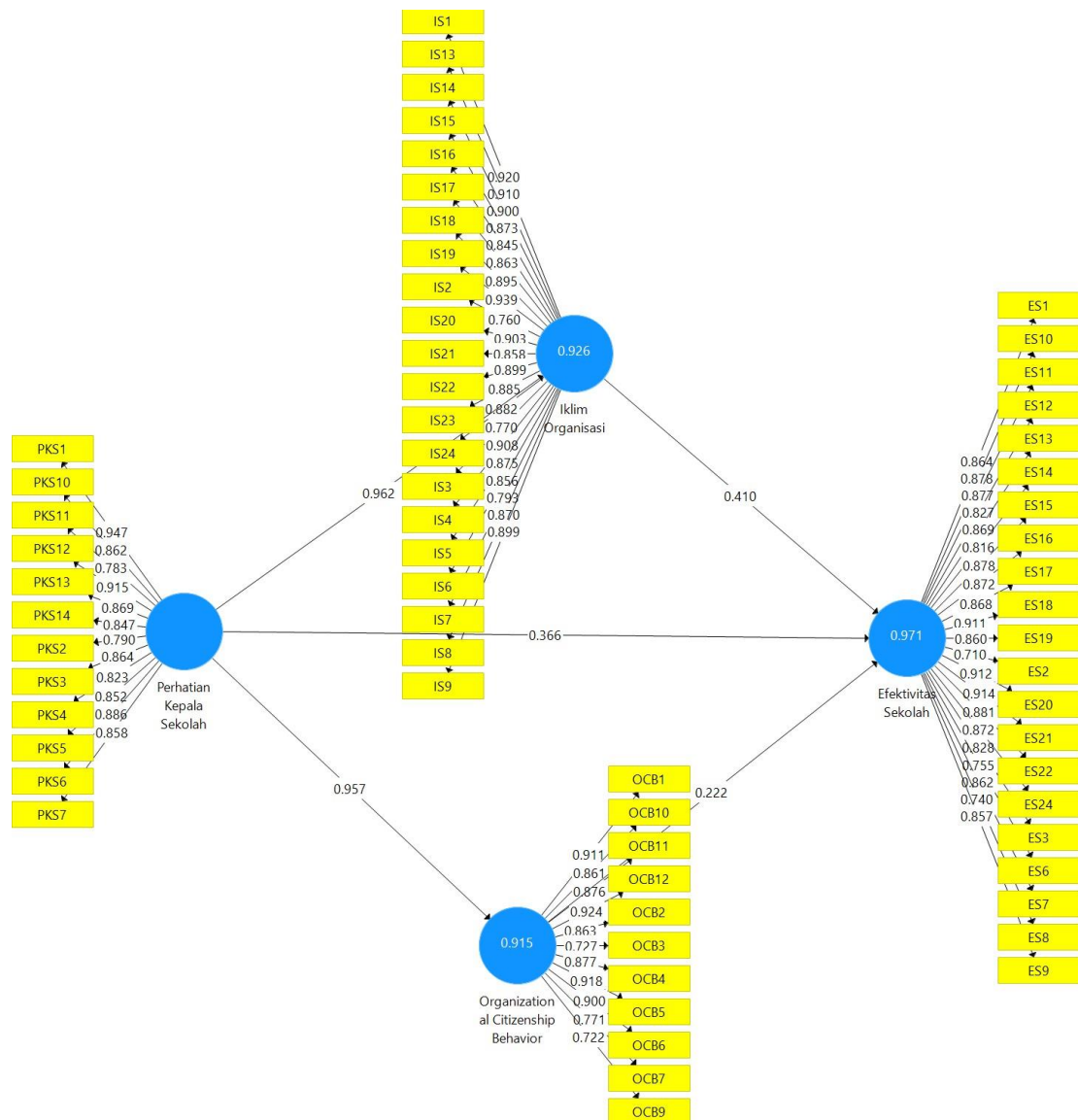
From the theoretical study above, the researcher formulated the hypothesis as follows:



According to Sugiyono (2010), the sample is part of the number and characteristics possessed by the population (in Riyanto, Slamet; Hatmawan, 2020). Sampling in this study used probability sampling technique, 164 state vocational school teachers who taught in the Depok area. The sampling was based on Krejcie and Morgan's table of the total population taken by 113 teachers. The instrument used is the attitude scale which is a progression of the Likert scale with an interval of 1-6 to measure the respondent's level of agreement. 1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree

