

**THE EFFECT OF DIVERSITY, ORGANIZATIONAL CLIMATE, AND
ORGANIZATIONAL COMMITMENT ON ORGANIZATIONAL CITIZENSHIP
BEHAVIOR ON VOCATIONAL SCHOOL TEACHERS IN SOUTH JAKARTA**

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Abstract

The purpose of this study was to determine the effect of Diversity, Organizational Climate and Organizational Commitment on Organizational Citizenship Behavior in State Vocational High School Teachers in South Jakarta. The research method used is a survey method using a descriptive approach with the population used are State Vocational School teachers in South Jakarta. This research model uses path analysis model. The analytical technique used is SEM (Structural Equation Modeling) which is operated with SmartPLS 3.0 software for hypothesis testing. The analysis technique carried out in PLS includes three stages, namely external model analysis, internal model analysis, and hypothesis testing. The results obtained from this study include a positive and significant influence on the diversity of organizational citizenship behavior, climate on organizational citizenship behavior, diversity on organizational citizenship behavior and diversity, organizational climate, and organizational commitment to organizational citizenship behavior.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Keberagaman, Iklim Organisasi dan Komitmen Organisasi terhadap *Organizational Citizenship Behavior* pada Guru SMK Negeri di Jakarta Selatan. Metode penelitian yang digunakan adalah metode survei menggunakan pendekatan deskriptif dengan populasi yang digunakan adalah Guru SMK Negeri di Jakarta Selatan. Model penelitian ini menggunakan model *path analysis*. Teknik analisis yang digunakan adalah SEM (*Structural Equation Modeling*) yang dioperasikan dengan *software* SmartPLS 3.0 untuk pengujian hipotesis. Teknik analisis yang dilakukan dalam PLS meliputi tiga tahap, yaitu analisis model luar, analisis model dalam, dan pengujian hipotesis. Hasil yang didapat dari penelitian ini meliputi terdapat pengaruh positif dan signifikan keberagaman terhadap *organizational citizenship behavior*, iklim organisasi terhadap *organizational citizenship behavior*, keberagaman terhadap *organizational citizenship behavior* serta keberagaman, iklim organisasi, dan komitmen organisasi terhadap *organizational citizenship behavior*.

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INTRODUCTION

In order to survive the organization needs to pay attention to several things that are in it starting from the quality and behavior of its human resources, as well as other things that come from inside and outside the organization. Discussing about human resources in organizations, a lot of things are discussed. This includes the completion of tasks in the organization, the relationship between individuals horizontally and vertically in an organization, and the quality of each individual in the organization.

Although humans are individuals who have their own characteristics, in carrying out their lives, humans still need the help of other humans, such as in carrying out tasks in an organization, sometimes someone needs the help of a colleague to complete the task. Not only do they feel the need for help, but humans also have a desire to help colleagues or other humans who are in trouble.

For these events, known a behavior of mutual help between members of the organization that occurs on the wishes of the members of the organization itself which is voluntary or occurs without any coercion from any party, this behavior is known as organizational citizenship behavior (OCB). Not only known as voluntary behavior, organizational citizenship behavior is considered as behavior that exceeds the job requirements of a person, or is considered as behavior that exceeds task demands (Febriantina et al., 2021).

Organizational citizenship behavior can maximize the efficiency and productivity of organizational members, so organizational citizenship behavior has its own role in the running of an organization. Organization members who have high organizational citizenship behavior will participate in giving a good impact on organizational development. Research by Dennis W. Organ (2018) has proven the important role of organizational citizenship behavior and he hopes that there will be many other studies on organizational citizenship behavior because it is seen from the benefits itself.

Schools which are organizations engaged in the field of education have teachers as one of the members of the organization. According to Undang-Undang No. 14 Tahun 2005 Pasal 1 Ayat (1) concerning Teachers and Lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and middle education. Professional teachers are needed in schools so that quality students can be created.

The main tasks of the teacher are described in Bab XI Pasal 39 Ayat (2) Undang-Undang No. 20 Tahun 2003 about the National Education System, Pasal 20 Undang-Undang No. 14 Tahun 2005 about Teachers and Lecturer and Pasal 52 Peraturan Pemerintah No. 74 Tahun 2008 about teacher, the teacher is tasked with planning learning, implementing quality learning processes, assessing and evaluating learning outcomes, guiding and training students/students, conducting research and community service, carrying out additional tasks attached to appropriate main activities, and improving and developing qualifications. academic and competence on an ongoing basis.

