



ANALYSIS OF FACTORS INFLUENCING ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB): A CASE STUDY OF KINDERGARTEN TEACHERS IN BEKASI CITY

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Abstract

Received: 21 Maret 2023
Revised: 22 Maret 2023
Accepted: 23 Maret 2023

In childhood, when all of a child's functions and abilities are rapidly developing, it is the responsibility of adults to offer the proper stimulation so that their abilities can be optimally realized and developed. This emphasizes the significance of teaching staff/professional teachers in personality and social concerns, in addition to their pedagogy-related responsibilities. Thus, there is a demand for educators with organizational citizenship behavior (OCB). The purpose of this study is to investigate the factors that influence Organizational Citizenship Behavior (OCB) using a Case Study of 175 Kindergarten Teachers in Bekasi City. Organizational culture, leadership style, and decision making are the contributing elements. This study employs a quantitative methodology and path analysis techniques. (1) According to the study's findings, organizational culture has a direct influence on the organizational citizenship behavior of preschool teachers. (2) Leadership style influences directly the citizenship behavior of preschool teacher groups. (3) Decision-making has an immediate impact on the citizenship behavior of preschool teacher organizations. (4) The corporate culture has a direct impact on the decision-making process (5) The leadership style has a direct impact on the decision-making process. In order to improve the organizational citizenship behavior of preschool teachers, organizational culture, leadership style, and decision-making must be examined.

Keywords: Organizational Culture; Leadership Style; Decision Making; organizational citizenship behavior; OCB

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How to Cite: Laihad, G. H. & Suhardi, E. (2023). ANALYSIS OF FACTORS INFLUENCING ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB): A CASE STUDY OF KINDERGARTEN TEACHERS IN BEKASI CITY. *Research and Development Journal of Education*, 9(1), 421-430.

INTRODUCTION

Early childhood education (PAUD) is a coaching effort directed at children from birth to age six that is carried out through the provision of educational stimuli to promote physical and spiritual growth and development in order to prepare children for higher education (Rahelly, 2018). PAUD comprises of official paths (kindergarten, Raudhatul Athfal, and other equivalents), non-formal pathways (playgroups, day care parks, and other equivalents), and informal pathways (family education and environment-based education) (Huliyah, 2016).

The significance of PAUD as a core education necessitates the employment of qualified instructors (Yuliaratiningsih & Setiaty, 2012). Childhood is often referred to as the golden era since all of a child's functions and abilities are rapidly developing, necessitating the input of adults in order for these functions and abilities to be properly realized and developed (Subarkah, 2019).

To realize the above, the provisions proclaimed by Asia Pacific Teachers in 2020 are that all kindergarten teachers must have a bachelor's degree. In fact, up to now, 80% of kindergarten teachers throughout Indonesia have not had a bachelor's degree (Cikita, 2018). To improve the quality of education and development of kindergarten teachers not only expect from the government/foundations/institutions but it takes positive voluntary behavior from every teacher to develop himself (Nuryaumin, 2009).

In addition to having a formal education, kindergarten teachers are expected to be able to carry out their task performance related not only to their pedagogic competence and professional competence but also related to their personal competence and social competence. These expectations include being able to respect students, having the ability to communicate politely, and being able to socialize effectively. with students, other teachers, and school administrators by putting into practice the ideals of genuine brotherhood and fostering a sense of community (Wijaya, 2018).

It is expected of teachers that they will, in addition to performing their primary responsibilities, be willing to provide additional services to service users, help, be tolerant, voluntarily carry out assignments outside of working hours, have the initiative to develop themselves, be actively involved and participate in the advancement of the school, and have the ability to make efficient use of their working time. effective (Lengkong, 2016) Educators who exhibit the positive behaviors described above have the potential to be viewed as having high levels of Organizational Citizenship Behavior (which will be abbreviated to OCB from here on out) (Graham, 1991).

OCB is the voluntary behavior of members of the organization who are willing to do extra tasks beyond their formal responsibilities. Teachers who have OCB will do more than formal tasks and give performance that exceeds expectations for the advancement of education (Bogler & Somech, 2005). Low teacher OCB can be seen from the behavior of teachers who are reluctant to help co-workers with assignments, lack of tolerance towards co-workers, work only according to predetermined standards, lack of participation in giving contributions to the school and lack of displaying a positive image of the school when they are outside the school environment and lack of initiative to develop themselves (Quick & Nelson, 2009).

