

Impact of Organizational Citizenship Behavior , Leadership, Individual Characteristics and Competence on Teacher Performance

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Submission date: 08-Jan-2021 02:25PM (UTC+0800)

Submission ID: 1484450317

File name: Terjemahan_Candra.docx (91.22K)

Word count: 8058

Character count: 46914

Impact of Organizational Citizenship Behavior (OCB), Leadership, Individual Characteristics and Competence on Teacher Performance

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ABSTRACT

The purpose of this study was to determine the effect of organizational citizenship behavior (OCB), leadership, individual characteristics and competence on the performance of teachers of SMK Swata in Bondowoso Regency. The population of this research is all employees who are in Private Vocational High Schools (SMKS) in all of Bondowoso Regency, totaling 975 Educators of Education Personnel (PTK). The number of samples of this study was 110, with a purposive sampling method. Validity and reliability tests were conducted to test the measuring instrument in the form of questionnaire. The analysis technique used is WarpPLS 2.0. The results showed that organizational citizenship behavior had a positive effect on teacher performance, leadership had a positive effect on teacher performance, individual characteristics had no positive effect on teacher performance, competence had no positive effect on teacher performance.

Keywords: organizational citizenship behavior (OCB), leadership, individual characteristics, competence, teacher performance

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh *organizational citizenship behavior* (OCB), kepemimpinan, karakteristik individu dan kompetensi terhadap Kinerja Guru SMK Swata di Kabupaten Bondowoso. Populasi penelitian ini adalah seluruh pegawai yang berada pada Pada Sekolah Menengah Kejuruan Swasta (SMKS) Di Seluruh Kabupaten Bondowoso yang berjumlah 975 Pendidik Tenaga Kependidikan (PTK). Jumlah sampel penelitian ini adalah 110, dengan metode purposive sampling. Uji validitas dan reliabilitas dilakukan untuk menguji alat ukur yang berupa kuisioner. Teknik analisis yang digunakan adalah WarpPLS 2.0. Hasil penelitian menunjukkan bahwa *organizational citizenship behavior* berpengaruh positif terhadap kinerja guru, kepemimpinan berpengaruh positif terhadap kinerja guru, karakteristik individu tidak berpengaruh positif terhadap kinerja guru, kompetensi tidak berpengaruh positif terhadap Kinerja Guru.

Kata Kunci : *organizational citizenship behavior* (OCB), kepemimpinan, karakteristik individu, kompetensi, kinerja guru

INTRODUCTION

Vocational High School (SMK) can be a slogan that is echoed by the world of education in Vocational High Schools, it contains extraordinary motivation in motivating, especially the world of SMK. With the establishment of SMK as a producer of young workers who have reliable competencies to enter the world of work, they are expected to have skills competencies that are able to occupy their world, namely in their future workplaces. The spirit of SMK can be what ultimately brings the spirit to work to develop prospective workers in each school trying to polish the face of the curriculum which can produce the outcome desired by the Business World / Industrial World. Private Vocational High School (SMKS) is a formal education that has a special training pattern to direct students to become graduates who are ready to plunge professionally and participate in the business or corporate world. In line with the goals of vocational education, SMKS in Bondowoso Regency has a vision of becoming a professional educational institution to prepare a skilled, middle-level workforce who are ready to work, independent, mastering Science and Technology (IPTEK) and have faith and piety (IMTAQ) and be cultured in the era of globalization.

In accordance with the vision set by SMKS in Bondowoso Regency, educators are needed to perform well in order to deliver their students to face challenges in the industrial world and can compete with graduates from other SMK / SMA. The teacher's performance needs to be improved in order to produce the graduates expected by all parties. Teacher performance is the result of performance in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him (Mangkunegara, 2010). Performance appraisal is a process carried out by an organization to evaluate or assess the success of employees in carrying out their duties. Assessment can be done by comparing the work achieved by employees with work standards. If the work that is obtained reaches or exceeds the work standard, it can be said that an employee's performance is in the good category. On the other hand, an employee whose work does not reach work standards is considered poor or low performance. In general, performance appraisal is to provide feedback to employees in an effort to improve performance and to increase organizational productivity (Hariandja, 2007). Performance is the result obtained by employees during a certain period, usually 1 year (Azhad et al., 2015). Performance appraisal is a way of evaluating the current and past relative performance of employees in accordance with established standards (Sanosra et al., 2014). Many factors can improve employee performance, including organizational behavioral citizenship, leadership, individual characteristics and one's competence.