Organizational Citizenship Behavior in the scope of education can be interpreted as the behavior of teachers who voluntarily do tasks outside of the main tasks set out in Bab XI Pasal 39 Ayat (2) Undang-Undang No. 20 Tahun 2003 about the National Education System, Pasal 20 Undang-Undang No. 14 Tahun 2005 about Teacher and Lecture, Pasal 52 Peraturan Pemerintah No. 74 Tahun 2008 about Teacher, which takes the form of actively participating in school activities other than teaching, providing advice on the development of school progress, and participating in training held to support the duties of teachers.

Organizational citizenship behavior does not just happen in organizations. Organ (Titisari, 2014) explained that there are several factors that can affect organizational citizenship behavior. According to him, the factors that influence organizational citizenship behavior are generally divided into two, namely internal factors and external factors. Internal factors are factors that come from members of the organization themselves, such as job satisfaction, commitment, personality, employee morale, motivation, and so on. External factors are factors that come from outside the members of the organization themselves, such as leadership style, trust in leaders, organizational culture, and so on.

Researchers conducted pre-research first to find out what factors most influence organizational citizenship behavior. Pre-research was conducted on 30 teachers State Vocational High School in South Jakarta, namely from SMKN 6 Jakarta, SMKN 8 Jakarta, SMKN 15 Jakarta, SMKN 29 Jakarta, SMKN 47 Jakarta, and SMKN 57 Jakarta. In this pre-research, researchers used five factors of organizational citizenship behavior according to Organ (2006) namely diversity, leadership style, organizational climate, organizational culture, and organizational commitment.

Based on the results of pre-research conducted by researchers, it was found that the biggest factors that influence organizational citizenship behavior in State Vocational High School teachers in South Jakarta are diversity, organizational climate, and organizational commitment.

Diversity is an inequality and similarities in group members. In this study, the diversity in question is the differences and similarities between State Vocational High School teachers in South Jakarta. The things that focus on the differences and similarities are in the form of traits, skills, abilities, gender, race, ethnicity, intelligence, culture, nationality, religion, and position or position.

Research by Saxena (2014) mentions that organizations that employ quality and competitive workforce regardless of differences in them and can accept diversity can provide benefits in the form of encouraging innovation and productivity, more adaptable to fluctuating situations, can provide variety in providing solutions, and other benefits. that the organization can perceive. So it can be said that an organization that is able to maximize the benefits of diversity within its internal organization can provide a competitive advantage for the organization.

Schools as an open organization can allow for diversity in it, ranging from diversity in students, teachers, and other parties within the internal scope of the school. Therefore, all schools need to have the ability to understand the diversity that occurs in schools in order to increase harmony and cooperation in schools.

Based on the results of pre-research on the perceptions of some teachers of State Vocational High Schools in South Jakarta, it shows that 52% of teachers still view a difference in school as a separate problem in an educational organization. Diversity in schools can be in the form of differences and similarities in demographics (gender, ethnicity, race, and religion), ability and experience, and position or position in school.

The next variable that is possible to influence organizational citizenship behavior is organizational climate. Organizational climate is the perception, feeling, and behavior of the members of the organization and can describe the psychological environment of the organization that is felt directly or indirectly by human resources in the organizational environment.

Research by Berberoglu (2018) explained that in the late 1960s organizational climate had become a popular topic for research and discussion in organizations because organizational climate was seen as important for understanding attitudes and behavior related to employee work. In addition, organizational climate is seen as being able to influence employee attitudes about a sense of belonging and personal relationships between employees, and can support organizational goals because organizational climate is the same and complete perception of the meaning of life together in the organization.

Research by Arbiyanti & Sudibjo (2020), explaining the organizational climate in schools can be formed from the interaction between the behavior of the principal and the behavior of teachers. This study also explains the organizational climate of quality schools divided into four categories. The academic climate focuses on the quality of the academic atmosphere, the community climate emphasizes the quality of interpersonal relationships, the security climate is represented by the extent to which the school guarantees physical and psychological security, and the institutional environment climate describes the resources and organizational structure in the school environment. Based on this explanation, it can be concluded that organizational climate is an important and interesting variable for further research, especially related to organizational citizenship behavior.

Researchers have carried out pre-research to see how teachers are faced with the organizational climate of their schools. This pre-research was conducted on 30 teachers from SMKN 6 Jakarta, SMKN 8 Jakarta, SMKN 15 Jakarta, SMKN 29 Jakarta, SMKN 47 Jakarta, and SMKN 57 Jakarta.