The low OCB of teachers, one of the allegations is the lack of harmony in the relationship between senior teachers and junior teachers in the school environment. The ability of senior teachers through experience in adapting to kindergarten children, should make senior teachers play an important role in guiding teachers who have just entered (Noer, 2022). In fact, the majority of senior teachers are reluctant to help new teachers speed up the adaptation process and allow new teachers to adapt to the school environment on their own. As a result, the adaptation process becomes slower and even causes discomfort for working with new teachers (Rahmi, 2021).

Another problem is that teachers will be more able to apply OCB to students than their colleagues or the school. Teachers are more tolerant in helping students who are in a "bad mood" than their co-workers. Teacher tolerance towards colleagues is more due to the closeness/friendship factor that has existed before

Many factors are thought to influence teacher OCB, including organizational culture, leadership style and decision making. Organizational culture in schools by prioritizing excellent service (service excellence) can make the school environment an environment that makes all members bound by mutually agreed rules and norms to achieve success, values, togetherness and rules for all members, including the principal. (Suryanti, 2003). Conversely, an atmosphere that is far from familiarity, the absence of cooperation and concern among fellow members will form a climate that is less conducive at school so that it can affect the level of OCB of teachers at school (Suparjo, 2016).

The leadership style of a democratic principal, willing to involve teachers in making decisions, and willing to delegate certain tasks to be carried out, will be able to create a conducive atmosphere between leaders and subordinates (Sudharta, 2017). Conversely, an authoritarian and imposing school principal and less concerned about his members will affect the level of development of the teacher's OCB (Nugroho, 2017).

Decision making is an important part of school organizational behavior. Inappropriate decision-making will hinder the achievement of goals and performance, on the contrary, making appropriate teacher decisions according to their abilities will make work tasks more effective so that teachers have the opportunity to develop OCB at school (Abduh, 2016)

Based on the description above, the researcher is interested in taking the problem: "Is there an influence of Organizational Culture, Leadership Style, and Decision Making on Organizational Citizenship Behavior of Kindergarten teachers by taking the case of Kindergarten teachers in Bekasi City.

METHODS

This study employs a quantitative methodology, survey methods, and path analytic tools to investigate the relationship between two variables. There are two exogenous factors, organizational culture (X1) and leadership style (X2), as well as two endogenous variables, decision making (X3) and organizational citizenship behavior (OCB) (X4). The population of this study consisted of 312 authorized private kindergarten teachers in the city of Bekasi. With basic random sampling, as many as 175 samples can be collected. Data gathering strategies utilized questionnaires in the form of tests and non-tests as research instruments. Product Moment is used for non-test instruments during validation testing, while biserial points are used for test instruments. For non-test instruments, alpha cronbach is used for reliability testing, while the KR-20 formula is used for test instruments. The positive direct influence of organizational culture on OCB, the positive direct influence of leadership style on OCB, the positive direct influence of decision making on OCB, the positive direct influence of organizational culture on decision making, and the positive direct influence of leadership style on decision making are determined using path analysis and data analysis techniques. Here is a model of the constellations.

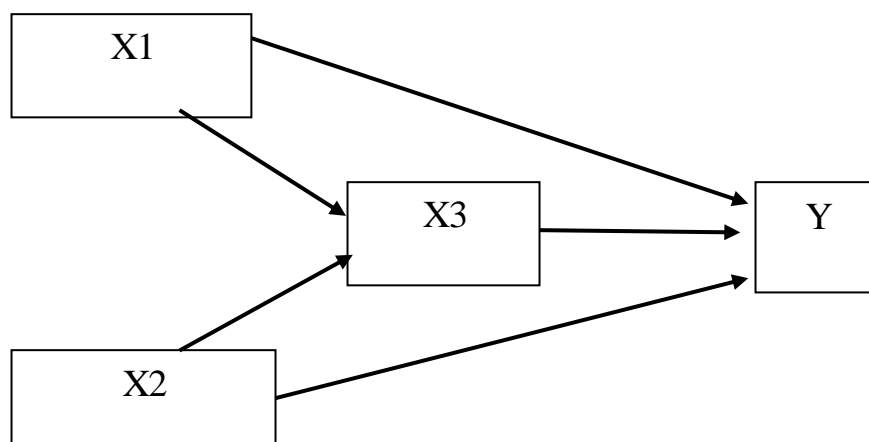


Figure 1.
Constellation Model

RESULTS & DISCUSSION

Results

1. Data Analysis Requirements Testing

The requirements analysis test used in this study includes the normality test, linearity test and regression significance test. The description of the results of the analysis requirements test is as follows:

a) Standard Error Standard Normality Test

The normality test was carried out to find out whether the data population is normally distributed or not. The normality test in this study uses estimated error data which includes the standard error normality test ($Y - \hat{Y}$) the regression equation for the OCB variable (Y) on the organizational culture variable (X1), the normality test for the standard error estimate ($Y - \hat{Y}$) the regression equation for the OCB variable (Y) on leadership style variable (X2), standard error normality test of estimate ($Y - \hat{Y}$) OCB variable regression equation (Y) on decision making variable (X3), standard error normality test of estimate ($(Y - \hat{Y})$ variable regression equation decision making (X3) on organizational culture variable (X1), standard error normality test ($Y - Y$) regression equation decision making variable (X3) on leadership style variable (X2). The normality test used is the Liliefors test. Liliefors test, then the data is declared normal if $L_{count} < L_{table}$, and the data is declared abnormal if $L_{count} > L_{table}$.

Table 1.
 Standard Error Normality Test Results

No	Estimate Error	L_{count}	$L_{table} (\alpha=0.05)$	Conclusion
1	Y over X_1	0.0572	0.0670	Normal
2	Y over X_2	0.0641	0.0670	Normal
3	Y over X_3	0.0591	0.0670	Normal
4	X_3 over X_1	0.0477	0.0670	Normal
5	X_3 over X_2	0.0454	0.0670	Normal

Based on the results of the normality calculation for the estimated error from table 1 above, it can be concluded that the standard error of the regression equation estimates for all variables comes from a normally distributed population.

b) Regression Linearity Test

After doing the normality test, significance and linearity tests must be performed to see whether the exogenous and endogenous variables in the theoretical model have a significant and linear connection. The significance test is significant if $F_{count} > F_{table}$. If $F_{count} < F_{table}$ at a significance level of 0.05, linear regression is deemed meaningful. The significance and linearity tests for each influence of Organizational Culture, School Leadership Style, and Decision Making on OCB are summarized below:

Table 2.

Linearity Test Calculation Results				
No	Variable	F _{count}	F _{table, 5%}	Conclusion
1	Y over X ₁	-0.263	1,470	linear
2	Y over X ₂	-0.517	1,464	linear
3	Y over X ₃	-2,215	1,754	linear
4	X ₃ over X ₁	-0.141	1,470	linear
5	X ₃ over X ₂	0.032	1,464	linear

From the results of the linearity test in table 2 above, it was obtained that the Fcount value <Ftable value for all variables so that it can be concluded that the regression equation for all variables is linear.

c) Hypothesis test

Calculations to test the causation model utilizing path analysis are preceded by a correlation of organizational culture variables (X1), leadership style variables (X2), decision making variables (X3), and OCB variables (X4) (Y). Using Pearson's Product Moment correlation to calculate correlation. The correlation coefficient represents the proximity or degree of association between a number of variables. In determining the closeness of the relationship used criteria based on Guilford (1956). The results of calculating the correlation coefficient with the help of a computer using the SPSS program. For further testing, the hypothesis is proposed:

Ho : There is no significant relationship (correlation) between the two variables

H1 : There is a significant relationship (correlation) between the two variables

Where based on probability If probability > 0.05, then Ho is accepted and if probability < 0.05, then Ho is rejected. Based on the test results, it is known that all variables have a significant relationship because the probability value is less than 0.05.

2. Path Analysis Test

To test the overall effect of the independent variables (X1, X2, X3) on the dependent variable (Y) it can be seen from the table below:

Table 3.
 Summary of Hypothesis Testing Results

No	Connection	Test Statistics	t _{count}	t _{table} α=0.05	Path Coefficient	Decision	Conclusion
1	Organizational culture (X ₁) With OCB(Y)	H ₀ : β _{γ1} ≤ 0 H1 : β _{γ1} > 0	2,966	1653	0.204	H ₀ is rejected	Very Significant
2	Leadership Style (X ₂) with OCB(Y)	H ₀ : β _{γ2} ≤ 0 H1 : β _{γ2} > 0	6,666	1653	0.420	H ₀ is rejected	Very Significant
3	Decision making (X ₃) with OCB (Y)	H ₀ : β _{γ3} ≤ 0 H1 : β _{γ3} > 0	3.177	1653	0.211	H ₀ is rejected	Very Significant
4	Organizational culture (X ₁)	H ₀ : β _{γ31} ≤ 0	5,690	1653	0.417	H ₀ is rejected	Very Significant

	with decision making (X_3)	$H_1: \beta_{31} > 0$					
5	Leadership style with decision making	$H_0: \beta_{32} \leq 0$ $H_1: \beta_{32} > 0$	3,483	1653	0.254	H_0 is rejected	Very Significant