Organizational Citizenship Behavior (OCB) of employees is voluntary behavior performed by employees that prioritizes organizational interests and does not include formal work obligations and is not directly tied to a

formal reward system (Davis & Newstorm, 2008). (Utaminings³⁷ 2014) states that organizational citizenship behavior is the behavior of individuals who are free to choose, **not directly or explicitly regulated by a formal reward system, and in** stages promote effective organizational functions. Thus OCB can be said to be the behavior of an employee that exceeds the standards set by the organization. Employees who have high OCB are usually willing to spend their time in the organization without expecting anything in return. Thus, if an organization has employees who are high OCB, the employee's performance will also increase. Research (Novelia et al., 2016) states that organizational citizenship behavior has an impact on the performance of nursing staff of 0.730. Other studies that also link OCB with performance include: (Ekowati et al., 2013), (Ticoalu, 2013), (Bommer et al., 2007), (Putri & Utami, 2017), (Jufrizen et al., 2020), (Suzanna, 2017), (Sari, 2015), (Kurniawan et al., 2019), (Fitriastuti, 2013), (Chelagat et al., 2015), (Novelia et al., 2016).

The next factor that can also improve employee performance is leadership. (Rivai, 2009) said that leadership is a process of influencing or giving an example to his followers through a communication process in an effort to achieve organizational goals that were planned at the beginning. In leadership, there is a leadership style that is expected to advance the company and improve the welfare of ⁶⁴ employees. Each leader has a different way of leading from one another which is called the leadership style. **A good leader is a leader who makes metamorphosis for his** subordinates. Employees can change by increasing their performance that is better than the previous performance. The relationship between leadership and employee performance is very close. From the ⁴¹ tude of a leader, bias makes employees become diligent and lazy. Research (Jayanti & Wati, 2014) states that **there is a positive and significant influence between leadership style and on** employee performance at PT. Fastrata Buana, Pulogadung Branch. Research (Riyadi, 2020) states that the leadership style has no effect on the performance of employees. Research (Listiani et al., 2020) states that leadership has a positive effect on employee performance owned by the Auto 2000 Raden Intan agency, PT. Honda Lampung Raya and PT. Wahana Persada Lampung. Research which also examines the relationship between leadership and employee performance includes: (Wiranata, 2011), (Sugiyatmi et al., 2016), (Yohana et al., 2020), (Ayuningtyas & Utami, 2019), (Qomariah, 2012), (Hadiana & Maya Sari, 2019), (Sulistyo, 2009), (Ishak et al., 2019), (Kurniawati & Tobing, 2019), (Saleh et al., 2016), (Noora et al., 2020), (Areiqat et al., 2020), (Abbas et al., 2020), (Dolphina, 2012), (Prijon³ et al., 2019), (Vidianingtyas & Putri, 2014), (Qomariah et al., 2020), (Brahmasari & Suprayetno, 2008), (Hafifi et al., 2018), (Andriani et al., 2018), (Priyono et al., 2018), (Bentar et al., 2017), (Hendrawan & Budiarta, 2018), (Qomariah et al., 2020).

Individual characteristics are also alleged to improve employee performance. Individual characteristics can be interpreted as characteristics or special traits possessed by an employee that can make him or herself have different abilities from others to maintain and improve work in the organization where they work (Mathis & Jackson, 2011). The special characteristics possessed by these employees usually differ from one employee to another. The advantages of the special characteristics of these employees can be that these employees can complete their work on time so that their performance can increase. Several studies have been conducted that link individual characteristics to employee performance. Research (Mindarti, 2016) states that the individual characteristics of auditors have an impact on auditor performance. Research (Aktarina, 2015) states that there is a significant influence on individual characteristics, work and work environment simultaneously and partially on the performance of Polri members at the Palembang Police. Other studies that also take the theme of individual characteristics and employee performance include: (Kridharta & Rusdianti, 2017), (Harianto et al., 2016), (Djamaludin, 2009), (Setiono, 2016), (Astuti et al., 2011), (Dessy et al., 2018).

To be able to complete work in a certain field of work, it is necessary to have adequate competence from an employee in an organization. Competence has a very important role in improving organizational performance, this is because competence generally concerns a person's basic ability to do a job. Without competence, a person will find it difficult to complete the job in accordance with the standards required in an organization (Hutapea, 2008). Organizations that have employees who are competent in their fields will automatically be able to compete with other organizations. This is because the performance of the organization is the performance of employees. So if all employees have competencies in accordance with their fields, it is easy for the employees to complete their work on time. Thus, organizational performance will also increase. Research (Mustikawati & Qomariah, 2020) entitled "The Effect of Education, Training and Competency on Teacher Performance" states that teacher competence ¹⁸ a significant effect on teacher performance. (Amdani et al., 2019) in their research stated that competence **has a positive and significant effect on the performance of Medan Ganesha Polytechnic employees** Medan Polytechnic. (Sujana, 2012) states that competence **has a significant effect on the performance of the Internal Auditor at the Inspectorate of the Government of Badung and Buleleng Regency**. Several studies that have also examined the relationship between competence ⁴⁰ and performance include: (Pinca, 2015), (Yamin & Ishak, 2018), (Indiyaningsih et al., 2020), (Friolina et al., 2017), (Wongso et al., 2020), (Syahrial et al., 2019), (Nyoto et al., 2020), (Adam & Kamase, 2019), (Utomo et al., 2019), (Bahri et al., 2018), (Manik & Syafrina, 2018), (Mukhtar, 2018), (Rande, 2016), (Widyanto & Mersa, 2018), (Ataunur & Ariyanto, 2015), (Setiawati, 2017), (Junjuran & Suwanda, 2019), (Sriwidodo & Haryanto, 2010), (Achmad, 2016), (Perdana, 2018),

(Rantesalu et al., 2017), (Saban et al., 2020), (Friolina et al., 2017), (Nursaid et al., 2020), (Yusuf, 2015), (Adam & Kamase, 2019), (Utomo et al., 2019).