Based on the results of the pre-research conducted by the researcher, it can be concluded that as many as 78% of the teachers of the State Vocational High School in South Jakarta feel that it is necessary to increase internal harmony in the organizational climate in schools, and it means that only 22% think that the organizational climate in schools is quite harmonious.

The last variable that is possible to influence organizational citizenship behavior in this study is organizational commitment. Organizational commitment is a condition in which members of the organization take sides with the organization and can be sure to accept the goals of the organization and intend to maintain that membership.

Research by Kaplan (2018) explained that organizational commitment has positive outcomes for individual and organizational consequences. Organizational commitment allows organizational members to have more responsibility in developing the organization they follow and organizational commitment can be used as a guide for organizational members to increase their work loyalty. So it can be said that organizational commitment is one of the factors that can affect organizational citizenship behavior and is a useful variable to be studied.

Then the researcher also carried out pre-research to see how far the organizational commitment of the teachers of the State Vocational High School in South Jakarta. This pre-research was conducted on 30 teachers from SMK Negeri 6 Jakarta, SMK Negeri 8 Jakarta, SMK Negeri 15 Jakarta, SMK Negeri 29 Jakarta, SMK Negeri 47 Jakarta, and SMK Negeri 57 Jakarta.

When viewed from the results of pre-research, 60% of State Vocational School teachers in South Jakarta think not to teach forever at the school where they teach now, and as many as 40% of teachers choose to continue teaching at the school where they teach.

Based on the background that has been described, the researchers hereby conduct a study entitled "The Effect of Diversity, Organizational Climate, and Organizational Climate on Organizational Citizenship Behavior"

METHOD

This research was conducted using quantitative research methods. Quantitative research methods according to Yusuf (2016) is a research method that manages data using statistical techniques. Quantitative research requires hypotheses or questions that need to be answered to guide the direction and achievement of research objectives. In carrying out the research, the researchers used primary data for all variables, including the independent variables, namely diversity (X1), organizational climate (X2), and organizational commitment (X3), as well as the dependent variable in the form of organizational citizenship behavior (Y).

The affordable population in this study were 317 State Vocational High School teachers located in South Jakarta, namely from SMK Negeri 6 Jakarta, SMKN 8 Jakarta, SMKN 15 Jakarta, SMKN 29 Jakarta, SMKN 47 Jakarta, and SMKN 57. Jakarta. The reason for taking the population from State Vocational School teachers in South Jakarta is because organizational citizenship behavior which is the Y variable in this study is an extra-participation behavior that usually occurs between workers within the scope of the agency, and teachers are workers who are also under a certain condition. use the extra-role behavior. The researcher used this technique because this research required samples from each group, namely each school where this research took place. The sample was determined using the Isaac and Michael tables with an error rate of 5%. The population in this study was 317 teachers and the number of samples in this study was 161 teachers consisting of 27 teachers at SMKN 6 Jakarta, 30 teachers at SMKN 8 Jakarta, 20 teachers at SMKN 15 Jakarta, 30 teachers at SMK Negeri 29 Jakarta, 22 teachers SMKN 47 Jakarta, and 32 teachers at SMKN 57 Jakarta.

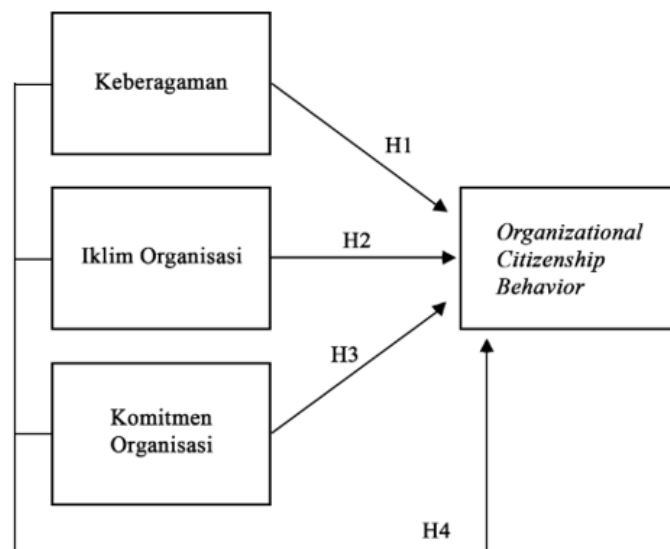


Figure 1. Research Design

variables measured in this study are achievement motivation variables (Y) with indicators according to Wibawa (2016) which consists of: (1) Extra-role Behavior (ERB) student, (2) Extra-role Behavior (ERB) Team, (3) Extra-role Behavior (ERB) Organization. Diversity (X1) with indicators according to Saxana Diversity has the following indicators: (1) Demographic diversity, (2) Ability and experience diversity control, (3) organizational position diversity. Organizational climate (X2) with indicators according to Wahyono (2019) Organizational climate according to (1) structure, (2) performance standard, (3) responsibility, (4) support. And the last variable, namely organizational commitment (X3) which has indicators, namely according to Allan & Mayer (Susanty, 2012) suggesting that there are several indicators in family social support, including: (1) *affective commitment*, (2) *continuance commitment*, (3) *normative commitment*.