RESULTS AND DISCUSSIONS

OUTER MODEL IMAGES



CONVERGENT VALIDITY

Table 1 Outer Loading Factor

	School Effectiveness	Organizational Climate	OCB	Principal's Attention
ES1	0,864			
ES10	0,878			
ES11	0,877			
ES12	0,827			
ES13	0,869			
ES14	0,816			
ES15	0,878			
ES16	0,872			
ES17	0,868			
ES18	0,911			
ES19	0,860			
ES2	0,710			

ES20	0,912			
ES21	0,914			
ES22	0,881			
ES24	0,872			
ES3	0,828			
ES6	0,755			
ES7	0,862			
ES8	0,740			
ES9	0,857			
IS1		0,920		
IS13		0,910		
IS14		0,900		
IS15		0,873		
IS16		0,845		
IS17		0,863		
IS18		0,895		
IS19		0,939		
IS2		0,760		
IS20		0,903		
IS21		0,858		
IS22		0,899		
IS23		0,885		
IS24		0,882		
IS3		0,770		
IS4		0,908		
IS5		0,875		
IS6		0,856		
IS7		0,793		
IS8		0,870		
IS9		0,899		
OCB1			0,911	
OCB10			0,861	
OCB11			0,876	
OCB12			0,924	
OCB2			0,863	
OCB3			0,727	
OCB4			0,877	
OCB5			0,918	
OCB6			0,900	
OCB7			0,771	
OCB9			0,722	
MCC1				0,947
MCC10				0,862
MCC11				0,783

MCC12				0,915
MCC13				0,869
MCC14				0,847
MCC2				0,790
MCC3				0,864
MCC4				0,823
MCC5				0,852
MCC6				0,886
MCC7				0,858

Based on the r it can be known that the Outer Loading Factor value obtained by the entire indicator meets the value

> 0.7, so it can be concluded that the variable constructs of the principal's attention, school effectiveness, organizational climate, and organizational citizenship behavior meet the validity requirements.

Table 2. Cronbach's Alpha

Variable	Cronbach's Alpha
School Effectiveness	0,981
Organizational Climate	0,984
Organizational Citizenship Behavior	0,962
Principal's Attention	0,967

explained that the cronbach's alpha value for the school effectiveness variable was 0.981, the organizational climate was 0.984, the organizational citizenship behavior was 0.962, and the principal's attention was 0.967. The value of cronbach's alpha for the entire variable > 0.6, so it can be concluded that the overall construct of the variable used in this study was declared valid.

Table 3. Composite Reliability

Variable	Composite Reliability
School Effectiveness	0,982
Organizational Climate	0,985
Organizational Citizenship Behavior	0,967
Principal's Attention	0,971

According to the table above, the Composite Reliability value of the school effectiveness variable is 0.982, the organizational climate variable is 0.985, the organizational citizenship behavior variable is 0.967, and the principal's attention variable is 0.971, the Composite Reliability value > 0.7, so it can be concluded that the entire variable is stated to be reliable in this study.