Private Vocational High Schools in Bondowoso Regency are secondary schools that create a workforce in the vocational field. Within a decade there has been a trend of increasing the performance of educational personnel (PTK) or teachers from each year, but these achievements do not match the ratio of the number of SMKS PTK by looking at the data from the Bondowoso Regency Service Branch. The PTK achievement needs to be improved considering that these PTK will escort students so that they can compete with other graduates from SMKN and SMAN. Based on the background that has been presented, ⁵⁴ question in this study is how to improve the performance of the PTK in SMKS in Bondowoso Regency. While the purpose of this study was to determine the effect of OCB, leadership, individual characteristics and competence on the performance of PTK at SMKS in Bondowoso Regency.

RESEARCH METHODS

This study uses a quantitative approach, where this approach relies more on numbers in the form of scores as the basic framework for analysis. Based on the data, facts or information obtained and collected, the research model is tested to describe the effect of each independent variable on the dependent variable. The independent variables in this study include variable organizational citizenship behavior (OCB), leadership, individual characteristics and competencies, while the dependent variable is teacher performance.

Indicators for teacher performance variables include: quality of work, quantity of work, initiative, discipline, responsibility, and independence in completing tasks / services. Indicators for competency variables include: technical competence and non-technical competence. Indicators for variable organizational citizenship behavior include: care (altruism), awareness (coscientiousness), sportsmanship (courtesy), responsibility (civic virtue). Indicators for leadership variables include: leadership competence and leadership style. Indicators for individual characteristic variables include: gender, age, years of service, recent education employment status, non-formal education, attitudes, work interest, motivation and compliance.

The population in this study were all employees at Private Vocational High Schools (SMKS) throughout Bondowoso Regency, which consisted of approximately 20 SMKS totaling 975 Education Personnel Educators (PTK). The number of samples was determined to be 110 with the sampling technique in this study which was also based on the existence of certain objectives, namely: 1) Respondents were Educational Personnel Educators (PTK) registered with Dapodik. 2). Education Personnel Educators (PTK) who have served for ≥ 10 years at Private Vocational High Schools (SMKS) and are in the Bondowoso Regency area. Based on these considerations, the sample selection used in this study was 110 samples or respondents were Educators of Education Personnel (PTK). Data on the number of samples for each SMKS is in table 1.

Tabel 1. Number of Educator Samples for Educational Personnel (PTK) at SMKS Bondowoso Regency

| SMKS Name | Address | Total PTK |
|------------------------------|--|-----------|
| SMK Manbaul Ulum Wonosari | Desa Tangsil Wetan Wonosari | 6 |
| SMK Al Ma'arif Darul Maghfur | Jl. Moertawi No 20 Desa Lombok kulon Kec Wonosari | 8 |
| SMK Adz Dzakirin | Jl. Kemirian N0 06 Ds. Karang Melok Kec. Tamanan | 5 |
| SMK Raudlatul Hasan | Jl. Raya Petung No 15 Kec. TAMANAN | 7 |
| SMK Al Akhyar | Jl. Kawah Ijen No 13 Ds. Wonokusumo Kec. Tapen | 8 |
| SMK Darul Ulum Pujer | Jl. Sumber jambe Maskuning kulon Kec. Pujer | 5 |
| SMK Miftahul Ulum | Jl. Trunojoyo 35 Tumpeng Kec. Wonosari | 5 |
| SMK PGRI 2 Bondowoso | Jl. Saliwiry Pranowo Gg Taman No 25 Kotakulon | 4 |
| SMK NU Tenggarang | Jl Raya Pakisan No 341 Desa Bataan Kec. Tenggarang | 5 |
| SMK NU 3 Bondowoso | Jl Niaga No 234 Nogosari Kec. Sukosari | 6 |
| SMK NU 2 Bondowoso | Ds Pecalongan Kidul Kali RT.07/RW.02 Kec. Sukosari | 7 |
| SMK Darus Salam | Ds Tangsil wetan Rt 08/rw. 03 Kec. Wonosari | 9 |
| SMK Sabilil Muttaqin | Jl. Tanah wulan No 16 Gembangan Maesan | 13 |

| | | |
|-------------------|--|------------|
| SMK Al Hikam | Jl Raya Pakisan Ds. Pakalangan Kec. Tenggarang | 7 |
| SMK Nurul Hidayah | Jl. Tamanan Desa Koncer kidul Kec. Tenggarang | 5 |
| SMK Nurul Hasan | Jl. Patirana Rt.05/Rw.01Desa Dadapan Kidul Kec. Grujugan | 10 |
| Total | | 110 |