The data collection technique in this research is to use a survey technique that uses a sample from the population or what is called the sample survey method, because by using the sample survey method, researchers can be more efficient in carrying out research. The type of measurement in this study is to use several statement items to measure individual behavior by choosing one of 5 points on each question item, namely strongly agree, agree, hesitate, disagree, and strongly disagree. This type of measurement is known as a Likert scale.

The primary data obtained will then be processed using SmartPLS software so that descriptive information and hypothesis testing can be obtained. The program used to analyze the data is SmartPLS version 3.0. The analysis technique used is the analysis of the outer model which includes (1) convergent validity, (2) discriminant validity (3) composite reliability (4) Cronbach's alpha then structural (inner) model evaluation which includes (1) R-square (2) f -square (3) VIF and Hypothesis Testing.

RESULTS AND DISCUSSION

1. Result of Data Descriptive Analysis
 - a. Organizational Citizenship Behavior

Table 1. Organizational Citizenship Behavior Indicators

Keterangan	Indikator <i>Organizational Citizenship Behavior</i>						
	OC1	OC3	OC4	OC6	OC7	OC8	OC9
Sangat Tidak Setuju (STS)	0	1	0	0	1	0	0
Tidak Setuju (TS)	4	4	5	8	6	9	6
Ragu Ragu (R)	21	27	20	33	26	26	24
Setuju (S)	78	66	85	59	73	72	77
Sangat Setuju (SS)	58	63	51	61	55	54	54

Based on the data in the table above, it can be seen that the respondents who chose the most strongly agree option were found on the OC3 indicator, namely 63 respondents. Then it can be seen that there are as many as 85 respondents who agree on the OC4 indicator. There are 33 respondents who choose undecided on the OC6 indicator. The most disagreeable choices are found in the OC8 indicator, which is as many as 9 respondents. Then it can also be seen that there is 1 respondent each who strongly disagrees on the OC3 and OC7 indicators.

Table 2. Variabel Frequency Distribution Organizational Citizenship Behavior

No	Kelas Interval	Batas Bawah	Batas atas	Frekuensi absolut	Frekuensi Relatif (%)
1	10 - 12	9,5	12,5	5	3%
2	13 - 15	12,5	15,5	7	4%
3	16 - 18	15,5	18,5	21	13%
4	19 - 21	18,5	21,5	33	20%
5	22 - 24	21,5	24,5	40	25%
6	26 - 28	25,5	28,5	33	20%
7	29 - 31	28,5	31,5	22	14%
8	32	31,5	0,5	0	0%
Jumlah				161	100

Based on the frequency distribution, it can be seen that the highest frequency for the variable Organizational Citizenship Behavior is in the class interval 22-24 with a relative frequency of 25%, while the lowest frequency for the variable organizational citizenship behavior is in the class interval 10-12 with a relative frequency of 3%.

b. Diversity

Table 3. Diversity Indicators

Keterangan	Indikator Keberagaman					
	KE1	KE2	KE3	KE4	KE5	KE7
Sangat Tidak Setuju (STS)	0	1	0	0	1	0
Tidak Setuju (TS)	1	3	5	6	2	4
Ragu Ragu (R)	11	23	22	18	17	19
Setuju (S)	77	76	73	75	86	79
Sangat Setuju (SS)	72	58	61	62	55	59

Based on the data in the table above, it can be seen that the respondents who chose the most strongly agree option were found on the KE1 indicator, namely 72 respondents. Then it can be seen that there are as many as 79 respondents agree on the KE7 indicator. There are 23 respondents who choose the KE2 indicator undecided. Most of the disagreeing choices are found in the KE4 indicator, which is as many as 6 respondents. Then it can also be seen that there is 1 respondent each who strongly disagrees on the STS indicator.