Inner model Analysis

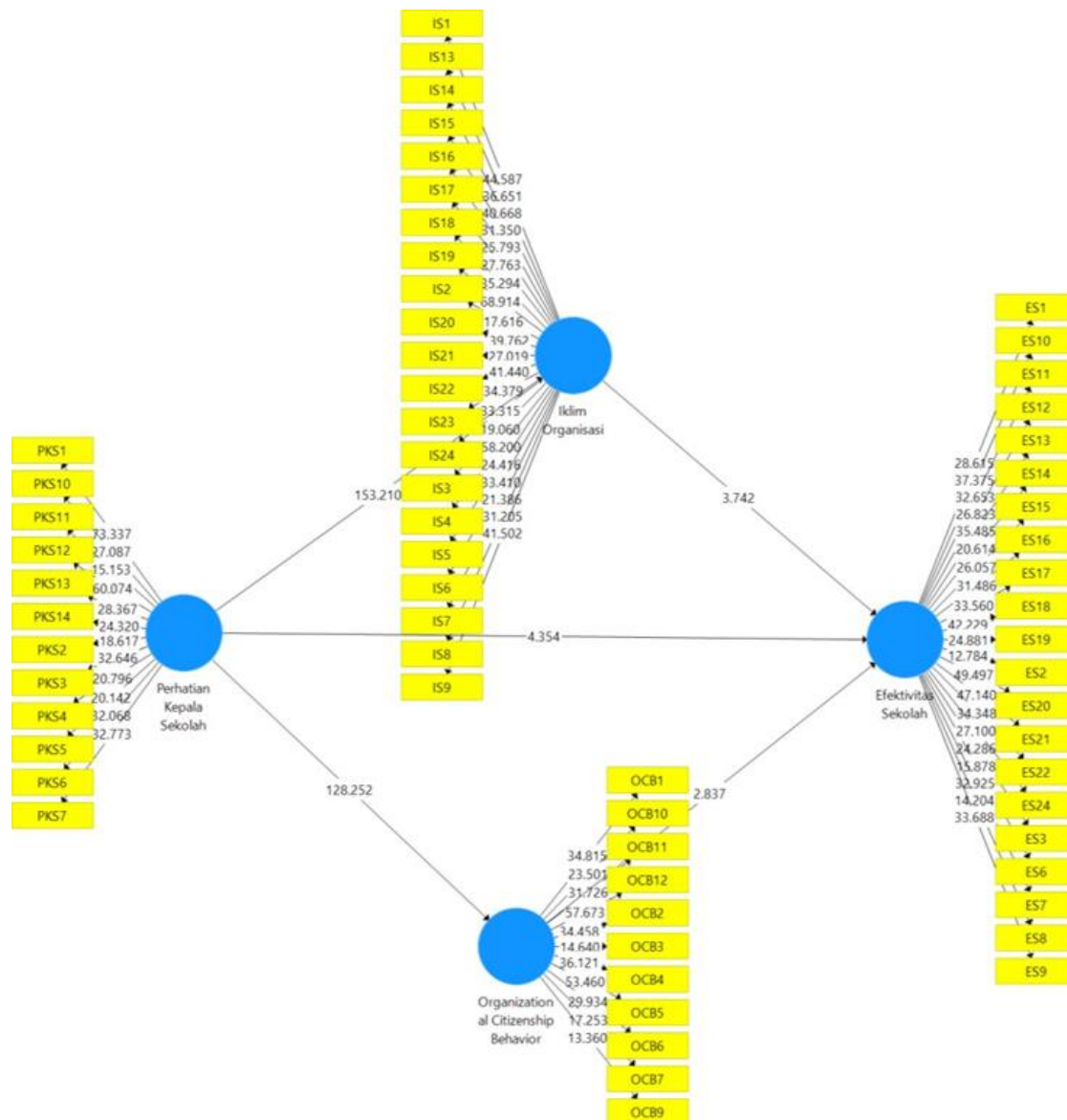


Table 4. R-Square

Variabl e	R Square
School Effectiveness (Y)	0,971
Organizational Climate	0,926
Organizational Citizenship Behavior	0,915

it can be seen that the R-Square value (R^2) of the school effectiveness variable is $0.971 > 0.75$, the organizational climate mediation variable is $0.926 > 0.75$, and the organizational citizenship behavior mediation variable is $0.915 > 0.75$. So that the influence between the principal's attention variables mediated with the organizational climate and OCB on school effectiveness can be said to be high.

Table 5. f-Square (f^2)

	School Effectiveness	Organizational Climate	Organizational Citizenship Behavior	Principal's Attention

School Effectiveness				
Organizational Climate	0,262			
Organizational Citizenship Behavior	0,280			
Principal's Attention	0,305			

It can be seen that the influence between the construct of the organizational climate mediation variable and the effectiveness of the school is $0.262 > 0.15$, then it can be interpreted that the influence of the two variables is moderate. Furthermore, for the influence of the construct of the organizational citizenship behavior mediation variable with a school effectiveness of $0.280 > 0.15$, it can be interpreted that the influence of the two variables is moderate. The latter is the influence between the construct of the principal's attention and the effectiveness of the school by $0.305 > 0.15$, or it can be interpreted that the influence between the two variables is moderate.