Descriptive analysis is used with the help of tables in the form of the average number and the percentage with a predetermined weighting determination so that the classification of the existence of each research variable can be known. In accordance with the formulated hypothesis, in this study the inferential statistical data analysis was measured using the Warp PLS (Partial Least Square) software starting from the measurement model (outer model), the structure model (inner model) and hypothesis testing. The validity testing procedure is convergent validity, namely by correlating the item score (component score) with the construct score which then produces the loading factor value. The loading factor value is said to be high if the components or indicators correlate more than 0.70 with the construct you want to measure. To measure the level of reliability of the research variables, the coefficient alpha or Cronbachs alpha and composite reliability was used. Measurement items are said to be reliable if they have an alpha coefficient value greater than 0.6. Testing the research hypothesis was carried out by using the Structural Equation Model (SEM) approach based on Partial Least Square (PLS). PLS is a component or variant based structural equation model (SEM). Structural Equation Model (SEM) is a field of statistical studies that can test a series of relationships that are relatively difficult to measure simultaneously.

RESULTS AND DISCUSSION

Results of Descriptive Statistics of Respondents' Data

The results of the descriptive statistical analysis of respondents consisting of the gender of the respondent, the age of the respondent, the education level of the respondent, the length of work and the status of the employee are presented in Table 1.

Table 2. Descriptive Statistical Analysis Results

| No. | Indicator | Information | Total | Percentage |
|-----|--------------------|----------------------|-------|------------|
| 1 | Gender | Man | 39 | 35 |
| | | Woman | 71 | 65 |
| 2 | Age | 23-30 | 0 | 0,00 |
| | | 31-40 | 93 | 84,55 |
| | | 41-50 | 13 | 11,82 |
| | | 51-60 | 4 | 3,64 |
| 3 | Level of education | S1 | 93 | 85 |
| | | S2 | 17 | 15 |
| 4 | Length of work | 1 - 62 Years | 43 | 39,09 |
| | | 11 - 20 Years | 51 | 46,36 |
| | | 21- 30 Years | 14 | 12,73 |
| | | 31- 40 Years | 2 | 1,82 |
| 5 | Teacher Status | Permanent teacher | 102 | 93 |
| | | Government employees | 8 | 7 |

Results of Research Variable Descriptive Statistics

The results of respondents' answers to research variables consisting of variable organizational citizenship behavior (X1), leadership (X2), individual characteristics (X3) and employee competence (X4) and teacher performance (Y) are presented in the following table.

Table 3. Respondents' Answers to Variable Organizational Citizenship Behavior (X1)

| Variable | Indicator | Score 1 | | Score 2 | | Score 3 | | Score 4 | | Score 5 | | Total |
|----------|-----------|---------|---|---------|---|---------|---|---------|---|---------|---|-------|
| | | f | % | f | % | f | % | f | % | f | % | f |

| | | | | | | | | | | | | |
|--|------|---|------|---|------|----|-------|----|-------|----|-------|-----|
| Organizational Citizenship Behavior (X1) | X1.1 | 8 | 7,27 | 0 | 0,00 | 4 | 3,64 | 67 | 60,91 | 31 | 28,18 | 110 |
| | X1.2 | 0 | 0,00 | 8 | 7,27 | 15 | 13,64 | 64 | 58,18 | 23 | 20,91 | 110 |
| | X1.3 | 3 | 2,73 | 5 | 4,55 | 8 | 7,27 | 73 | 66,36 | 21 | 19,09 | 110 |
| | X1.4 | 3 | 2,73 | 5 | 4,55 | 10 | 9,09 | 73 | 66,36 | 19 | 17,27 | 110 |
| | X1.5 | 8 | 7,27 | 0 | 0,00 | 11 | 10,00 | 68 | 61,82 | 23 | 20,91 | 110 |

Table 4. Respondents' Answers to Leadership Variables (X2)

| Variable | Indicator | Score 1 | | Score 2 | | Score 3 | | Score 4 | | Score 5 | | Total |
|--------------------|-----------|------------|------|------------|------|------------|-------|------------|-------|------------|-------|-------|
| | | f | % | f | % | f | % | f | % | f | % | f |
| Leadership (X2) | X2.1 | 5 | 4,55 | 5 | 4,55 | 35 | 31,82 | 46 | 41,82 | 19 | 17,27 | 110 |
| | X2.2 | 3 | 2,73 | 0 | 0,00 | 22 | 20,00 | 69 | 62,73 | 16 | 14,55 | 110 |