Table 4. Variabel Frequency Distribution Diversity

No	Kelas Interval	Batas Bawah	Batas atas	Frekuensi absolut	Frekuensi Relatif (%)
1	12 - 13	11,5	13,5	2	1%
2	14 - 15	13,5	15,5	10	6%
3	16 - 17	15,5	17,5	30	19%
4	18 - 19	17,5	19,5	47	29%
5	20 - 21	19,5	21,5	34	21%
6	22 - 23	21,5	23,5	25	16%
7	24 - 25	23,5	25,5	10	6%
8	26 - 27	25,5	27,5	3	2%
Jumlah				161	100%

Berdasarkan distribusi frekuensi terlihat bahwa frekuensi tertinggi pada variabel keberagaman berada pada interval kelas 18-19 dengan frekuensi relatif sebesar 29%, sedangkan frekuensi terendah variabel keberagaman berada pada interval kelas 12-13 dengan frekuensi relatif sebesar 1%.

c. Organizational Climate

Table 5. Organizational Climate Indicators

Keterangan	Indikator Iklim Organisasi								
	IK1	IK2	IK3	IK4	IK5	IK6	IK7	IK8	IK9
Sangat Tidak Setuju (STS)	2	0	1	3	1	1	2	2	0
Tidak Setuju (TS)	8	5	4	3	3	6	2	10	3
Ragu Ragu (R)	20	19	21	18	18	21	20	24	23
Setuju (S)	79	80	82	69	83	76	81	72	75
Sangat Setuju (SS)	52	57	53	68	56	57	56	53	60

Based on the data in the table above, it can be seen that the respondents who chose the most strongly agree option were found on the IK4 indicator, namely 68 respondents. Then it can be seen that there are as many as 82 respondents agree on the Ik3 indicator. There are 24 respondents who choose undecided on the IK8 indicator. The most disagreeable choices are found in the IK8 indicator, which is as many as 10 respondents. Then it can also be seen that there are 2 respondents each who strongly disagree on the IK1, IK7, and IK8 indicators.

Table 6. Variabel Frequency Distribution Organizational Climate

No	Kelas Interval	Batas Bawah	Batas atas	Frekuensi absolut	Frekuensi Relatif (%)
1	42 - 47	41,5	47,5	6	4%
2	48 - 53	47,5	53,5	11	7%
3	54 - 59	53,5	59,5	18	11%
4	60 - 65	59,5	65,5	29	18%
5	66 - 71	65,5	71,5	42	26%
6	72 - 77	71,5	77,5	25	16%
7	78 - 83	77,5	83,5	18	11%
8	84 - 89	83,5	89,5	12	7%
Jumlah				161	100

Based on the frequency distribution, it can be seen that the highest frequency for the organizational climate variable is in the class interval 66-71 with a relative frequency of 26%, while the lowest frequency for the organizational climate variable is in the class interval 42-47 with a relative frequency of 4%.

d. Organizational Commitment

Table 7. Organizational Commitment Variabel

Keterangan	Indikator Komitmen Organisasi							
	KM1	KM2	KM4	KM5	KM6	KM7	KM8	
Sangat Tidak Setuju (STS)	0	1	1	2	1	4	0	
Tidak Setuju (TS)	10	8	5	8	10	3	3	
Ragu Ragu (R)	35	29	36	35	50	58	49	
Setuju (S)	74	73	77	86	72	67	74	
Sangat Setuju (SS)	42	50	42	30	28	29	35	

Based on the data in the table above, it can be seen that the respondents who chose the most strongly agree option were found in the KM2 indicator, namely as many as 50 respondents. Then it can be seen also that there are as many as 86 respondents agree on the KM5 indicator. There are 58 respondents who choose undecided on the KM7 indicator. Most of the disagreeing options were found in the KM1 and KM6 indicators, as many as 10 respondents. Then it can be seen that there are 4 respondents who strongly disagree on the KM7 indicator.

Table 8. Variabel Frequency Distribution Organizational Commitment

No	Kelas Interval	Batas Bawah	Batas atas	Frekuensi absolut	Frekuensi Relatif (%)
1	13 - 14	22,5	25,5	4	2%
2	15 - 16	25,5	28,5	13	8%
3	17 - 18	28,5	31,5	21	13%
4	19 - 20	31,5	34,5	26	16%
5	21 - 22	34,5	37,5	39	24%
6	23 - 24	37,5	40,5	30	19%
7	25 - 26	40,5	43,5	23	14%
8	27 - 32	43,5	45,5	5	3%
Jumlah				161	100

Based on the frequency distribution, it can be seen that the highest frequency for the organizational commitment variable is in the class interval 21-22 with a relative frequency of 24%, while the lowest frequency for the organizational commitment variable is in the class interval 13-14 with a relative frequency of 2%.