Starting from the results of the path coefficient test, both for sub-structure 1 and sub-structure 2, it can be argued that a complete diagram depicting the empirical causal relationship between research variables X_1 , X_2 , X_3 and Y can be shown in Figure 2

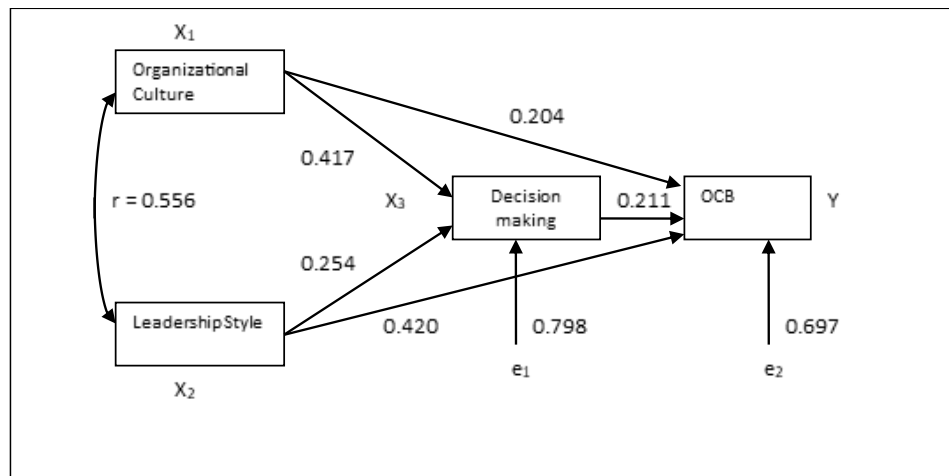


Figure 2.
 Empirical causal relationship between X_1 , X_2 , X_3 and Y

Discussion

The summary of the results of the analysis of OCB variables, organizational culture, leadership style and decision making is as follows:

a. The Influence of Organizational Culture on OCB

The results of the path analysis indicate that organizational culture and OCB have a path coefficient of 0.206 with a $t_{count} = 2,966 > t_{table} = 1,653$ at the 0.05 level of significance.

On the basis of these values, it is possible to conclude that organizational culture has a direct and extremely good effect on OCB. The influence of organizational culture on OCB is empirically formed by the indicators stated in this study. The organizational culture of kindergarten schools in the city of Bekasi where school residents prioritize security and safety, have conducive communication patterns between fellow school members, work in a team-oriented manner, pay attention to details and are always innovative, able to make an impact greatly to the increase in teacher OCB in helping co-workers with assignments, tolerating co-workers, carrying out tasks more than expected, participating in contributing to the school and displaying a positive image about the school. Conversely, an organizational culture that is less conducive will have a major impact on reducing teacher OCB.

Hence, organizational culture is one of the factors that affect teacher OCB. This is consistent with Robbins's (2003) assertion that culture is a meaning-making and control system that leads and influences the attitudes and conduct of employees. In

addition, research conducted by Jagannath Mohant and Rath (2012) demonstrates that there is a significant association between organizational culture and OCB.

b. The Effect of School Leadership Style on OCB

Path analysis reveals a 0.44 path coefficient between leadership style and OCB, with t count $>$ t table = 1.653, at a significance level of 0.05. On the basis of these values, it is possible to conclude that leadership style has a direct and extremely good effect on OCB.

The effect of the principal's leadership style on teacher OCB is empirically shaped by the indicators stated in this study. The leadership style of the principal of a kindergarten in the city of Bekasi who exercises leadership by always providing direction in carrying out tasks, prioritizing deliberation in solving problems, involving teachers in decision making and delegating tasks to teachers will be able to have a major impact on improving teacher OCB where teachers will feel involved and responsible for the progress of the school so they want to carry out extra-roles through behavior in OCB.