Table 5. Respondents' Answers to Individual Characteristics Variables (X3)

| Variable | Indicator | Score 1 | | Score 2 | | Score 3 | | Score 4 | | Score 5 | | Total |
|---------------------------------------|-----------|------------|------|------------|------|------------|-------|------------|-------|------------|-------|-------|
| | | f | % | f | % | f | % | f | % | f | % | f |
| Individual Characteristics (X3) | X3.1 | 8 | 7,27 | 0 | 0,00 | 22 | 20,00 | 64 | 58,18 | 16 | 14,55 | 110 |
| | X3.2 | 5 | 4,55 | 8 | 7,27 | 17 | 15,45 | 66 | 60,00 | 14 | 12,73 | 110 |
| | X3.3 | 3 | 2,73 | 5 | 4,55 | 19 | 17,27 | 66 | 60,00 | 17 | 15,45 | 110 |
| | X3.4 | 3 | 2,73 | 5 | 4,55 | 12 | 10,91 | 70 | 63,64 | 20 | 18,18 | 110 |
| | X3.5 | 3 | 2,73 | 7 | 6,36 | 18 | 16,36 | 74 | 67,27 | 8 | 7,27 | 110 |
| | X3.6 | 3 | 2,73 | 2 | 1,82 | 23 | 20,91 | 69 | 62,73 | 13 | 11,82 | 110 |
| | X3.7 | 3 | 2,73 | 7 | 6,36 | 22 | 20,00 | 52 | 47,27 | 26 | 23,64 | 110 |
| | X3.8 | 8 | 7,27 | 2 | 1,82 | 24 | 21,82 | 63 | 57,27 | 13 | 11,82 | 110 |
| | X3.9 | 0 | 0,00 | 10 | 9,09 | 23 | 20,91 | 67 | 60,91 | 10 | 9,09 | 110 |
| | X3.10 | 3 | 2,73 | 2 | 1,82 | 24 | 21,82 | 61 | 55,45 | 20 | 18,18 | 110 |

Table 6. Respondents' Answers to Competency Variables (X4)

| Variable | Indicator | Score 1 | | Score 2 | | Score 3 | | Score 4 | | Score 5 | | Total |
|--------------------|-----------|------------|------|------------|------|------------|-------|------------|-------|------------|-------|-------|
| | | f | % | f | % | f | % | f | % | f | % | f |
| Competence (X4) | Z1.1 | 3 | 2,73 | 0 | 0,00 | 16 | 14,55 | 70 | 63,64 | 21 | 19,09 | 110 |
| | Z1.2 | 5 | 4,55 | 5 | 4,55 | 22 | 20,00 | 64 | 58,18 | 14 | 12,73 | 110 |

Table 7. Respondents' Answers to Teacher Performance Variables (Y)

| Variable | Indicator | Score 1 | | Score 2 | | Score 3 | | Score 4 | | Score 5 | | Total |
|-------------------------------|-----------|------------|------|------------|------|------------|-------|------------|-------|------------|-------|-------|
| | | f | % | f | % | f | % | f | % | f | % | f |
| Teacher Performance (Y) | Y1.1 | 8 | 7,27 | 0 | 0,00 | 4 | 3,64 | 67 | 60,91 | 31 | 28,18 | 110 |
| | Y1.2 | 0 | 0,00 | 8 | 7,27 | 15 | 13,64 | 64 | 58,18 | 23 | 20,91 | 110 |
| | Y1.3 | 3 | 2,73 | 5 | 4,55 | 8 | 7,27 | 73 | 66,36 | 21 | 19,09 | 110 |
| | Y1.4 | 3 | 2,73 | 5 | 4,55 | 10 | 9,09 | 73 | 66,36 | 19 | 17,27 | 110 |
| | Y1.5 | 8 | 7,27 | 0 | 0,00 | 11 | 10,00 | 68 | 61,82 | 23 | 20,91 | 110 |
| | Y1.6 | 5 | 4,55 | 5 | 4,55 | 35 | 31,82 | 46 | 41,82 | 19 | 17,27 | 110 |

Validity Test Results and Reliability Test

The results of statistical calculations show that each indicator of the 5 variables (organizational behavioral citizenship, leadership, individual characteristic, competence and teacher performance) used in this study has a calculated r value greater than 0.1857, this means that the indicators are used in this research variable is feasible or valid to be used as a data collector. The test results related to the reliability of the measuring

instrument also show that each variable has a Cronbach Alpha value greater than 0.6. So it can be concluded that all the variables used in this study are reliable.

Inner Model Analysis Results

The structural evaluation (inner model) of the fit model is used with the aim of testing the suitability of the overall research model. The significance test of the independent variable on the dependent variable of the test can be declared significant by meeting the requirements if the P value is less than 0.05. The results of the fit indices model output are presented in table 8. The output results show that the χ^2/df has an index of 0.35 with a p-value <0.001. Meanwhile, ARS has an index of 0,698 with a p-value <0.001. Based on the criteria, APC has met the criteria because it has a p value <0.001. Likewise, the p-value of ARS is p <0.001 <0.05. The AVIF value that must be <5 has been fulfilled because based on this data the AVIF value is 3.369. The research data was tested with a fit model and the research data was declared fit so that the research data did not occur multicollinearity. Thus, the inner model can be accepted.