2. Result of Statistical Analysis

a. Outer Model Analysis

The measurement of this model aims to explain the relationship between variables and their indicators. Tests on the outer model include convergent validity, discriminant validity, composite reliability, average variance extracted (AVE), and cronbach's Alpha.

1) Convergent Validity Test

There are 2 indicators of the Organizational Citizenship Behavior variable having a value of <0.7 , namely the OC2 and OC5 indicators. In the Diversity variable, there is 1 indicator that has a value of <0.7 , namely the KE6 indicator. In the Organizational Commitment variable, there are 2 indicators that have a value of <0.7 , namely the KM4 and KM9 indicators.

Table 9. Convergent Validity Test

	Iklm Organisasi	Keberagaman	Komitmen Organisasi	Organizational citizenship Behavior
IK1	0,856			
IK2	0,879			
IK3	0,874			
IK4	0,839			
IK5	0,889			
IK6	0,928			
IK7	0,923			
IK8	0,794			
IK9	0,845			
KE1		0,790		
KE2		0,857		
KE3		0,812		
KE4		0,762		
KE5		0,713		
KE6		0,447		
KE7		0,714		
KM1			0,848	
KM2			0,866	
KM3			0,865	
KM4			0,147	
KM5			0,896	
KM6			0,930	
KM7			0,910	
KM8			0,780	
KM9			0,088	
OC1				0,768
OC2				0,060
OC3				0,810
OC4				0,767
OC5				0,072
OC6				0,876
OC7				0,827
OC8				0,865
OC9				0,827

Furthermore, the researcher made a second research model where the statement items that met the validity requirements were used in the second study.

Table 10. Convergent Validity Test After Drop Invalid Indicators

	Iklm Organisasi	Keberagaman	Komitmen Organisasi	Organizational Citizenship Behavior
IK1	0,856			
IK2	0,879			
IK3	0,874			
IK4	0,839			
IK5	0,889			
IK6	0,928			
IK7	0,923			
IK8	0,794			
IK9	0,845			
KE1		0,790		
KE2		0,857		
KE3		0,812		
KE4		0,762		
KE5		0,713		
KE7		0,714		
KM1			0,848	
KM2			0,866	
KM3			0,865	
KM5			0,896	
KM6			0,930	
KM7			0,910	
KM8			0,780	
OC1				0,768
OC3				0,810
OC4				0,767
OC6				0,876
OC7				0,827
OC8				0,865
OC9				0,827

Based on the results of the outer loading factor in the table above, it can be seen that each indicator of the diversity variable has a loading factor value of > 0.7 which includes indicators KE1 0.790, KE2 0.857, KE3 0.812, KE4 0.762, KE5 0.713, KE7 0.714. Each indicator of the organizational climate variable has a loading factor value > 0.7 which includes indicators IK1 0.856, IK2 0.879, IK3 0.974, IK4 0.839, IK5 0.889, IK6 0.928, IK7 0.923, IK8 0.794, IK9 0.845. Each indicator of organizational commitment variable has a loading factor value > 0.7 which includes indicators KM1 0.848, KM2 0.866, KM3 0.865, KM6 0.930, KM7 0.910, KM8 0.780. And each indicator variable organizational citizenship behavior has a loading factor value > 0.7 which includes indicators OC1 0.768, OC3 0.810, OC4 0.767, OC6 0.876, OC7 0.827, OC8 0.865, OC9 0.827. It can be said that all dependent and independent variables have met the validity requirements.

2) Discriminant Validity Test

Discriminant validity is an additional concept which means that two conceptually different concepts must show sufficient difference. To test the validity of the discriminant, can use the value of cross loading. The cross loading value is useful for knowing whether the construct has an adequate discriminant, by comparing the loading value on the intended construct which must be greater than the loading value on other constructs. A larger value means the suitability of an indicator to explain its construct compared to explaining other constructs.