Table 6. Variance Inflation Factor (VIF)

ES1	3,194	IS1	4,912	OCB1	2,435	MCC1	4,372
ES10	2,185	IS13	3,263	OCB10	3,917	MCC10	3,747
ES11	2,543	IS14	4,661	OCB11	4,248	MCC11	2,660
ES12	4,954	IS15	2,857	OCB12	4,006	MCC12	3,284
ES13	4,181	IS16	4,076	OCB2	3,676	MCC13	4,320
ES14	4,166	IS17	2,293	OCB3	1,983	MCC14	3,588
ES15	4,893	IS18	2,026	OCB4	3,896	MCC2	2,604
ES16	3,801	IS19	4,807	OCB5	4,477	MCC3	3,897
ES17	3,496	IS2	3,471	OCB6	4,202	MCC4	3,384
ES18	4,165	IS20	4,346	OCB7	2,674	MCC5	3,828
ES19	4,648	IS21	3,022	OCB9	2,073	MCC6	4,575
ES20	4,161	IS23	4,027				
ES21	4,507	IS24	2,342				
ES22	3,538	IS3	3,542				
ES24	4,393	IS4	2,033				
ES3	4,286	IS5	4,912				
ES6	2,956	IS6	4,190				
ES7	4,853	IS7	3,439				
ES8	2,687	IS8	4,487				
ES9	4,233	IS9	2,383				

It can be seen that the VIF value of the indicators of each caravel of school effectiveness (ES), organizational climate (IO), organizational citizenship behavior (OCB), and principal attention (PKS) < 5.00, it can be concluded that the variables used by the researchers do not have multicollinearity problems.

HYPOTHESIS TEST

Direct Effect Analysis: Path Coefficient

In hypothesis testing can be seen from the t-statistical value and probability value. For hypothesis testing, namely by using statistical values, for alpha 5% the t-statistical value used is 1.96. So that the criteria for acceptance or rejection of the Ha hypothesis are accepted and H0 is rejected because the t-statistic > 1.96. To reject or accept the hypothesis using probability then Ha is accepted if the value of $p < 0.05$.

Table 7. Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Organizational Climate -> School Effectiveness	0,410	0,413	0,109	3,742	0,000
Organizational Citizenship Behavior -> School Effectiveness	0,222	0,226	0,078	2,837	0,005
Principal's Attention -> School Effectiveness	0,366	0,358	0,084	4,354	0,000
Principal Attention - Climate > Organization	0,962	0,962	0,006	153,210	0,000
Principal's Attention -> Organizational Citizenship Behavior	0,957	0,958	0,007	128,252	0,000
Attention Principals -> Organizational Climate -> School Effectiveness	0,394	0,398	0,106	3,717	0,000
Principal's Attention -> Organizational Citizenship Behavior -> School Effectiveness	0,212	0,217	0,075	2,832	0,005

H1: Principal's Attention Has a Positive and Significant Effect on School Effectiveness

The results of the Path Coefficient calculation in the table above, can be seen in the Original Sample value of 0.366, t-statistic 4.354 > 1.96 and the P Values value of 0.000 < 0.05. Thus, it can be concluded that the principal's attention variables have a positive and significant effect on the effectiveness of the school.

H₂: Organizational Climate Has a Positive and Significant Effect on School Effectiveness

The results of the Path Coefficient calculation in the table above, can be seen the Original Sample value of 0.410, t-statistics 3.742 > 1.96 and the P Values value of 0.000 < 0.05. Thus, it can be concluded that the variables of the organizational climate have a positive and significant effect on the effectiveness of the school.

H₃: Organizational Citizenship Behavior Has a Positive and Significant Effect on School Effectiveness

The results of the Path Coefficient calculation in the table above can be seen in the Original Sample value of 0.222, t-statistic 2.837 > 1.96 and the P Values value of 0.005 < 0.05. Thus, it can be concluded that the variables of organizational citizenship behavior have a positive and significant effect on the effectiveness of schools.

H₄: The Principal's Attention Has a Positive and Significant Effect on the Organizational Climate

The results of the Path Coefficient calculation in the table above, can be seen the Original Sample value of 0.962, t-statistics 153.210 > 1.96 and the P Values value of 0.000 < 0.05. Thus, it can be concluded that the variables of attention of the principal have a positive and significant effect on the organizational climate.

H₅: The principal's Attention Has a Positive and Significant Effect on Organizational Citizenship Behavior

The results of the Path Coefficient calculation in the table above, can be seen in the Original Sample value of 0.957, t-statistic 128.252 > 1.96 and P Values value of 0.000 < 0.05. Thus, it can be concluded that the principal's attention variables have a positive and significant effect on organizational citizenship behavior.

H₆: Organizational Climate Mediates the Influence of Principals' Attention on School Effectiveness

The results of the Path Coefficient calculation in the table above can be seen in the Original Sample value of 0.394, t-statistics of 3.717 > 1.96 and P Values of 0.000 < 0.05. Thus, it can be concluded that the variables of the organizational climate mediate the attention of the head to the effectiveness of the school.