Table 8. Model Fit Indices

| Model | Fit Indices | P Values | Criteria | Information |
|-----------|-------------|--------------------------------------|----------|-------------|
| APC | 0,305 | <0,001 | p<0,05 | Be accepted |
| ARS | 0,698 | <0,001 | P<0,05 | Be accepted |
| R-Squared | 0,690 | <0,001 | P<0,05 | Be accepted |
| AVIF | 3,369 | Good if< 5 | AVIF < 5 | Be accepted |
| GoF | 0,772 | small≥0,1, medium ≥0,25, large ≥0,36 | | Large |
| IPR | 1,000 | ≥0,7 and ideally = 1 | | Be accepted |
| RSCR | 1,000 | ≥0,9 and ideally = 1 | | Be accepted |
| SSR | 1,000 | ≥0,7 | | Be accepted |
| NLBCDR | 1,000 | ≥0,7 | | Be accepted |

Results Of Path Coefficient And P-Values Analysis

This section describes each path in the model section using path analysis (Path coefficient). Each pathway tested shows the direct effect of OCB (X1), leadership (X2), individual characteristics (X3), competence (X4), teacher performance (Y) in Private Vocational Schools in Bondowoso Regency. By knowing the significance or not of each of these pathways will answer whether the proposed hypothesis is accepted or rejected. Each of the paths tested represents the hypothesis in this study. The path coefficient values are presented in Table 9.

Table 9. Path Coefficient Value of Direct Effect

| | | | Estimate | P | Lable |
|---------------------|------|----------------------------|----------|---------|-----------------|
| Teacher Performance | <--- | OCB | 0,905 | < 0,001 | Significant |
| Teacher Performance | <--- | Leadership | 0,164 | 0,038 | Significant |
| Teacher Performance | <--- | Individual Characteristics | 0,065 | 0,245 | Not significant |
| Teacher Performance | <--- | Competence | 0,006 | 0,476 | Not significant |

Discussion

Effect of Organizational Citizenship Behavior on Teacher Performance

The first hypothesis states that organizational citizenship behavior has a positive effect on teacher performance. After testing and analyzing the data, the results show that organizational citizenship behavior has a positive effect on teacher performance in private vocational schools in Bondowoso Regency, which is proven to be true or H1 is accepted. This could be due to the existence of aspects / indicators related to organizational citizenship behavior which has a positive effect on teacher performance. These aspects include: the factor of care (altruism), awareness (consciousness), sportsmanship (courtesy) and responsibility (civic virtue). This is supported by the results of descriptive analysis which states that in general the respondents strongly agree or give a positive response to organizational citizenship behavior that is generated in organizations, this is that organizational citizenship behavior is an important supporting factor for employees to improve teacher performance in private vocational schools in Bondowoso Regency. Thus the results of testing the variable

organizational citizenship behavior on teacher performance obtained a beta value (β) of 0.903 with a p -value of <0.001 . Because the value of p -value is smaller than α ($0.001 < 0.05$), H_0 is rejected and H_1 is accepted so that there is a positive and significant effect of organizational citizenship behavior on teacher performance. In accordance with the supporting theories, as for the theory (Davis & Newstrom, 2008) which states that work behaviors such as helping others, being friendly and cooperating with others are more pronounced by women than men. Several studies have also shown that women tend to prioritize relationship building (relational identities) than men and also show more helpful behavior and social interaction in the teacher's workplace. These findings indicate that there are quite striking differences between men and women in helping behavior and social interactions where teachers work. (Utaminingsih, 2014) also found a significant difference between men and women in the level of OCB they have, where the behavior of helping women is greater than that of men. There are differences in perceptions of OCB between men and women, where women perceive OCB as part of women's in role behavior compared to men. This evidence proves that women tend to internalize group expectations, a sense of belonging, and helping activities as part of women's work.

The Effect of Leadership on Teacher Performance

The second hypothesis states that leadership has a positive effect on teacher performance. After testing and analyzing the data, the results show that leadership has a positive effect on teacher performance in private vocational schools in Bondowoso Regency, which is proven to be true or H_2 is accepted. This could be due to the aspects / indicators related to leadership which have a positive effect on teacher performance. These aspects include: the competence of the leader and his leadership style. This is supported by the results of the descriptive analysis which states that in general the respondents strongly agree or give a positive response to the leadership that is generated within the organization, this is that leadership is an important supporting factor for employees to improve teacher performance in Private Vocational Schools in Bondowoso Regency. Thus the results of testing the leadership variable on teacher performance obtained a beta value (β) of 0.164 with a p -value 0.038. Because the value of p -value is smaller than α ($0.038 < 0.05$), H_0 is rejected and H_1 is accepted so that there is a positive and significant influence of leadership on teacher performance. In accordance with the supporting theories put forward by (Hasibuan, 2018) which states that leadership is a process of understanding what people do together, so that they understand and want to do it. Meanwhile, according to (Handoko, 2010) leadership in an organization is directed to influence the people they lead, so that they want to act as expected or directed by others who lead them. (Rivai, 2009) argues that leadership is a behavior with a specific purpose to influence the activities of group members to achieve common goals designed to provide individual and organizational benefits, so that in an organization leadership is a very important factor in determining the achievement of predetermined goals. by the organization. (Siagian, 2015) states that leadership is increasing influence gradually above mechanical adherence to routine organizational directives. Leadership is a way of inviting teachers to act correctly, achieve commitment and motivate to achieve common goals.