Hence, leadership style is one of the factors that determine the amount of organizational citizenship behavior (OCB). This is consistent with the beliefs of Quick and Nelson, according to whom "leadership in organizations is the process of guiding and directing the behavior of individuals in the workplace." In organizations, leadership is the process of guiding and directing the conduct of individuals in the workplace. This is further corroborated by the findings of Hamed A. Sharafi and Ismael Rajani (2013), which demonstrate a positive and significant association between leadership and organizational citizenship behavior (OCB).

c. The Effect of Decision Making on OCB

Decision making and OCB have a path coefficient of 0.211, with t count = 3.177 $>$ t table = 1.653, at a significance level of 0.05. On the basis of these numbers, we can assert that decision making has a direct and extremely good effect on OCB.

The effect of teacher decision making on teacher OCB is empirically shaped by the indicators stated in this study. Kindergarten teacher decision-making in the city of Bekasi which is carried out in accordance with knowledge and experience and also through an appropriate method/way will produce the best decision so as to be able to have a major impact on improving teacher OCB where teachers can know with certainty the importance of OCB to be improved both through involvement in school activities outside of a predetermined schedule, for the progress and success of the school as well as improving the quality of teachers in behavior.

Hence, decision-making is one of the aspects that affect the amount of OCB. This is consistent with the opinions of Short and Rinehart, who state that teacher decision-making is directly related to teacher participation and involvement in school organizations, and will broaden teachers' perspectives, which are typically limited to class activities, to include school organizational activities. With teacher participation in the organization, teachers will be more dedicated to organizational decisions and the organization as a whole in the long run. This is further corroborated by research conducted by Ronit Bogler and Anit somech (2005), which demonstrates that OCB has a substantial link with decision making.

d. The Influence of Organizational Culture on Decision Making

Path analysis reveals that organizational culture and decision-making have a path coefficient of 0.417 with a t count = 5.690 $>$ t table = 2.347 at the 0.05 level of

significance. On the basis of these values, it is possible to assert that corporate culture has a direct and highly substantial positive impact on decision making.

The influence of school organizational culture on teacher decision making is empirically shaped by the indicators stated in this study. The organizational culture of kindergarten schools in the city of Bekasi is team-oriented where the school community is involved together and also in decision making. Conducive patterns of communication between fellow school members in carrying out school activities can have an impact on teachers in choosing the most appropriate decisions related to their work assignments. Teachers can carry out the process of selecting decisions through the right stages without feeling any pressure related to the environment around the school.

Thus, organizational culture is one of the factors that influence decision making. This is in line with the views of Denison quoted in Presetyanto (2014) which states that involvement is a dimension of organizational culture that shows the level of participation of employees/members of the organization in the decision-making process.

e. The Effect of School Leadership Style on Decision Making

Path analysis reveals that leadership style and decision making have a path coefficient of 0.254 with a $t_{count} = 3.483 > t_{table} = 1.653$ at the 0.05 level of significance. On the basis of these values, it is possible to conclude that the leadership style has a direct and highly substantial positive effect on decision making.

Indicators outlined in this study empirically determine the impact of leadership style on decision making. The leadership style of the school principle, which can instruct teachers in carrying out their work assignments, will influence teachers' ability to make suitable decisions on their work assignments (Iskandar, 2013). Thus, the leadership style of the principal is one of the aspects that influence a teacher's decision-making regarding his work assignments. This is consistent with Samuel Certo's idea that leadership style is a leader's pattern of action when guiding the organization's members in the right direction.

CONCLUSION

The following inferences can be drawn as a consequence of the findings of the analysis: First, the organizational climate of the school has a direct and positive influence on the overall job satisfaction of kindergarten instructors in the city of Bekasi. Second, the manner in which the principal exercises leadership at the kindergarten level in the city of Bekasi has a direct and beneficial influence on the overall quality of the kindergarten teachers' work. Finally, the process of decision making has a direct and positive influence on the overall job satisfaction of kindergarten instructors in the city of Bekasi. In the fourth place, the organizational culture of kindergarten instructors in the city of Bekasi has a beneficial direct effect on the decision making of those individuals. Fifth, the manner in which the principal exercises leadership has a favorable direct impact on the kinds of choices that are made by kindergarten teachers in the city of Bekasi. This research still has many flaws, so it should be continued and supplemented by conducting mixed-method research. This will allow for a clearer and more precise picture to be obtained regarding the influence of organizational culture, leadership style, and decision-making on organizational citizenship behavior (OCB). This research concentrates more on the OCB of teachers in order to pave the way for future investigations into the OCB of school principals that are more comprehensive.

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