Table 11. Discriminant Validity Test

	Iklm Organisasi	Keberagaman	Komitmen Organisasi	<i>Organizational Citizenship behavior</i>
IK1	0,870	0,345	0,310	0,133
IK2	0,890	0,333	0,288	0,151
IK3	0,878	0,353	0,303	0,073
IK4	0,849	0,305	0,243	0,038
IK5	0,896	0,349	0,316	0,092
IK6	0,926	0,366	0,328	0,083
IK8	0,773	0,377	0,366	0,100
IK9	0,854	0,372	0,329	0,060
KE1	0,293	0,777	0,330	0,340
KE2	0,381	0,849	0,420	0,419
KE3	0,306	0,798	0,361	0,401
KE4	0,271	0,745	0,285	0,358
KE5	0,283	0,740	0,904	0,499
KE7	0,332	0,740	0,931	0,490
KM1	0,269	0,627	0,857	0,502
KM2	0,305	0,608	0,863	0,504
KM3	0,343	0,585	0,863	0,449
KM5	0,287	0,733	0,902	0,495
KM6	0,327	0,741	0,934	0,491
KM7	0,368	0,663	0,914	0,469
KM8	0,314	0,586	0,779	0,450
OC1	0,099	0,482	0,467	0,769
OC3	0,024	0,365	0,416	0,811
OC4	0,118	0,416	0,497	0,762
OC6	0,116	0,491	0,519	0,878
OC7	0,077	0,472	0,405	0,831
OC8	0,072	0,416	0,399	0,866
OC9	0,171	0,508	0,440	0,826

Based on the cross loading table above, the constructs of the variables of diversity, organizational climate, organizational commitment and organizational ci have a construct value that is greater than the loading value of the other constructs. A larger value indicates the suitability of an indicator to explain its construct than to explain other constructs.

3) Cronbach Alpha and Composite Reliability

Table 12. Cronbach Alpha and Composite Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Iklm Organisasi	0,954	0,999	0,961	0,753
Keberagaman	0,869	0,873	0,900	0,602
Komitmen Organisasi	0,948	0,949	0,958	0,764
<i>Organizational Citizenship Behavior</i>	0,919	0,921	0,935	0,675

The table above shows the value of Cronbach's Alpha for the diversity variable is 0.869, organizational climate is 0.954, organizational commitment is 0.948 and organizational citizenship behavior is 0.919, where the four variables have Cronbach's Alpha values > 0.7. So it can be concluded that all constructs in this research variable are valid.

The test results of composite reliability in the table above show that the composite reliability value of all variables has a value > 0.7, which means that all constructs in this study are declared reliable. Then, the AVE value for each variable in this study is quite varied. The AVE value on the diversity variable is 0.602, organizational climate is 0.753, organizational commitment is 0.764, and organizational citizenship behavior is 0.675, all of which AVE values are > 0.5. Based on the composite reliability and AVE table above, it can be concluded that all constructs in this research variable are reliable.

b. Inner Model Analysis

1) Coefficient of determination (R²)

Table 13. Coefficient of Determination

	R Square
<i>Organizational Citizenship Behavior</i>	0,366

Based on the table above, the R-Square value is 0.366, it can be said that the ability to construct variables of diversity, organizational climate, and organizational commitment in explaining the construct of organizational citizenship behavior is weak.

2) F-Square (F²)

Table 14. F-Square

	Iklm Organisasi	Keberagaman	Komitmen Organisasi	<i>Organizational Citizenship Behavior</i>
Iklm Organisasi				0,028
Keberagaman				0,088
Komitmen Organisasi				0,077
<i>Organizational Citizenship Behavior</i>				

The effect of the variable construct of diversity with the construct of organizational citizenship behavior is 0.088, which means that both have a moderate relationship. The influence between the organizational climate variable construct and the organizational citizenship behavior construct is 0.028, which means that both have a moderate relationship. And the influence between the variable construct of organizational commitment and the variable construct of organizational citizenship behavior is 0.077, which means that both have a moderate relationship.

3) Variance Inflation Factor (VIF)

Table 15. Variance Inflation Factor (VIF)

VIF							
IK1	3,383	KE1	3,908	KM1	3,236	OC1	1,893
IK2	3,176	KE2	5,160	KM2	3,010	OC3	2,559
IK3	6,617	KE3	2,852	KM3	3,178	OC4	2,170
IK4	4,099	KE4	2,546	KM5	5,587	OC6	3,294
IK5	6,230	KE5	4,595	KM6	7,073	OC7	3,130
IK6	7,702	KE7	4,648	KM7	5,748	OC8	4,364
IK8	2,414			KM8	2,828	OC9	2,690

Based on the data in the table above, it can be concluded that all indicators of the diversity variable with a VIF value <10 of the indicators KE1 3.908, KE2 5.160, KE3 2.852, KE4 2.546, KE5 4.595, KE7 4,648; organizational climate with a value of VIF <10 from indicators IK1 3,383, IK2 3,176, IK3 6,617, IK4 4,099, IK5 6,230, IK6 7,702, IK8 2,414; organizational commitment with a VIF value <10 from indicators KM1 3,236, KM2 3,010, KM3 3,178, KM5 5,587, KM6 7,7073, KM7 5,748, KM8 2,828; and organizational citizenship behavior with a VIF value <10 from indicators OC1 1,893, OC3 2,559, OC4 2,170, OC6 3,294, OC7 3,130, OC8 4,364, OC9 2,690.