The Effect of Individual Characteristics on Teacher Performance

The third hypothesis states that individual characteristics have a positive effect on teacher performance. After testing and analyzing the data, the results show that individual characteristics have a positive effect on teacher performance in private vocational schools in Bondowoso Regency, the truth is not proven or H_3 is rejected. This can be due to aspects / indicators related to individual characteristics that have a positive effect on teacher performance. These aspects include: everyone has views, goals, needs and abilities that are different from one another. This difference will carry over in the world of work, which will lead to different satisfaction from one person to another, even though they work in the same place. Indicators Individual characteristics include: gender, age of service, employment status, last education that is called, non-formal education, attitudes, work interest, motivation and compliance with regulations. This is supported by the results of the descriptive analysis which states that in general the respondents agree or give a positive response to the individual characteristics that arise in the organization, this is that individual characteristics are an important supporting factor for employees to improve teacher performance in Private Vocational Schools in Bondowoso Regency. Thus the results of testing individual characteristics variables on teacher performance obtained a beta value (β) of 0.069 with p -value of 0.232. Because the value of p -value is smaller than α ($0.232 > 0.05$), H_0 is accepted and H_1 is rejected so that there is no positive and significant effect on individual characteristics on teacher performance.

The Effect of Competence on Teacher Performance

The fourth hypothesis states that competence has a positive effect on teacher performance. After testing and analyzing the data, the results show that competence does not have a positive effect on teacher performance in private vocational schools in Bondowoso Regency, which is proven or H_4 is rejected. This could be due to the existence of aspects / indicators related to competence that do not have a positive effect on teacher performance. These aspects include: competence is the individual's capacity to carry out various tasks assigned to him, which is formed from education and training, initiatives, and work experience gained from both inside and outside the institution where he works which includes technical competence and non-competence. technical. Some of the aspects contained in the concept of competence include technical competence and non-technical competence. This

is supported by the results of the descriptive analysis which states that in general the respondents agree or give a positive response to the competencies generated in the organization, this is the competence being an important supporting factor for employees to improve teacher performance in Private Vocational Schools in Bondowoso Regency. Thus the results of testing the competency variable on teacher performance obtained a beta value (β) of 0.006 with p -value of 0.476. Because the value of p -value is smaller than α ($0.476 > 0.05$), H_0 is accepted and H_1 is rejected so that there is no positive and significant effect of competence on teacher performance.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Organizational citizenship behavior has a positive effect on teacher performance. This could be due to aspects related to organizational citizenship behavior which has a positive effect on teacher performance. These aspects include: caring factors, awareness, sportsmanship, courtesy and responsibility. From the results of this study, the bias means that teachers who work at SMKS in Bondowoso Regency have a very high character of caring for their colleagues. The awareness, sportsmanship and responsibility for the work for which they are responsible are very high so that it can improve teacher performance.

Leadership has a positive effect on teacher performance. After testing and analyzing the data, the results show that leadership has a positive effect on teacher performance in private vocational schools in Bondowoso Regency, which is proven to be true or H_2 is accepted. Thus the bias means that the leadership in the SMKS in Bondowoso Regency is good because it can improve teacher performance.

Individual characteristics do not have a positive effect on teacher performance. After testing and analyzing the data, the results show that individual characteristics do not have a positive effect on teacher performance at the Private Vocational School in Bondowoso Regency, it is proven or H_3 is rejected. This can be due to aspects / indicators related to individual characteristics that have a positive effect on teacher performance. These aspects include: everyone has views, goals, needs and abilities that are different from one another. This difference will carry over in the world of work, which will lead to different satisfaction from one person to another, even though they work in the same place. Indicators Individual characteristics include: gender, age of service, employment status, last education that is called, non-formal education, attitudes, work interest, motivation and compliance with regulations.

Competence does not have a positive effect on teacher performance. After testing and analyzing the data, the results show that competence does not have a positive effect on teacher performance in private vocational schools in Bondowoso Regency, which is proven or H_4 is rejected. This could be due to the existence of aspects / indicators related to competence that do not have a positive effect on teacher performance. These aspects include: competence is the individual's capacity to carry out various tasks assigned to him, which is formed from education and training, initiatives, and work experience gained from both inside and outside the institution where he works which includes technical competence and non-competence. technical. Some of the aspects contained in the concept of competence include technical competence and non-technical competence.