H₇: Organizational Citizenship Behavior Mediates the Influence of Principal's Attention on School Effectiveness

The results of the Path Coefficient calculation in the table above can be seen in the Original Sample value of 0.212, t-statistics of 2.832 > 1.96 and P Values value of 0.005 < 0.05. Thus, it can be concluded that the variables of mediation of organizational citizenship behavior mediate the attention of the head to the effectiveness of the school.

CONCLUSIONS AND SUGGESTIONS

Based on theoretical studies and the results of research that has been carried out by researchers and explained in the previous chapter, the researchers conclude as follows:

1. The first hypothesis in the results of the Path Coefficient calculation on the principal's attention variable, resulted in an Original Sample value of 0.366, a t-statistic of $4.354 > 1.96$ and a P Values value of $0.000 < 0.05$. Thus it can be concluded, the attention of the principal, preoccupied with failures, sensitivity to the unexpected, tenuousness to simplify, commitment to resilience, respect for expertise affect the level of effectiveness of the school.
2. The second hypothesis in the results of the Path Coefficient calculation on the organizational climate variable, resulted in an Original Sample value of 0.410, t-statistics of $3.742 > 1.96$ and a P Values value of $0.000 < 0.05$. Thus, it can be concluded that the organizational climate at SMK Negeri Depok focuses on students and is proven by the educational climate, support for students, and the relationship between students and teachers has a high score, this affects the effectiveness of the school.
3. The third hypothesis in the calculation of path coefficient on the variable organizational citizenship behavior, can be seen in the original sample value of 0.222, t-statistic $2.837 > 1.96$ and P Values value of $0.005 < 0.05$. Thus Organizational citizenship behavior is divided into four indicators, namely conscience, altruism, supportive attitudes, and civil policy. In this case the effectiveness of the school will reach a targeted point because the teachers have a high attitude of volunteerism to help the students and participate in the school.
4. The fourth hypothesis in the results of the path coefficient calculation of the principal's attention variable to the organizational climate, can be seen in the Original Sample value of 0.962, t-statistic $153.210 > 1.96$ and the P Values value of $0.000 < 0.05$. The attention of the principal who has the highest indicators is an indicator of unexpected sensitivity and respect for expertise, on his influence with the organizational climate is that the principal is able to solve problems when the crisis is and the teacher can return teaching, and this creates an organizational climate of support for students, the relationship between home and school, the relationship between students the relationship between students and teachers, the educational climate, and justice in schools.
5. The fifth hypothesis in the path coefficient calculation results in table 4.20, can be seen in the Original Sample value of 0.957, t-statistic $128.252 > 1.96$ and P Values value $0.000 < 0.05$. The teacher will always help with work outside of his responsibility because he has felt the full attention of the principal. Reciprocal relations are very likely to occur in situations and conditions at the time. The indicator of altruism becomes the highest indicator that means that the attitude shown by the teachers comes from the heart without any coercion from any party.
6. The sixth hypothesis in the results of the Path Coefficient calculation on organizational climate variables that mediate the principal's attention to school effectiveness, can be seen in the Original Sample value of 0.394, t-statistic $3.717 > 1.96$ and P Values value of $0.000 < 0.05$. The school climate created not only affects students, the school climate also affects the behavior of teachers, principals, and education staff. In this study, the principal's attention variables, which of course also experienced the impact of the organizational climate, the principal will experience a change in behavior for the better. With a comfortable organizational

climate and felt by all elements of the school, it will certainly increase the effectiveness of the school. The organizational climate here is able to mediate the principal's attention to the effectiveness of the school.

7. The seventh hypothesis in the results of the Path Coefficient calculation on the organizational citizenship behavior mediation variable which mediates the principal's attention to school effectiveness with an Original Sample value of 0.212, t-statistics of $2.832 > 1.96$ and a P Values value $0.005 < 0.05$. Teachers are always volunteering to do other work outside of their main duties, and the principal's attention will be higher on efforts to improve the effectiveness of the school. Then if the teacher has a large organizational citizenship behavior, the principal will subconsciously expend all his abilities, this is also in line with the highest indicator of school effectiveness, namely a clear and focused mission. This can be realized because it is supported by the attention of the principal and the organizational citizenship behavior of the teachers in the school.

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