4) Hypothesis Testing

Table 16. Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Iklm Organisasi -> OCB	0,150	0,124	0,074	2,021	0,044
Keberagaman -> OCB	0,364	0,363	0,085	4,267	0,000
Komitmen Organisasi -> OCB	0,337	0,329	0,100	3,377	0,001

H1: Diversity has a Positive Effect on Organizational Citizenship Behavior. Based on the results of the path coefficient test, the diversity variable has a positive influence on organizational citizenship behavior directly seen from the original sample value of 0.364

and t-statistic > 1.96 of 4.267. Then based on the p-values, namely 0.000 <0.05, the diversity variable has a significant effect on organizational citizenship behavior directly. It can be concluded that H1 in this study is acceptable.

H2: Organizational Climate has a Positive Effect on Organizational Citizenship Behavior. Based on the results of the path coefficient test, the organizational climate variable has a positive influence on organizational citizenship behavior directly seen from the original sample value of 0.150 and t-statistic > 1.96 of 2.021. Then based on the p-values, namely 0.044 <0.05, the organizational climate variable has a significant effect on organizational citizenship behavior directly. It can be concluded that H2 in this study is acceptable.

H3: Organizational Commitment has a Positive Effect on Organizational Citizenship Behavior. Based on the results of the path coefficient test, organizational commitment variable has a positive influence on organizational citizenship behavior directly seen from the original sample value of 0.337 and t-statistic > 1.96 of 3.377. Then based on the p-values, namely 0.000 <0.05, the organizational commitment variable has a significant effect on organizational citizenship behavior directly. It can be concluded that H3 in this study is acceptable.

H4: Diversity, Organizational Climate, and Organizational Commitment have a Positive Effect on Organizational Citizenship Behavior.

$$F_{\text{Hitung}} = \frac{0,366(161-3-1)}{(1-0,366)^3} = 30,21$$

Based on the results of the calculation values above, it can be seen that the FCount value is 30.21 > FTable 2.66. Therefore, it can be concluded that diversity, organizational climate, and organizational commitment affect organizational citizenship behavior

CONCLUSIONS AND SUGGESTION

a. Conclusions

- 1) The results of the first hypothesis test indicate that there is a positive and significant direct effect between the diversity variable on organizational citizenship behavior with the original sample value of 0.364 and t-statistics > 1.96 which is 4.267. This shows that the higher the difference between State Vocational School teachers in South Jakarta, the higher the behavior of helping each other between roles in State Vocational School teachers in South Jakarta.
- 2) The results of the second hypothesis test indicate that there is a positive and significant direct effect between organizational climate variables on organizational citizenship behavior with the original sample value of 0.150 and t-statistics > 1.96 , namely 2.021. This shows that the better and more harmonious the organizational climate embedded in State Vocational School teachers in South Jakarta, the higher the behavior of helping each other between roles in State Vocational School teachers in South Jakarta.
- 3) The results of the third hypothesis test indicate that there is a positive and significant direct effect between organizational commitment variables on organizational citizenship behavior with the original sample value of 0.337 and t-statistics > 1.96 which is 3.377. This shows that the higher the sense of commitment embedded in State Vocational School teachers in South Jakarta, the higher the behavior of helping each other between roles in State Vocational School teachers in South Jakarta.
- 4) The results of the fourth hypothesis test indicate that there is a simultaneous influence between the variables of diversity, organizational climate, and organizational commitment on organizational citizenship behavior with the calculation result F Count of 30.21 $>$ FTable 2.66. This means that the more diverse the characteristics possessed by each individual, then the better the climate created in the organization, and the greater the commitment of each individual, it can make individuals to work together without coercion or voluntarily.

b. Suggestion

- 1) From the results of the study it was found that organizational citizenship behavior is not only influenced by diversity, organizational climate, and organizational commitment, there are several variables that affect organizational citizenship behavior. Other researchers who are interested in conducting similar research, are advised to analyze the effect of other variables that are predicted to affect organizational citizenship behavior.
- 2) If other researchers want to take the same variable, it is recommended to improve the quality of further research by improving the results of this study and previous research. By way of increasing the number of variables and replacing the object of research if it can affect the results of the study. This can be done so that the results of further research will be more varied and varied.

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