Suggestion

Research on teacher competence and performance is an important aspect in the study of administrative science. Job competence itself can be seen in terms of knowledge and skills or abilities in doing a job. However, sometimes it is difficult to find references that clearly describe whether the competency in question is competence in terms of knowledge about the job itself or competence in terms of ability to carry out a job. The same is the case with teacher performance which can be seen from the output and process side. It is difficult to find references that clearly describe performance as an output or a process. Therefore it is necessary to have the latest references that clearly describe work competence as knowledge or ability and performance as an output or process. For further research, it is hoped that more and more recent references regarding work competence and teacher performance are expected to improve further research. For future research it is suggested to consider other factors that also influence teacher competence and performance such as reward and punishment, work environment, and work discipline. Further research is intended to expand the research orientation to a larger organizational scope or larger population, not only Private Vocational High Schools (SMKS) in Bondowoso Regency so that the generalization level is higher and explains the real data.

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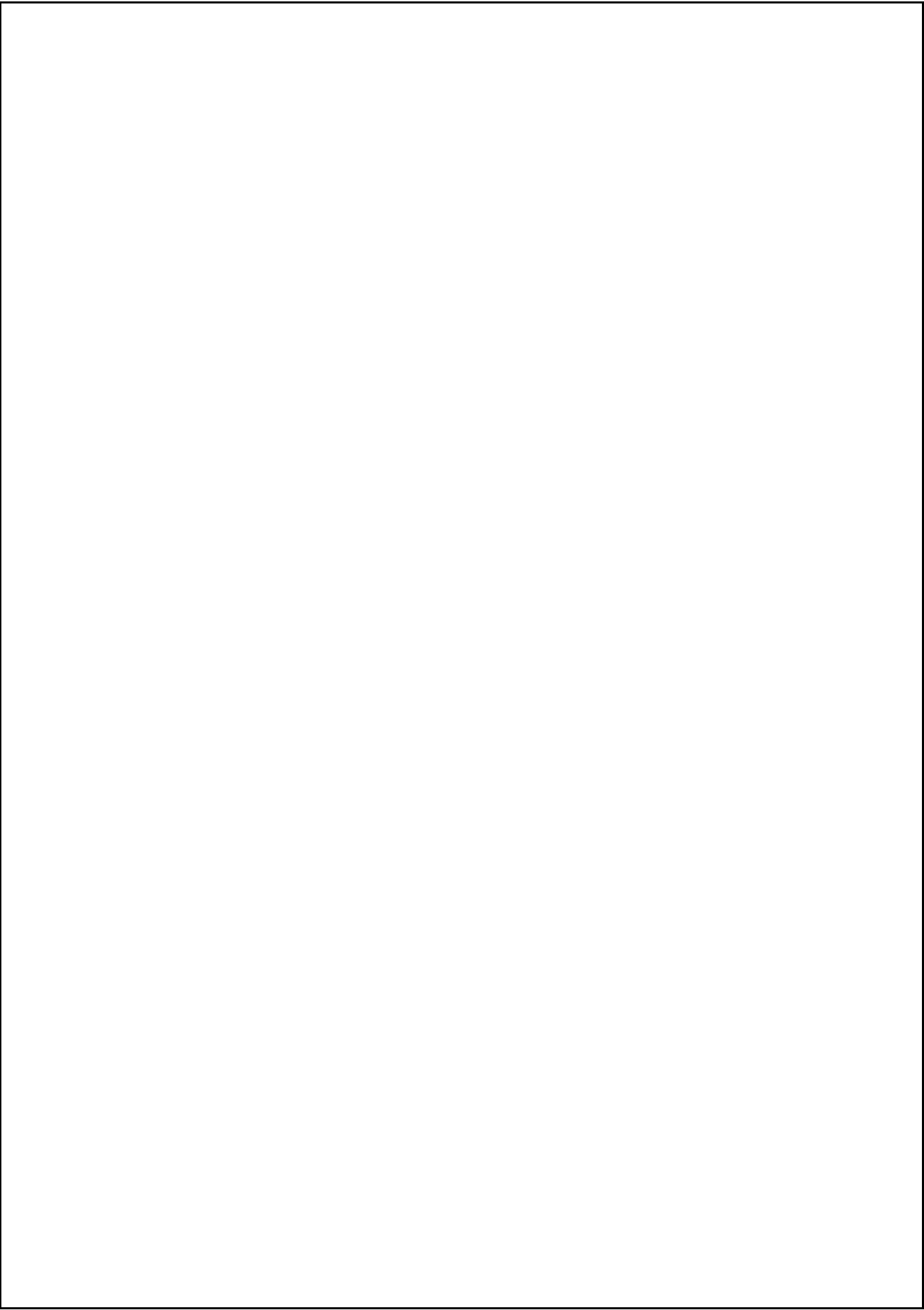
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